

# SHARED VALUE SOLUTIONS



## **SOCIAL CONDITIONS ON EMPLOYMENT**

Prepared for: Doig River First Nation  
January 26, 2026



# PROSPERITY. STEWARDSHIP. JURISDICTION.

## Doig River First Nation

P.O. Box 56  
Rose Prairie, BC V0C 2H0

January 26, 2026

Dear Jennifer,

Shared Value Solutions Ltd. is pleased to present this report on the social conditions influencing Doig River First Nation members' participation in resource development opportunities within your territory.

This report reflects the input of community members and provides insights into opportunities and barriers that affect engagement in employment, monitoring, and contracting. The findings are intended to support informed decision making, future socio-economic planning, and meaningful participation of Doig River First Nation members in resource development employment.

Shared Value Solutions is grateful for the opportunity to work with Doig River First Nation and to continue supporting the community in achieving its goals and priorities.

Please do not hesitate to get in touch with us if you have any questions or concerns about the enclosed report.

With best regards,



Jessica Steiner

*Client Liaison and Senior Project Director, Shared Value Solutions*



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## WÚÚJQ WATS'É' WQJE (ACKNOWLEDGEMENTS)

We want to respectfully acknowledge and thank all community members of Doig River First Nation who shared their thoughts, insights, and experiences through surveys and interviews. Those contributions have directly shaped the direction and priorities of this study.

We also extend our gratitude to all Doig River First Nation leadership and staff for their collaboration, guidance, and support throughout this process. Your commitment to the community's long-term vision of community well-being ensured that this study reflects the goals, values, and aspirations of Doig River First Nation.





## 1.0 SOCIAL CONDITIONS ON EMPLOYMENT STUDY OVERVIEW

This section of the report provides an overview of the employment study, including its background, objectives, methodology, and overall approach. It outlines the context and rationale for the study, the goals guiding the research, and the methods used to gather and analyze information.

### 1.1 BACKGROUND



Doig River First Nation recognizes the importance of understanding the social conditions that influence member participation in resource development projects within its territory. Participation in employment, monitoring, and contracting opportunities is shaped by a combination of community interests, skills, training, and other social and economic factors. Identifying both the opportunities and barriers that affect engagement is critical to supporting informed decision-making, economic development, and sustainable community benefits.

Shared Value Solutions Ltd. (SVS) was engaged to support Doig River First Nation in exploring these factors. The project involved interviews with staff and leadership, and the design and implementation of a survey to gather input directly from Doig members. The



research examined members' interests, preferred ways of participating in resource development, and the conditions that support or limit their involvement. It also assessed current skill and training levels among members, compared these with industry expectations, and identified gaps or other barriers that could affect employment and contracting opportunities. Shared Value Solutions authored this report.

The findings of this research are compiled in this report and an infographic. The purpose of the infographic is to share the key findings with leadership, community members, and resource development proponents.

This project has provided valuable insights into the factors influencing community participation and represents an important step toward strengthening employment opportunities and meaningful engagement for Doig River First Nation members in resource development within their territory.

## 1.2 YE\_AA AAWQLE KAA SUUDEJIIH (PROJECT OBJECTIVES)



The primary objective of this project was to understand the social conditions that influence Doig River First Nation members' participation in resource development opportunities within their Territory. The project aimed to provide actionable insights to support informed decision-making and socio-economic planning.

The specific objectives of the project were to:

### 1. Identify Opportunities and Barriers

- Assess the factors that enable or limit member engagement in employment, monitoring, and contracting related to resource development projects.
- Understand members' interests and preferred ways of participating in these opportunities.

### 2. Evaluate Skills and Training Needs

- Examine the current skills and training certifications of Doig River First Nation members.
- Compare these capacities with industry expectations to identify gaps and potential areas for capacity development.

The primary objective of this project was to understand the social conditions that influence Doig River First Nation members' participation in resource development opportunities within their territory.



3. **Gather Member Input**
  - Design and implement a survey to gather input directly from members.
  - Ensure that the research process reflects community priorities and promotes meaningful participation.
4. **Inform Decision Making and Planning**
  - Produce a comprehensive report and a one-page infographic summarizing key findings for Doig River First Nation leadership, community members, and resource development proponents.
  - Contribute insights to support future socio-economic assessments.
5. **Build Local Research Capacity**
  - Mentor and support a Doig River First Nation community liaison to assist with project activities, enhancing local skills in research and community engagement.

## 1.3 JEĤÁÁKE?ÁÁ KEĤAWADUUCĤĤ (STUDY METHODOLOGY)



This study used a community-engaged approach to ensure its findings reflect the Doig River First Nation community's priorities and perspectives.

The study included two main components:

- Interviews with Doig River First Nation leadership and staff
- A community-wide survey

### 1.3.1 INTERVIEW WITH LEADERSHIP AND STAFF



We conducted interviews with Doig River First Nation leadership and staff to gain insight into internal perspectives on employment and workforce dynamics. The staff interview participants were selected to provide a diverse representation of roles, responsibilities, and experiences within the Nation. Six Doig River First Nation staff members and leaders participated in a total of five interviews.

A structured interview guide (Appendix B) ensured consistency while also allowing for open-ended responses. The guide covered topics such as staff perceptions of employment opportunities, training and skills development, workplace challenges and opportunities, and ideas for improving workforce participation and retention.

Participants were interviewed virtually using Microsoft Teams between October 28, 2025, and November 13, 2025. During the interviews, researchers took detailed notes to capture



key points and themes. Participant responses were then analyzed qualitatively to identify common patterns, insights, and recommendations regarding employment conditions and workforce development at Doig River First Nation.

The results of the interviews with leadership and staff are summarized in Section 2.1 of this report.

### 1.3.2 COMMUNITY-WIDE SURVEY

Doig River First Nation members were presented with a community-wide survey aimed at understanding community perspectives on employment and workforce opportunities. The survey aimed to capture the experiences, needs, and goals of members, including both on- and off-reserve participants.

Overall, 72 Doig River First Nation members participated, representing 22% of the total membership of 335 members.

A structured survey questionnaire (Appendix C) ensured consistency while allowing for both quantitative and qualitative responses. It included questions on employment, training and skill development, barriers to workforce participation, and ideas for improving access to jobs and career pathways.

The survey was available to participants between October 27<sup>th</sup> and November 14, 2025, using SurveyMonkey. Prizes were offered to incentivize participation in the survey, although survey respondents had the option to submit their survey anonymously.

Data were analyzed using descriptive statistics for quantitative questions and thematic analysis for open-ended responses to identify common trends, insights, and community priorities related to employment.

The results of the survey are summarized in Section 2.2 of this report.





## 2.0 STUDY FINDINGS

This section of the report presents a summary of the key themes and insights that emerged from the interviews with leadership and the community-wide survey.

### 2.1 KEY FINDINGS AND RECOMMENDATIONS FROM INTERVIEWS AND SURVEY



Below are a set of recommendations for leadership, developed from the survey and interview results, aimed at strengthening member participation, supporting skills development, and enhancing employment and contracting opportunities in the natural resource sector.

The following section provides a high-level summary of the key findings from the survey and interviews, along with the corresponding recommendations developed from those results. These recommendations outline practical and strategic actions to strengthen Doig River First Nation members' access, participation, and success in employment, monitoring, and contracting opportunities within the natural resource sector. They address skill development, mentorship, practical supports, industry collaboration, Nation-led initiatives, and community engagement, while also reflecting the systemic barriers and cultural priorities identified in the study.



Table 1. Recommendations

RECOMMENDATION AREA	RECOMMENDED ACTIONS
<p><b>Training and Skills Development</b></p>	<ul style="list-style-type: none"> <li>• Promote flexible delivery of essential certifications and industry-specific training: online, in-community, on-the-land, in the workplace, and through workshops and mentorship. <i>See Appendix A for a comprehensive list of relevant programs as of 2025.</i></li> <li>• Advocate with industry partners for pre-employment requirements that do not rely on proctored exams, and work with training providers to allow a support person (particularly for Elders) during proctored certification exams.</li> <li>• Encourage industry partners to host or provide in-person training for required certifications and orientations to better support community member participation.</li> <li>• Provide technical/trade training, safety certification, and culturally integrated programs.</li> <li>• Offer mentorship, apprenticeships, and on-the-job learning opportunities.</li> <li>• Develop soft skills training: teamwork, communication, problem-solving, adaptability, leadership, and project management.</li> </ul>
<p><b>Mentorship and Guidance</b></p>	<ul style="list-style-type: none"> <li>• Develop structured mentorship programs pairing youth and new workers with experienced mentors and Elders.</li> <li>• Provide opportunities for peer support networks and coaching on practical skills, confidence, and career readiness.</li> <li>• Pair skilled members with mentorship programs to transfer knowledge to less experienced members.</li> <li>• Support cultural and Traditional Knowledge transfer alongside technical skills.</li> </ul>



## RECOMMENDATION AREA

## RECOMMENDED ACTIONS

### Contracting and Entrepreneurship

- Offer hands-on business development training, including workshops and mentorship opportunities that focus on real-world business skills.
- Facilitate access to resources for business start-up and growth, including funding, equipment, and tools.
- Provide guidance for proposal writing, contract bidding, bookkeeping, and marketing.
- Create clear ways for Doig River First Nation and industry to work together on contracts that support local jobs and businesses.
- Link entrepreneurial opportunities to community employment, such as promoting projects where Doig-member-owned businesses can prioritize hiring other Doig members.

### Industry Collaboration and Support

- Encourage industry partners to standardize certifications and simplify renewals.
- Encourage industry partners to provide hands-on training, communicate career pathways, and early communication of opportunities.
- Promote and encourage the adoption of trauma-informed, culturally aware workplace practices among internal teams and industry partners.
- Encourage industry partners to provide recreational and wellness programs at industry camps to reduce alcohol and drug use and promote physical, social, and mental well-being.
- Encourage industry partners to communicate opportunities early, so members have advance notification of work opportunities to allow better planning around family or personal obligations.
- Targeted funding support to direct funding toward Doig River First Nation's identified priorities, including education, health and wellness programs, training, and other community-identified gaps, ensuring resources to



RECOMMENDATION AREA	RECOMMENDED ACTIONS
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<b>Doig River First Nation-Led Supports</b>	address the most pressing needs and support long-term workforce development.
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|---|--|
| <b>Doig River First Nation-Led Supports</b> | <ul style="list-style-type: none"> <li>• Increase staff capacity and inter-departmental coordination for holistic support across departments.</li> <li>• Implement equitable access strategies for available positions, including lottery systems or tracking of participation, to fairly distribute employment opportunities.</li> <li>• Prioritize flexible, local, or short-term work for members with practical barriers, such as young children, mobility constraints, or caregiving responsibilities.</li> <li>• Continuing wellness, counselling, and recognition initiatives.</li> <li>• Encourage the training and education department staff to maintain flexible education and training pathways and remove unnecessary barriers.</li> <li>• Integrate cultural and land-based learning in employment pathways to combine practical skills with Traditional Knowledge.</li> </ul> |
|---|--|

- |  |  |
|--|--|
| <b>Community and Family Engagement</b> | <ul style="list-style-type: none"> <li>• Support parents and guardians to help encourage high school completion, ongoing education, and land-based learning</li> <li>• Promote and provide opportunities for positive role models, healthy lifestyles, and culturally grounded values</li> </ul> |
|--|--|

- |                                  |   |
|----------------------------------|---|
| <b>Address Systemic Barriers</b> | <ul style="list-style-type: none"> <li>• Provide targeted support to mitigate historical and systemic challenges (culturally grounded education and awareness programs, mentorship and role model programs, trauma-informed training and support, education and career transition supports, flexible learning pathways, equitable access policies, support for entrepreneurs and small businesses, and cultural connection initiatives).</li> </ul> |
|----------------------------------|---|

**RECOMMENDATION AREA****RECOMMENDED ACTIONS****Career Pathways and Long-Term Engagement**

- Ensure industry partners prioritize Doig members for local resource development employment opportunities.
- Work with industry partners to develop structured pathways from entry-level to advanced positions
- Offer ongoing professional development and mentorship
- Support flexible work arrangements and practical supports (transportation, housing, childcare).



## 2.2 INTERVIEW OUTCOMES



The findings presented in this section are drawn from interviews with Doig River First Nation leadership and staff involved in natural resource development and monitoring work. These conversations provide insight into members' interests, motivations, skills, and experiences, as well as the challenges and barriers that affect participation. The outcomes reflect both individual perspectives and community-wide trends, highlighting patterns in preferred roles, workplace expectations, training needs, and opportunities for capacity building. Collectively, the interview results offer an understanding of factors that support or limit engagement in the natural resource sector and inform recommendations for improving access, training, and success for Doig River members.

### 2.2.1 INTEREST AND WILLINGNESS TO WORK IN THE NATURAL RESOURCES SECTOR



Based on the interview data from this Study, Doig River demonstrates a strong interest in participating in natural resource employment, particularly in roles that offer meaningful engagement, skill development, and connection to the land. Interview participants shared that members are eager to contribute to projects that support community stewardship, environmental monitoring, and cultural continuity. Elders, in particular, value these positions because they create opportunities for intergenerational knowledge transfer and strengthen cultural connections. Compensating Elders for their knowledge reinforces its importance, affirms the validity of Traditional Knowledge, and recognizes them as experts, ensuring Doig members feel genuinely valued, respected, and included in the Nation's governance over its lands and resources.

Based on the interview data from this Study, Doig River members demonstrate a strong interest in participating in natural resource employment, particularly in roles that offer meaningful engagement, skill development, and connection to the land.

While individual preferences and life circumstances such as family responsibilities, training requirements, or physical demands can influence participation, overall enthusiasm for work in this sector is high. Recognizing this interest provides a foundation for designing opportunities that are accessible, culturally relevant, and aligned with members' skills and aspirations.

#### PREFERRED EMPLOYMENT TYPE

Interviewees described Doig River members as being eager to take part in natural resource development work. Several noted that people want jobs that "keep us connected to the land" and allow for "flexibility to take care of family responsibilities," highlighting a sustained interest in roles that combine meaningful, land-based work with balanced schedules.

Staff and leaders explained that their understanding of members' employment preferences comes from years of working directly with community members, supporting them in industry roles, and



observing trends in training, recruitment, and retention. Based on these experiences, they described three consistent patterns:

### **Environmental and cultural monitoring**

Interview participants reported that environmental and cultural monitoring is the preferred type of employment, as it allows members to engage directly with projects, gain hands-on experience, contribute to community stewardship and cultural continuity, and work with schedules and locations that provide flexibility to balance personal, family, and community responsibilities.

Interview participants reported that environmental and cultural monitoring is the most preferred type of employment, as it allows members to engage directly with projects, gain hands-on experience, contribute to community stewardship and cultural continuity, and work with schedules and locations that provide flexibility to balance personal, family, and community responsibilities.

### **Contracting**

Contracting roles are the next most desired type of employment, offering opportunities for skill development, practical experience, and, in some cases, entrepreneurial growth. Some members have leveraged these roles to gain the expertise and confidence needed to establish their own contracting businesses, creating further opportunities for themselves and the community.

### **Full-time positions**

Full-time positions in the industry attract comparatively less interest. Full-time employment can pose challenges due to extended absences from home, rigid schedules, or demanding certification requirements, making it less aligned with members' priorities and lifestyles.

## **LOCATION AND ACCESSIBILITY: ON AND OFF RESERVE**

Interview participants noted that participation in natural resource employment is strongly influenced by members' location and their ability to access opportunities.

Members living on the reserve tend to be more consistently engaged in monitoring and contracting work. Proximity allows them to easily receive notices, attend orientations, participate in training, and respond quickly to work opportunities. Being on-reserve also facilitates connections with Doig staff and other members, which supports ongoing engagement and access to mentorship.

Members living off-reserve participate less frequently, primarily due to distance, limited awareness of opportunities, and challenges with short-notice work. Travel requirements, accommodation needs, and coordination for camp-based assignments can be prohibitive, particularly when work is announced only days in advance. Off-reserve members may also face barriers accessing online resources or communication channels, limiting their ability to stay informed and plan participation.



## **CONCENTRATED PARTICIPATION AMONG A CORE GROUP OF COMMITTED MEMBERS**

Interviewees consistently noted that participation in resource development work, particularly environmental monitoring, is heavily concentrated among a small, consistent group of members. Participants reported that many of these participants are Elders, whose experience, knowledge, and reliability make them highly valued contributors to projects.

While their dedication ensures continuity and quality in monitoring work, it also highlights a potential vulnerability: the community's participation base is narrow, and engagement is limited among younger members and those newer to the workforce. Relying on the same individuals repeatedly may lead to burnout and restrict opportunities for others to gain experience, develop skills, and contribute meaningfully.

Expanding participation beyond this core group is critical to building broader capacity, ensuring sustainability of programs, and creating pathways for youth and other community members to engage in monitoring, contracting, and other resource sector roles. Initiatives such as mentorship programs, skills training, and structured rotation systems can help diversify participation while retaining the expertise and guidance of the committed core group.

### **2.2.2 MEMBER MOTIVATION, PREFERENCES, AND SUCCESS IN RESOURCE SECTOR WORK**



Interview participants shared that Doig River members are motivated to pursue natural resource employment and contracting work by a combination of personal, cultural, and practical factors. They described success in these roles as being shaped by members' engagement, reliability, skills, and access to opportunities to gain experience, and noted that preferred roles reflect what members value most in their work. More details can be found in the subsections below.

#### **KEY DRIVERS AND PREFERENCES**

It was reported that community members' motivation to participate in monitoring and resource sector work is influenced by a combination of practical, cultural, and personal factors. Interviewees shared what they perceive to be key drivers of interest, including the following:

##### **Flexibility and Short-Term Assignments**

Members are drawn to positions that allow them to choose work schedules, locations, and project durations. Seasonal or casual contracts, particularly summer positions, enable members to balance employment with family responsibilities, community obligations, and other personal priorities.

##### **Time on the land, Cultural Integration, and Community Contribution**

Roles that involve spending time outdoors and integrating traditional land knowledge with technical monitoring are highly valued. These opportunities not only support community stewardship, cultural continuity, and intergenerational knowledge sharing but also allow members to give back to their



community by protecting the land, supporting sustainable resource management, and contributing to projects that benefit current and future generations. Members often describe a strong sense of purpose and connection to their heritage when their work has tangible, positive impacts on their community.

### **Short-Term or Casual Contracts**

Members generally prefer temporary, project-based, or seasonal work over long-term placements that require extended absences from home. Short-term contracts provide flexibility, reduce the burden of relocation, and allow members to participate in work without disrupting family or community life.

### **Skill Building and Experience**

Some members are motivated by positions that provide hands-on learning and professional development. Exposure to environmental monitoring, technical procedures, and project-based work increases employability, confidence, and readiness for more advanced or specialized roles.

### **Entrepreneurial Opportunities and Self-Determination**

Members are highly entrepreneurial and value the freedom these roles provide, often describing work in this sector as “master of their own destiny.” Experience gained through monitoring, contracting, or working with Doig-owned businesses has enabled some members to launch small businesses in areas such as pipeline inspection, environmental monitoring, mulching, and maintenance. Doig businesses hiring members is seen as mutually beneficial, and the revival of contracting opportunities strengthens the local economy. Some members also work directly for the band, further supporting community capacity. Health insurance and other benefits are less of a concern for members, as they can often access these through the band or other Indigenous programs. While challenges exist, such as securing contracts or managing administrative requirements, these ventures create new employment pathways and opportunities for others in the community.

## **MEMBER EMPLOYMENT PREFERENCES BY AGE**

Employment preferences among Doig River members vary by age, reflecting differences in life stage, responsibilities, and career goals. Understanding these patterns can help tailor opportunities, training programs, and support systems to increase participation and satisfaction across generations.

### **Elders**

Elders are highly engaged in monitoring and resource sector roles, often bringing valuable experience and Traditional Knowledge. They particularly value flexible schedules, opportunities to maintain cultural connections, and time on the land, which allows them to stay connected to traditional practices and pass on knowledge to younger generations.



## Youth

Youth participation tends to be short-term, primarily through summer positions, internships, or targeted training programs. While youth are often enthusiastic about gaining new experience, some struggle to see the broader purpose of monitoring work or the long-term benefits of skill development. Requirements for continual certification, additional education, or technical training can be discouraging, highlighting the need for mentorship, clear career pathways, and support structures to sustain engagement.

## Middle-Aged Members

This group often balances family responsibilities and community commitments with employment opportunities. They frequently seek flexible monitoring roles that allow them to maintain work-life balance while remaining active in the community. Some also explore business opportunities within the natural resource sector, using experience gained from monitoring and contracting work to establish small enterprises or take on leadership roles, thereby creating employment pathways for themselves and other members.

## POSITIONS LESS FAVOURED BY MEMBERS

Interview respondents shared that while Doig River members engage actively in monitoring and contracting work, certain positions consistently attract less interest due to high requirements, limited flexibility, monotony, or misalignment with personal and cultural priorities. These positions include the following:

### Oil and Gas Monitoring

These roles are less appealing to some members because they often require extensive certifications, perceived technical specialization, and ongoing renewal of company-specific safety tickets. Additionally, the work can be repetitive or highly regulated, which some members find less engaging compared to positions that allow more variety or autonomy.

### Archaeology Positions

Interest in these temporary, location-specific roles is inconsistent. Some members find the work less appealing because it involves remaining in the same location for extended periods, which can feel monotonous or “boring.” While some members enjoy the hands-on learning and connection to heritage, the repetitive nature of fieldwork reduces overall participation.

### Full-Time Employment

Interview participants stated that community members generally show limited interest in permanent, full-time roles. Most prefer short-term, flexible, or seasonal work that allows them to remain closely connected to family, community, and cultural practices. Full-time schedules often conflict with caregiving responsibilities, seasonal activities, or opportunities for land-based engagement, making these positions less attractive.



## General Labour Roles

While previously popular, interest in general labour positions has declined in recent years. Feedback shared with the interview participants by members suggests these roles are now perceived as less engaging, with limited opportunities for skill development, professional growth, or cultural integration. Members increasingly prioritize work that is meaningful, flexible, and aligned with personal or community values, making general labour less preferred.

### 2.2.3 BARRIERS TO PARTICIPATION



We asked interview participants about barriers that impact Doig's participation in resource sector employment. Respondents explained that there are several challenges that make it difficult for Doig River members to get involved in resource development work. These challenges can be grouped into several key themes described below.

#### TRAINING AND CERTIFICATION REQUIREMENTS

Many positions require extensive certifications or “tickets” (proof that individuals have received the training to perform their jobs safely and effectively). The training is often delivered online. Examples include pipeline safety courses, truck driving (7–8 weeks), heavy equipment operation (up to 6 months with room and board costs), general safety, ground disturbance, gun licences, and drone operation. These courses are sometimes time-consuming, highly detailed, and poorly aligned with the actual work. Interview participants shared details about specific barriers related to training and certification requirements:

##### Training Challenges for Elders

Elders face particular challenges, including a preference for in-person instruction, guidance through exams, and language support (e.g., Beaver language vs. English). Online exams, strict protocols (like a mediated test on camera without help or support allowed), and complex content create frustration and sometimes lead Elders to stop participating.

##### Youth and Other Member Commitment

Youth and other members can struggle with long-term commitment, losing interest if courses are lengthy or require repeated upgrading. For example, students completing an operator training course sometimes do not continue due to the necessary preparation and commitment. Even short courses (e.g., a two-day gun licence course or a four-day drone course) can cause members to lose interest or drop out due to competing obligations or travel. In addition, some youth members, particularly those aged 20–30, have reported to interviewees that they experience a sense of disconnect, struggle to advocate for themselves, and miss out on cultural opportunities. This gap has contributed to reduced engagement with the land, challenges with addiction, limited parental support, and a broader mental health crisis within the Doig community for some.



## High School Education Barriers

Not having a high school diploma prevents those who are eager to work in the natural resource sector from qualifying for these positions. At the same time, some people are not motivated to complete high school, making it difficult for them to access this type of work.

## Support Programs

Programs like the Career and College Preparation program, run through Doig in partnership with Northern Lights College, provide tailored support for members to complete high school, post-secondary education, or training at an individualized pace. However, participation is still limited by systemic barriers, including being pushed through education without adequate support, informational gaps or disconnects, and situations where members only later discover they did not graduate as expected. Numerous younger members are enrolled in college upgrade programs, but attendance is a significant challenge due to the need to travel to Fort St John, learning disabilities, and other obstacles.

Efforts are underway to address these gaps and offer opportunities that better suit members' needs. There is also a desire for industry partners to support these initiatives. A lack of empowerment and life skills training limits members' ability to advocate for themselves, and some feel disconnected from the environment and cultural knowledge. These challenges are particularly pronounced for Gen Z. Off-reserve youth more commonly pursue school and post-secondary education.

## WORK STRUCTURE AND SCHEDULING

Some employment opportunities in the natural resource sector are irregular, with short-term contracts, seasonal roles, and frequent travel across regions. These conditions can make it challenging for members to maintain steady participation. At the same time, interviewees noted that many members prefer monitoring roles because they offer greater flexibility in schedule, location, and duration—features that better align with family responsibilities and community commitments. Interview participants also highlighted several specific barriers related to work structure and scheduling:

Interviewees noted that many members prefer monitoring roles because they offer greater flexibility in schedule, location, and duration—features that better align with family responsibilities and community commitments.

### Camp-Based Work Challenges

Camp-based positions often involve demanding schedules, including 12–14-hour workdays and extended periods away from home and community. Many members may be unable or unwilling to commit to longer stays due to family responsibilities, personal obligations, or the challenges of being away from their support networks. These demanding requirements can limit participation, particularly among younger members, parents, and those with other commitments, reducing access to employment and skill-building opportunities.

### Temporary and Seasonal Roles



Many positions in the natural resource sector are short-term or tied to seasonal work cycles. While this type of work can appeal to members seeking flexibility or balancing other commitments, it can also create challenges for those looking for stable, continuous employment. Irregular schedules may lead to gaps in income, make long-term financial planning difficult, and disrupt the development of consistent skills and experience. For some members, the lack of continuity can limit opportunities for advancement and reduce overall engagement, highlighting the need for strategies that balance flexibility with pathways to longer-term stability.

### **Full-Time Employment**

Full-time positions often generate limited interest among members, as many prioritize work arrangements that allow them to remain connected to family, community, and cultural responsibilities. Rigid schedules and extended hours can conflict with caregiving, traditional practices, or participation in community events, making full-time roles less appealing.

### **Travel Demands**

Roles that require frequent travel across distant regions are often less attractive to members because of the logistical, financial, and personal challenges involved. These factors can make it difficult for members to commit to such positions, limiting access to certain employment opportunities.

## **LOGISTICAL AND PRACTICAL BARRIERS**

Several logistical and practical factors influence community members' ability to participate in natural resource employment and monitoring opportunities. Understanding these factors is critical to designing positions and programs that are accessible, inclusive, and responsive to the diverse needs of community members. These barriers are discussed further below.

### **Transportation**

Transportation can be a significant barrier, as some members do not have access to a vehicle, a valid driver's licence, or vehicle insurance. Others must travel long distances to worksites—sometimes up to two hours from Fort St. John—including for camp-based projects. While Doig staff, family members, or project proponents occasionally provide rides, this support requires careful coordination and planning and is not always reliable. Limited transportation options can restrict timely participation, reduce flexibility, and increase stress for members trying to balance work with personal and family commitments.

### **Family Responsibilities**

Childcare remains a significant barrier, particularly for younger women with children, as many are balancing parenting responsibilities with work, training, or education. Limited access to affordable, reliable childcare reduces their ability to participate in workshops, job opportunities, or skill-building programs. For some, the lack of trusted caregivers or appropriate childcare hours means they are unable to commit to regular schedules or travel for work, ultimately restricting their availability and limiting their career and training options.



## Mobility

Some environmental monitoring and field-based positions require physical labour, extended periods of walking, or the ability to move around various on-site locations. This creates challenges for Elders and members with mobility limitations, who may not be able to safely navigate uneven terrain or participate in more physically demanding tasks. In many cases, these individuals can contribute valuable knowledge and oversight but may only be able to monitor from a vehicle or a stationary location. As a result, mobility constraints can limit participation in certain monitoring roles or require tailored accommodation to ensure safe and meaningful involvement.

## COMMUNICATION AND COORDINATION

Access to employment and monitoring opportunities is often constrained by short notice from industry, which can be as little as a week. This makes it difficult for both staff and members to plan and commit, and limits the ability to arrange or complete any required training or certifications that may be missing. Members' access to opportunities is also affected by how information is shared and coordinated within the community. Notices are typically distributed through social media, posters, or emails, but engagement remains limited, and members may miss positions. Staff frequently take on the additional responsibility of directly contacting members, a time-intensive process limited by available capacity. Further challenges arise from incomplete community-wide communication systems and equity issues when demand for positions exceeds supply, all of which can limit fair and consistent access to work.

Access to employment and monitoring opportunities is often constrained by short notice from industry, which can be as little as a week for upcoming work.

## MENTAL HEALTH AND WELL-BEING

Participation in employment and monitoring work can be affected by mental health and well-being challenges. Factors such as addiction, trauma, stress, or anxiety during training and within work environments may limit members' ability to secure or maintain positions. Substance use can also create barriers: drug and alcohol policies, such as mandatory testing, may prevent participation for several days, particularly with recreational marijuana use, and addictions can impact reliability and the ability to take on assignments. In some cases, individuals may appear disengaged or participate primarily for financial reasons, which can reduce long-term retention and opportunities for skill development.

## WORKPLACE CULTURE AND POLICIES

The culture and policies of workplaces play an important role in shaping community members' participation and retention in resource development and monitoring work. Factors such as cultural sensitivity, experiences of discrimination or racism, concerns about safety (particularly for women in camp settings), and alignment with personal values influence whether members feel comfortable, respected, and motivated in their roles.



## LIMITED MENTORSHIP AND POSITIVE ROLE MODELS FOR YOUTH

A lack of guidance, mentorship, and visible examples of success can significantly reduce motivation and confidence among members who are interested in pursuing education, training, or new career paths. Without supportive role models, clear direction, or someone to help navigate options, individuals may feel unsure about where to start or what opportunities are available to them. This gap in support can limit awareness of existing programs, funding, and pathways, ultimately discouraging members from taking the next step toward further education or career development.

## IMPACTS OF INTERGENERATIONAL TRAUMA

Historical and systemic experiences, including the intergenerational impacts of residential schools, forced assimilation, and ongoing colonial policies, continue to influence confidence, educational outcomes, and participation in employment and training opportunities. These experiences have contributed to mistrust in institutions, disrupted connections to culture and identity, and created barriers in accessing supportive learning environments. It was reported that for many members, these impacts can manifest as reduced self-confidence, anxiety in formal educational settings, or hesitation to engage with government or industry-led programs. As a result, the legacy of these systemic harms continues to shape how individuals approach training, education, and employment pathways today.

### 2.2.4 SKILLS, TRAINING, AND EMPLOYER EXPECTATIONS



Participation in the natural resource sector requires a combination of technical skills, certifications, and workplace competencies. Interviewees explained that Doig River members possess a strong foundation of safety-related skills and some specialized education, enabling them to contribute effectively to a range of monitoring and resource development roles. At the same time, employer expectations often extend beyond these core competencies, requiring additional certifications, trade qualifications, and soft skills. Understanding both the existing skills within the community and the gaps that limit eligibility is critical for designing training programs, mentorship opportunities, and support systems that enhance members' capacity to access and succeed in natural resource employment. The following sub-sections delve into these topics further.

Interviewees explained that Doig River members possess a strong foundation of safety-related skills and some specialized education, enabling them to contribute effectively to a range of monitoring and resource development roles.

## CURRENT SKILLS AND CERTIFICATIONS

Doig staff and leaders who were interviewed feel that members possess a strong foundation of safety-related skills and have completed some specialized education, enabling participation in a range of resource development and monitoring roles. Key competencies include:

### Safety Certifications

Numerous members hold essential safety certifications such as First Aid, hydrogen sulphide aware (H2S), Common Safety Orientation (CSO), Confined Space, WHMIS, Transportation of Dangerous



Goods (TGD), and ground disturbance training. These certifications provide a baseline for safe participation in various on-site and field activities.

### **Post-Secondary Education**

Some members have completed college or university-level courses in natural sciences, environmental studies, or related disciplines, providing technical knowledge relevant to monitoring, environmental assessment, and land-based work.

### **Driver's Licences**

Members commonly hold valid driver's licences, with some having higher-class licences necessary for specialized roles or operating certain equipment.

## **SKILLS GAP**

Interviewees reported that Doig River members face several gaps between the skills and qualifications they currently possess and those required by employers in the natural resource sector. These gaps can limit eligibility for certain roles and create barriers to consistent participation. Key gaps include:

### **High School Completion**

Many positions in the natural resource sector require a minimum of a high school education. Lack of completion remains a significant barrier, restricting access to a wide range of employment opportunities.

### **Company-Specific Certifications**

Employers frequently require multiple, company-specific safety and orientation trainings, which must be renewed annually. Members may need to complete 5–6 courses per year, often including strict proctored exams. It was reported that these requirements can be technically challenging, time-consuming, and difficult to navigate, limiting member eligibility.

### **Required Specialized Training and Skills Gaps**

Many positions in the industry require specialized training or certifications, such as those related to pipeline construction, pipefitting, welding, truck driving, heavy equipment operation, and ground disturbance. These requirements remain a significant barrier for some members, limiting access to specialized or higher-paying roles. While some members have begun to acquire these skills, gaps remain between current capacity and employer needs. Without access to targeted training and skill development opportunities, members may be unable to qualify for certain positions, reducing their employment options and potential career advancement.



## **Soft Skills and Networking**

Certain roles require professional communication, teamwork, and networking abilities. These expectations can be exhausting or intimidating for some members, especially when navigating unfamiliar workplace cultures.

## **Online Course Completion**

Many required certifications and trainings are delivered online, and members often struggle to complete them independently. Group support or guided learning is frequently necessary to overcome technical or comprehension challenges.

## **2.2.5 SUCCESS FACTORS**



Interview participants shared their opinions on what led to some members being successful in attaining employment in the natural resource sector. Success factors include the following:

### **Reliability and Strong Work Ethic**

Members who consistently show up, follow protocols, and demonstrate professionalism are often offered repeat assignments or long-term opportunities. Doig tracks participation to identify reliable workers, emphasizing the importance of dependability in career progression.

### **Experience and Networking**

Previous work experience, familiarity with contractor or industry practices, and established relationships with Doig staff or industry partners increase a member's likelihood of success. Members with prior exposure to fieldwork, safety procedures, or project-specific tasks often advance more quickly and are trusted with more complex responsibilities.

### **Motivation and Personal Drive**

Members who demonstrate ambition, determination, and a desire to support themselves or their families tend to succeed more often. Motivation can be influenced by family responsibilities, personal goals, and the desire to build a reputation within the community and among employers.

### **Consistency and Commitment**

Members who maintain regular participation in programs, continue to engage positively over time, or operate their own small businesses are often prioritized for ongoing opportunities. Consistency in attendance, skill development, and professional behaviour signals reliability to both Doig staff and external employers, increasing the likelihood of securing regular or full-time positions.

### **Adaptability and Willingness to Learn**

Members who are open to acquiring new skills, completing training, and adapting to different work environments are more competitive for diverse opportunities. Flexibility in learning new procedures,



handling unexpected site conditions, or navigating multiple job types enhances both employability and long-term success.

### **Cultural Knowledge and Community Engagement**

In some positions, integrating traditional land knowledge with technical work is valued. Members who can combine cultural understanding with practical skills are often sought after for monitoring or community-based projects, highlighting the importance of cultural competence alongside technical ability.

### **Mental and Physical Health**

A member's overall well-being can strongly influence success in employment. Physical ability is often required for field-based work, while mental health can affect reliability, focus, and engagement. For example, there have been instances where members were sent to a job and provided accommodation at a hotel but failed to show up for work, which is sometimes attributed to substance use or other well-being challenges. Supporting members' mental and physical health is therefore critical for consistent participation and long-term success.

### **Cultural Knowledge and Community Engagement**

Combining traditional land knowledge with technical skills is highly valued in monitoring and community-based projects, as it allows for a more holistic and informed approach to land and resource management. Members who bring both cultural understanding and technical expertise can contribute unique insights, enhance the accuracy of monitoring, and support decision-making that respects both ecological and cultural priorities. This integration of knowledge strengthens project outcomes, fosters intergenerational learning, and ensures that community perspectives are meaningfully incorporated into technical work.



## **EXAMPLES OF SUCCESSFUL EMPLOYMENT AND CONTRACTING FOR DOIG MEMBERS**

Success stories from Doig River members highlight that reliability, willingness, and access to capacity-building opportunities are key factors in securing meaningful employment and long-term contracting roles. These examples demonstrate how skills development, exposure to work, and supportive structures have created pathways for continued engagement and independence. More details about what has been successful can be found below.



## Capacity-Building Programs

Some monitoring or contracting programs provide on-site training and skill development, allowing members to expand into higher roles. For example, an Elder received training in pipeline inspection after expressing interest during a monitoring role, which opened opportunities for more long-term positions and increased participation in other projects.

## Empowering Monitoring Positions

When companies invest in monitoring roles beyond a “check-the-box” approach, members gain confidence, practical skills, and professional connections. This leads to more meaningful participation, increased job satisfaction, and better prospects for future work. For example, there have been incidents of members being hired by resource companies after working in monitoring roles. However, in order to move up in these industries, members need support to complete training requirements and receive the necessary certifications.

## Experience Leading to Entrepreneurship



Exposure to work and hands-on experience has enabled some members to take the knowledge gained from monitoring and contracting programs and start their own small businesses. For instance, members who learned pipeline inspection, environmental monitoring, or land-use assessment skills have successfully established contracting companies, creating new employment opportunities both for themselves and for other community members.

## 2.2.6 SUPPORTS AND CHANGES TO HELP MEMBERS

### SUCCEED IN RESOURCE SECTOR OPPORTUNITIES

We asked interview participants about supports and changes that could help members succeed in resource sector employment opportunities. Respondents shared that several targeted supports and strategic changes could significantly enhance Doig River members’ ability to access, succeed in, and advance within natural resource employment and contracting roles. Feedback from members and staff highlighted that a combination of industry-led initiatives, internal community supports, and broader family and community engagement is necessary to create meaningful and sustainable opportunities. More details can be found in the sub-sections below.

Feedback from members and staff highlighted that a combination of industry-led initiatives, internal community supports, and broader family and community engagement is necessary to create meaningful and sustainable opportunities.

### INDUSTRY SUPPORT

Interview participants were asked about ways that the industry could help support Doig members succeed in resource sector employment opportunities. Specific suggestions include:



## Standardize Certifications and Tickets

Aligning requirements across companies, where feasible, can help reduce duplication and lower barriers for members transitioning between projects. When training, certifications, or safety protocols are standardized, members can carry their skills and credentials from one employer or project to another without having to repeat courses or meet differing requirements. This approach increases efficiency, improves access to multiple employment opportunities, and supports career mobility while reducing time, cost, and administrative burdens for members. In addition, facilitating annual training for Indigenous monitoring ensures members can maintain up-to-date skills and meet employer requirements consistently, further supporting ongoing employment opportunities.

## Extend Validity and Simplify Renewal Processes

Longer validity periods and simplified renewal processes for safety certifications would help reduce administrative burdens, saving members time and resources that might otherwise be spent on frequent recertification. Simplifying these processes also improves accessibility, making it easier for individuals to maintain the qualifications required for employment. This approach supports continuous participation in work and training opportunities, enhances career mobility, and ensures that members can focus on skill development and job performance rather than navigating complex administrative requirements.

## Provide Hands-On Training, Mentorship, and Guidance

In-person training and mentorship provides members with hands-on experience that helps them develop practical skills and gain a deeper understanding of workplace expectations. This direct guidance not only builds technical competence but also fosters confidence, professional communication, and problem-solving abilities. Mentorship offers personalized support, allowing members to ask questions, learn from experienced colleagues, and navigate challenges more effectively. Together, in-person training and mentorship strengthens readiness for employment, encourages ongoing learning, and increases the likelihood of long-term success in the workplace.

## Encourage Clear Career Pathways

Structured progression from entry-level monitoring roles to more advanced positions provides clear pathways for skill development and career growth. By outlining steps for advancement, members can see tangible opportunities for increasing responsibility, expertise, and earning potential. This clarity can boost



motivation, encourage retention, and support long-term engagement in the natural resource sector. In addition, a well-defined progression helps members plan their professional development, gain confidence in their abilities, and build a sustainable career within their community and industry.

### **Provide Advance Notice of Work Opportunities**

Providing early communication about opportunities, schedules, and project requirements enables members to plan for family obligations, travel, and other personal commitments. This foresight reduces conflicts and stress, making it easier for members to participate fully and consistently. Early communication not only increases initial engagement but also supports ongoing retention by demonstrating respect for members' time and responsibilities and creating a more inclusive and accommodating environment for participation.

### **Support Education and Pre-Employment Programming**

Industry should actively partner with Doig to manage expectations, provide work experience, and support pre-employment programs. This includes backing Doig-led education initiatives such as literacy programs, educational screening, teacher support, transition year programs, and “try a trade” opportunities to help members explore and prepare for careers in the resource sector.

### **Provide Trauma-Informed and Cross-Cultural Training for Industry Staff**

Providing support and resources to enhance non-Indigenous understanding of historical and intergenerational impacts helps foster a deeper awareness of the context in which Doig River First Nation members engage in work and training. This knowledge encourages respectful and culturally informed interactions, helping colleagues and employers recognize the strengths, experiences, and perspectives that members bring. In turn, it contributes to the creation of inclusive and supportive work environments where members feel valued, respected, and empowered to participate fully, improving engagement, confidence, and long-term success in employment and training opportunities.

To further support Indigenous monitors on the job, employers could designate a mental health first aid contact or liaison who is accessible for members to raise concerns related to safety, racism, or personal challenges. This role can help ensure that members have a trusted point of contact and feel supported while navigating workplace challenges.

### **Programming and Recreational Activities at Industry Camps**

Offering evening programming and recreational activities at industry camps provides members with engaging alternatives to alcohol or drug use, helping to foster healthier social environments. These activities can promote physical and mental well-being, encourage social connection, and create positive routines that support overall health. By providing structured, enjoyable options for leisure and interaction, camps can become safer, more inclusive spaces that support the well-being of Doig River First Nation members and enhance their experience while working on-site.



## **DOIG RIVER SUPPORT**

Across all interviews, participants emphasized that Doig River First Nation consistently goes above and beyond to support its members, providing guidance, resources, and encouragement tailored to individual needs. Below are the suggestions shared by participants on how Doig River First Nation can continue to support members in accessing training, employment, and other opportunities in the natural resource sector:

### **Increase Staff Capacity and Interdepartmental Coordination**

More staff dedicated to outreach, training, and support with online courses can help members overcome barriers to participation and certification completion. Increasing capacity among existing personnel allows staff to become more proficient in their roles. A coordinated, holistic approach between departments, such as interdependent case management, aligned leadership positions, and greater alignment across services, can improve support for members.

### **Offer Group Learning and Mentorship Programs**

Peer support, mentorship, and creative problem-solving tailored to individual member needs facilitate skill-building, confidence, and connection to industry expectations. Staff should be flexible in coaching and encouraging members to take steps toward participation, helping remove false barriers created by institutions, industry, or internal messaging.

Where possible, sending two members together to job sites can enhance knowledge transfer, provide mentorship opportunities, and increase a sense of safety and confidence on the worksite. Pairing members strategically allows them to support each other while navigating new tasks, training, or workplace environments, reinforcing both learning and well-being.

### **Continue To Recognize Participation and Celebrate Achievements**

Acknowledging accomplishments and contributions reinforces positive engagement by showing members that their efforts are recognized and valued. Celebrating successes, whether through formal recognition, feedback, or community acknowledgement, can boost confidence, motivation, and a sense of belonging. This recognition encourages continued participation, strengthens commitment to projects and programs, and helps build a culture of support and achievement that benefits both individual members and the broader community.



### **Alternative Roles for Members with Mobility Challenges**

Identify opportunities or roles that accommodate members with mobility or accessibility limitations. By providing flexible work options, members who face physical or logistical barriers can still participate in meaningful ways, contributing to projects and gaining experience in the sector.

### **Soft Skills Training**

Offer training focused on communication, teamwork, problem-solving, and workplace readiness. These skills support members in navigating work environments, interacting effectively with colleagues and supervisors, and preparing for diverse employment opportunities.

### **Continue Counselling, Addiction, and Wellness Supports**

Holistic supports addressing mental health, substance use, and overall well-being are critical for sustained participation. Efforts should also focus on building health services in line with recommendations from the Doig River First Nation Community Well-Being Study, increasing accessibility to mental wellness supports, and expanding childcare programming to better support participation in camps and work opportunities.

### **Implement Equitable Access Strategies**

Designated field days, lottery systems, and tracking participation are effective strategies to ensure that opportunities are distributed fairly among members. These approaches help prevent favouritism or unequal access, giving all members a chance to participate in monitoring, training, or other community-based projects. By implementing transparent systems and keeping track of involvement, programs can promote equity, encourage broader engagement, and ensure that benefits and learning experiences are shared across the community.

### **Flexible Education and Training Pathways**

Work with industry and staff to better explain the breadth of opportunities (e.g., camp cook, safety and compliance, inspection) and provide more flexibility in educational requirements. Support members through transition programs, “try a trade” initiatives, and problem-solving strategies that reduce unnecessary barriers, helping members see a clear, achievable path to participation.

### **Improved Communication Methods**

Enhance how information about opportunities, training, and requirements is shared with members. This could include more timely notifications, multiple communication channels, and clear, plain-language guidance to ensure all members have equitable access to participate in training and employment programs.

## **FAMILIES AND COMMUNITY**

Interview participants reported that strong families and a connected community provide the foundation for long-term success. Specific suggestions reported include:

### **Encourage High School Completion and Ongoing Education**



Supporting education helps develop the foundational skills that open doors to a wide range of employment opportunities. This support can take multiple forms, including programs that build confidence in parents so they can actively support their children’s learning and academic growth. Encouraging youth to spend time on the land not only reinforces cultural knowledge and traditions but also develops practical skills, problem-solving abilities, and environmental awareness. Together, these educational supports strengthen individual capacity, foster intergenerational learning, and prepare community members for long-term success in both work and life.

### **Promote Positive Role Models, Healthy Lifestyles, and Alternative Values in Employment**

Providing opportunities to connect with positive role models can have a profound impact on members’ engagement, motivation, and career development. Role models, whether they are Elders, experienced community members, or professionals in relevant fields, demonstrate pathways to success and provide tangible examples of how skills, education, and perseverance translate into meaningful work. Exposure to these mentors helps build confidence, encourages goal setting, and reinforces the value of cultural knowledge alongside technical expertise. Additionally, role models can offer guidance, share lessons learned, and inspire youth and other members to envision themselves in similar positions, strengthening both individual aspirations and community capacity.

### **Support for Parents and Caregivers**

To help community members fully participate in education, training, and employment opportunities, it is important to provide supports that address family responsibilities. Accessible childcare, flexible scheduling, and other family-focused resources can reduce barriers for parents and caregivers, allowing them to engage more effectively in programs and work opportunities. Supporting families in this way strengthens the community, promotes intergenerational learning, and ensures that parents and caregivers can model and participate in pathways to long-term success.

## **2.3 SURVEY RESULTS**



This section presents the findings from the community-wide survey conducted with Doig River First Nation members. In total, 72 Doig River First Nation members participated in the online survey, representing 22% of the total membership of 335 members (Doig River First Nation, n.d.). *For consistency, the total membership figure is taken from the DRFN website; this may differ from CIRNAC’s numbers, as Nation-level membership counts can vary from federal records for a variety of reasons.* This sample size provides a 95% confidence level and 10.12% margin of error, indicating a relatively high likelihood that the responses reflect the views of the broader membership. Some questions were not answered by all respondents, and the results below are based on the total number of responses per question. The survey captures members’ perspectives, experiences, and priorities related to employment and participation in natural resource development and monitoring work. Responses highlight trends in interest, preferred roles, skills and training, workplace challenges, and opportunities for engagement. Together, the survey results complement the insights gained from interviews, providing a broader, community-level view of participation patterns, motivations, and



barriers. These findings help inform strategies to increase accessibility, build capacity, and support meaningful employment opportunities for all members.

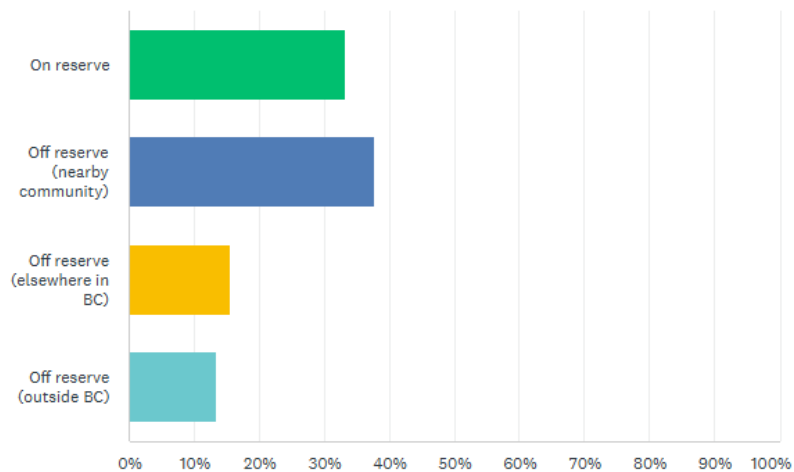
### 2.3.1 BACKGROUND INFORMATION ABOUT SURVEY RESPONDENTS

The survey asked participants to share high-level background information (demographics) to help create a general profile of respondents. Questions focused on where people lived, gender, age, and academic achievement.

#### Current Place of Residence

Participants were asked about their current residence. Of the 45 respondents:

Answered: 45 Skipped: 27



- 33% (15) live on reserve
- 38% (17) live off reserve in a nearby community
- 16% (7) live off reserve elsewhere in British Columbia
- 13% (6) live off reserve outside British Columbia

Sixteen respondents provided additional details about their off-reserve locations, including Fort St. John, Tomslake, Clearview, Vancouver, Penticton, Merritt, Edmonton, and Calgary, highlighting the geographic spread of the membership.

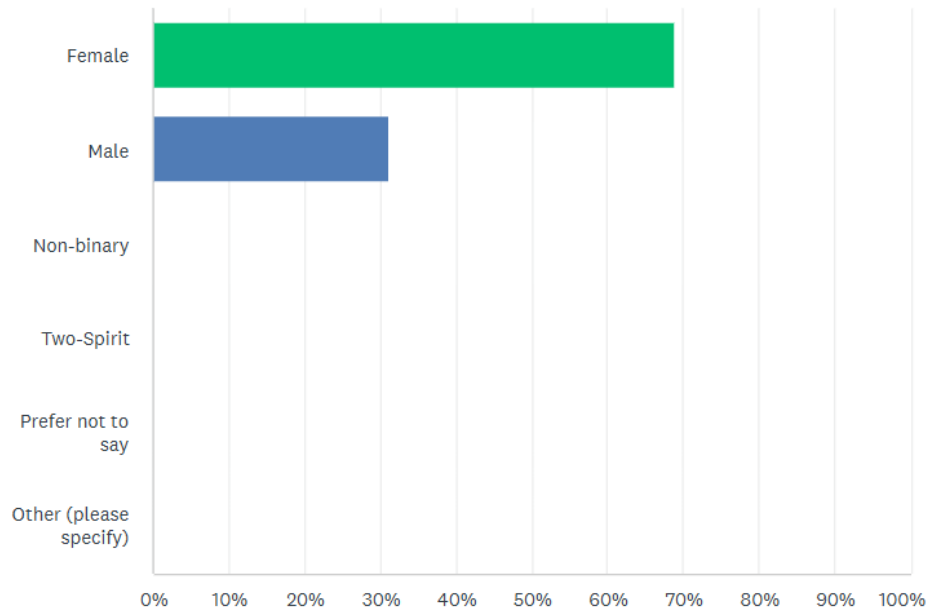
The survey distribution of 33% on reserve and 67% off reserve is relatively aligned with the actual distribution of the total population of Doig. As of October 2025, Doig River First Nation has 26% (85 members) registered on reserve, and 74% (241 members) registered living off reserve (Crown-Indigenous Relations and Northern Affairs Canada, 2025).



## Gender

Most respondents identified as female (69%), with males representing about one-third of participants (31%). No respondents identified as non-binary, Two-Spirit, or selected “prefer not to say” or “other.” As of October 2025, about 50% (164) of Doig River First Nation members are male, and about 50% (162) are female (Crown-Indigenous Relations and Northern Affairs Canada, 2025). This indicates the survey has more female respondents compared to male than what is representative of the actual population distribution of Doig River.

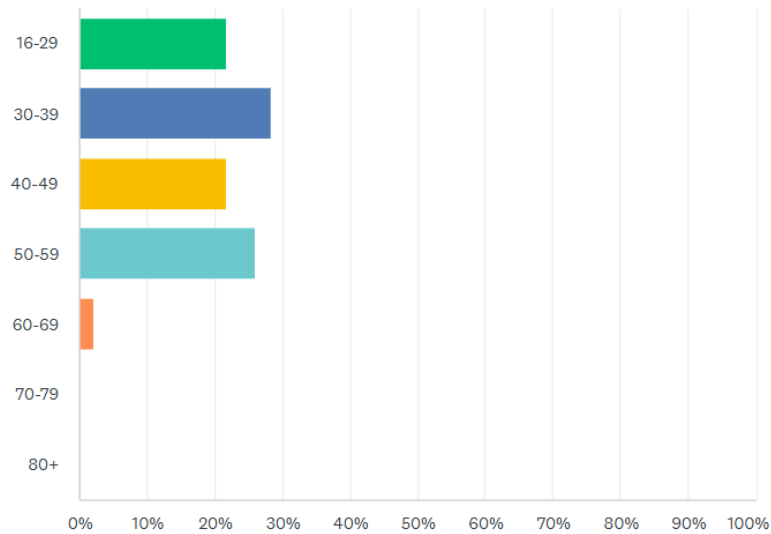
Answered: 45 Skipped: 27



## Age

Participants were asked to indicate their age. Of the 46 respondents:

Answered: 46 Skipped: 26



The largest group of respondents (28%) were in the 30–39 age range, followed closely by those aged 50–59 (26%). Together, these age groups make up over half of all participants, indicating that economic development, employment, and training initiatives may be particularly relevant to adults in their prime working years. At the same time, the survey captures some participation from younger (16–29) and older (60+) community members, highlighting the need to consider supports and opportunities that span multiple life stages.

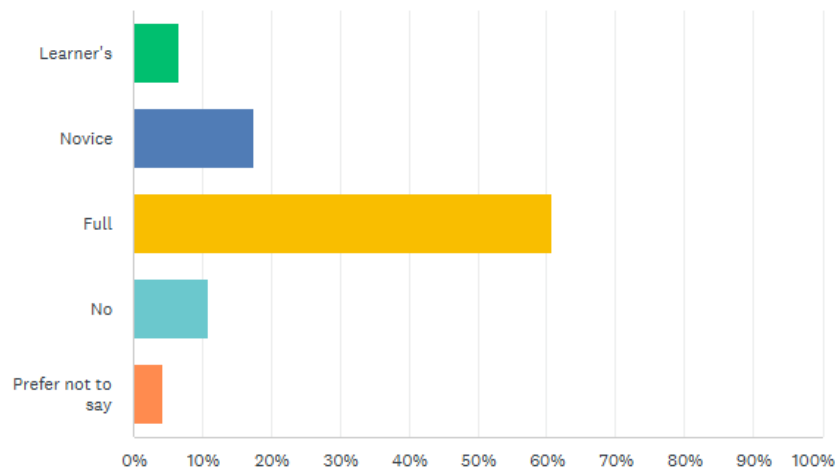
## Driver's Licence

Survey participants were asked whether they currently have a valid driver's licence. This question helps to assess the current level of capacity, as well as potential barriers to driving for employment and training.



Of the 46 respondents:

Answered: 46 Skipped: 26



- 61% (28) have a full driver's licence
- 17% (8) have a novice licence
- 11% (5) do not have a licence
- 7% (3) have a learner's licence
- 4% (2) preferred not to say

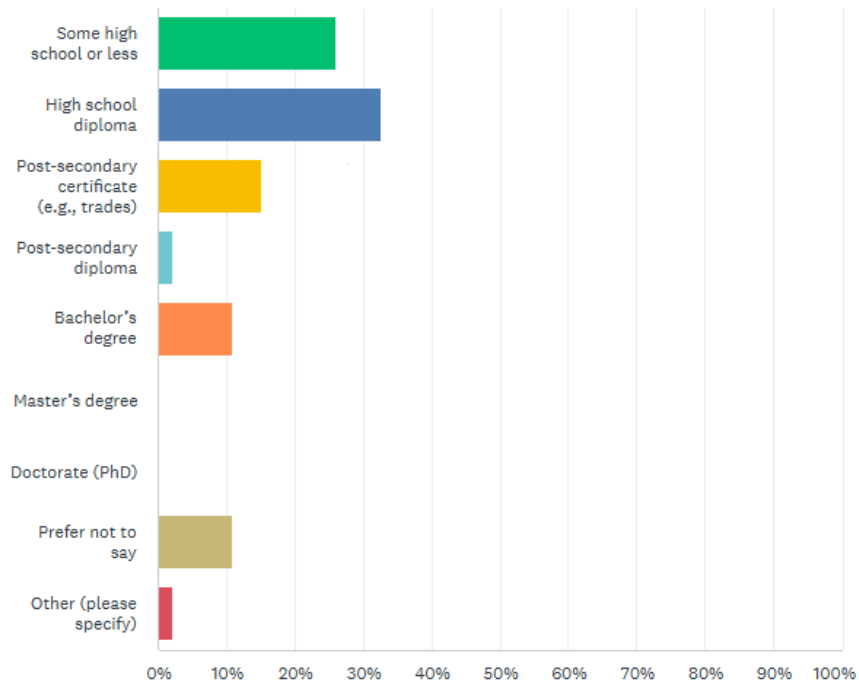
Most respondents (61%) hold a full driver's licence, suggesting a majority have the capacity to travel to access employment and training, and another 24% have a novice or learner's licence, so are gaining that capacity. Approximately 15% of participants may face transportation constraints.



## Highest Level of Academic Achievement

Participants were asked to indicate their highest level of academic achievement. Of the 46 respondents:

Answered: 46 Skipped: 26



- 33% (15) have a high school diploma
- 26% (12) completed some high school or less
- 15% (7) hold a post-secondary certificate (e.g., trades)
- 11% (5) have a bachelor's degree
- 11% (5) preferred not to say
- 2% (1) hold a post-secondary diploma
- 2% (1) selected other
- 0% (0) have a master's degree
- 0% (0) have a doctorate (PhD)

This suggests that training and employment supports could focus on both completing secondary education and providing accessible post-secondary or skills-based opportunities.



### **Current Enrolment in Education or Training Programs**

Respondents were asked whether they are currently enrolled in college, university, or other training programs. Of the 46 respondents, 78% (36) indicated that they are not currently enrolled in any program and 22% (10) reported that they are currently enrolled in programs.

Among the respondents who are currently enrolled in education or training programs, programs included an Associate of Arts in Psychology, an Automotive Technician Apprenticeship, courses at Northern Lights College, the Certified Aboriginal Professional Administrator program, and various upgrading programs such as English 12 and college preparation courses offered at DRFN.

### **Additional Certificates, Degrees, Diplomas, and Licences**

Survey participants were asked to specify any additional certificates, degrees, diplomas, or licences they have obtained.

These respondents listed trades or technical qualifications such as a Certificate of Cosmetology, Small Waters/Heavy Duty Equipment Operator training, rigging and crane training, and Class 1 or Class 4 driver's licences.

A few participants noted more specialized credentials, including a Private Pilot Licence and a Certificate in Native Journalism from the University of Western Ontario.

## **2.3.2 WORKING IN THE NATURAL RESOURCE SECTOR: INTEREST AND WILLINGNESS**



To pursue meaningful and strategic economic development, it is important for Doig River First Nation leadership and staff to understand the career interests and readiness of the membership. Engagement with resource development projects, whether negotiating for jobs, training, or business opportunities, only makes sense if community members are willing and interested in stepping into these opportunities.

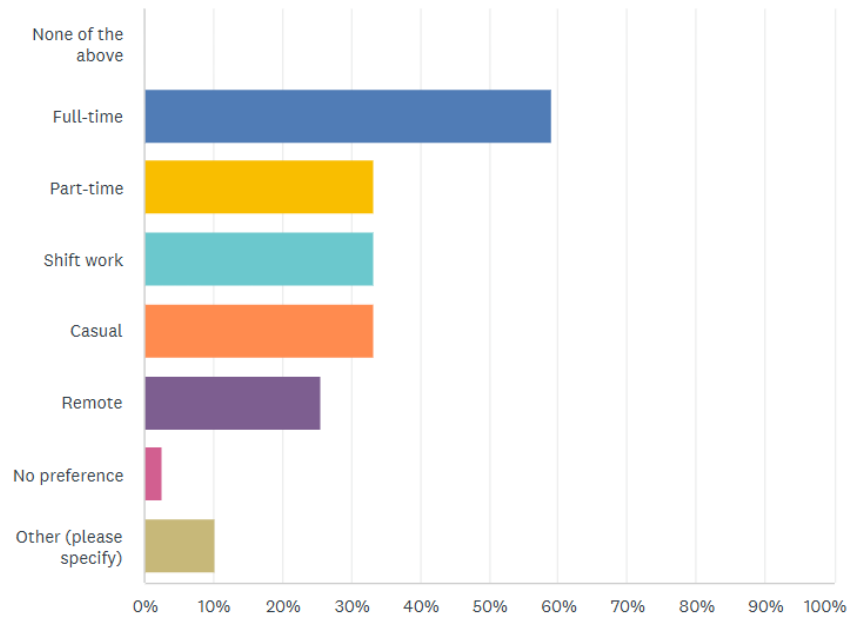
We gauged interest in work related to the natural resource sector, understanding the motivations for interest in resource sector work, and identifying the types of jobs of interest in the natural resource sector through the survey.

Members were also asked about their preferred work arrangements and preferred ways to be involved in resource sector work. To ensure a balanced understanding, the survey also examined reasons for limited or no interest in resource sector work. Together, these insights help ensure that employment and economic development initiatives reflect community priorities, support individual goals, and identify barriers that may limit participation in resource-based industries.

### **Preferred Work Arrangement**

Participants who expressed interest in working in the natural resource sector were asked about their preferred work arrangements. Respondents could select multiple options. Of the 39 participants who answered:





- 59% (23) prefer full-time work
- 33% (13) prefer part-time work
- 33% (13) are open to shift work
- 33% (13) are open to casual work
- 26% (10) are open to remote work
- 3% (1) indicated no preference
- 10% (4) selected other, providing additional preferences such as having the necessary vehicles for all types of terrain, flexible arrangements to accommodate schooling, steady work, or specific shift schedules (e.g., 14 days on, 7 days off)

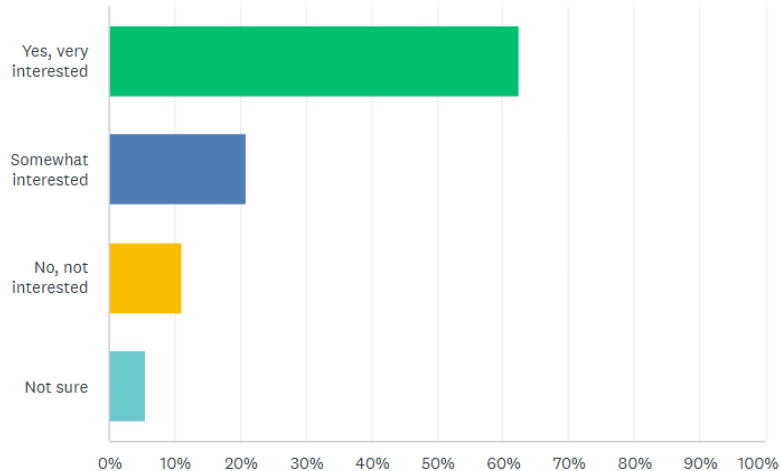
The responses suggest that while a majority of community members are seeking full-time positions, there is also significant interest in flexible or non-standard arrangements.



## Interest in Work Related to the Natural Resource Sector

Individuals completing the survey were asked about their interest in working in natural resource development, including sectors such as oil and gas, forestry, and hydroelectric power. Of the 72 respondents:

Answered: 72 Skipped: 0



- 63% (45) were very interested
- 21% (15) were somewhat interested
- 11% (8) were not interested
- 6% (4) were not sure

The results indicate a strong overall interest in resource sector employment, with nearly two-thirds of participants expressing a high level of interest and another fifth showing moderate interest. Only a small portion of respondents indicated no interest or uncertainty, suggesting that strategic employment and training initiatives in the resource sector could engage a significant portion of the community.

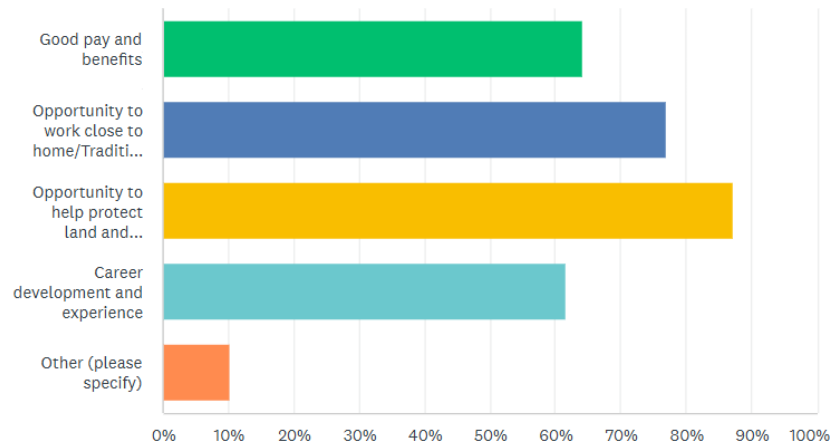
The results indicate a strong overall interest in resource sector employment, with nearly two-thirds of participants expressing a high level of interest and another fifth showing moderate interest.



## Motivations for Interest in Resource Sector Work

The respondents who expressed interest in working in the natural resource sector were further asked what motivates their interest. Respondents could select multiple options. Of the 39 participants who answered:

Answered: 39 Skipped: 33



- 87% (34) are motivated by the opportunity to help protect land and culture
- 77% (30) value the opportunity to work close to home/Traditional Territory
- 64% (25) are motivated by good pay and benefits
- 62% (24) are motivated by career development and experience
- 10% (4) selected other, specifying motivations such as community projects or wildlife studies, part-time work when returning home, ensuring land and cultural sites are protected, and supporting members with employment and training opportunities.

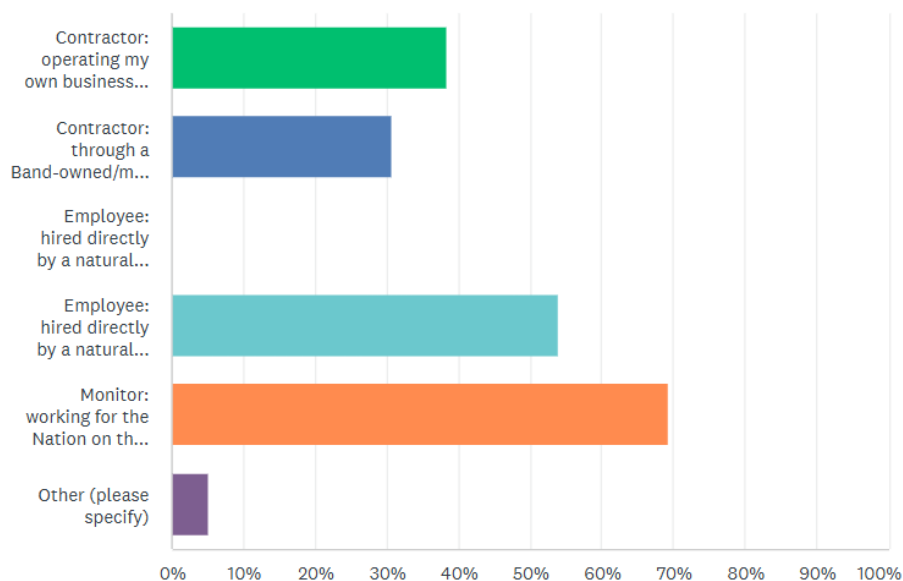
These responses suggest that employment opportunities in the resource sector are most likely to resonate when they align with both cultural values and practical benefits.

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## Preferred Ways to Be Involved in Resource Sector Work

Participants who expressed interest in working in the natural resource sector were asked in what ways they would most like to be involved. Respondents could select multiple options. Of the 39 participants who answered:





- 69% (27) are interested in working as a monitor for the Nation on projects
- 54% (21) are interested in being employees hired directly by a natural resource development company
- 38% (15) are interested in being contractors operating their own business or service
- 31% (12) are interested in being contractors through a Band-owned/managed business or service
- 5% (2) selected other, specifying interests in consulting/business development co-labs and opportunities for cleaning or labour jobs

These responses highlight the importance of offering multiple pathways for involvement that accommodate both employment and business development aspirations.

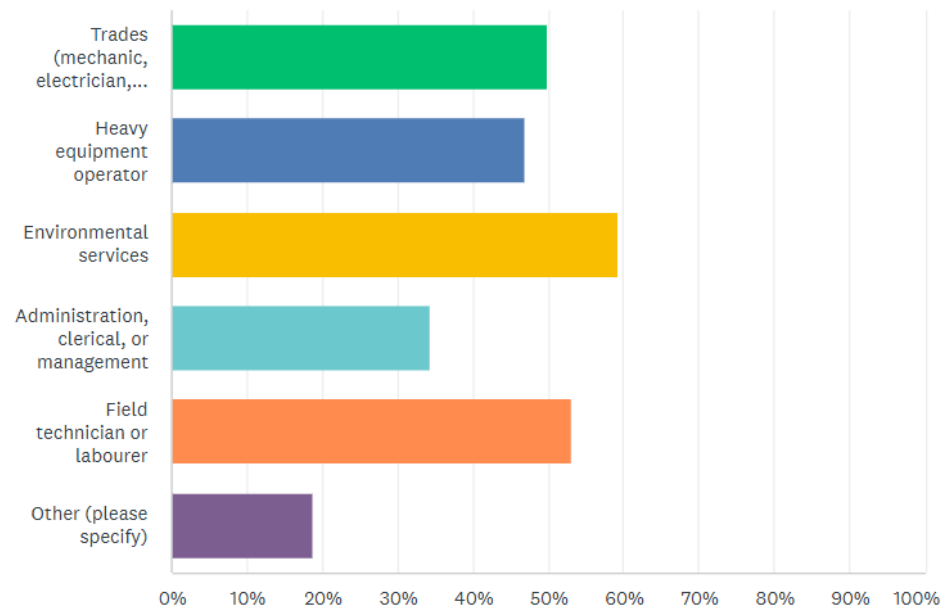
These responses highlight the importance of offering multiple pathways for involvement that accommodate both employment and business development aspirations.



## Jobs of Interest in the Natural Resource Sector

Those surveyed were asked which types of jobs in the natural resource sector they are most interested in. Of the 32 respondents:

Answered: 32 Skipped: 40



- 59% (19) indicated interest in environmental services
- 53% (17) indicated interest in field technician or labourer roles
- 50% (16) indicated interest in trades (e.g., mechanic, electrician, welder)
- 47% (15) indicated interest in heavy equipment operator roles
- 34% (11) indicated interest in administration, clerical, or management positions
- 19% (6) selected other roles, including consulting, contracting opportunities, safety, Elder monitoring, plant or field operator, and security training

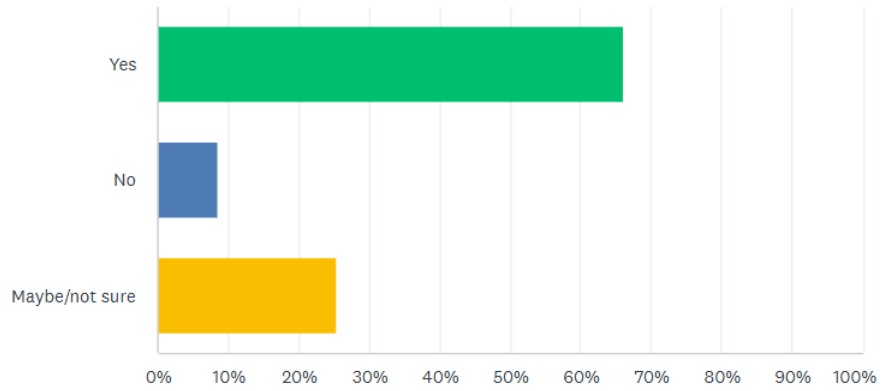
These responses show that participants are most drawn to environmental and hands-on technical roles, with a notable interest in trades and labour positions. There is also a smaller but meaningful interest in administrative, management, and specialized roles, reflecting the diverse skills and aspirations of the community.



## Interest in Environmental, Cultural, or Community Monitoring

Those surveyed were asked whether they are interested in environmental, cultural, or other community monitoring opportunities related to resource development projects. Of the 59 respondents:

Answered: 59 Skipped: 13



- 66% (39) indicated yes
- 25% (15) responded maybe/not sure
- 8% (5) indicated no

While there is overall strong interest among community members in participating in monitoring activities, the proportion of respondents who are unsure suggests an opportunity to provide more information or training about monitoring roles to increase engagement.

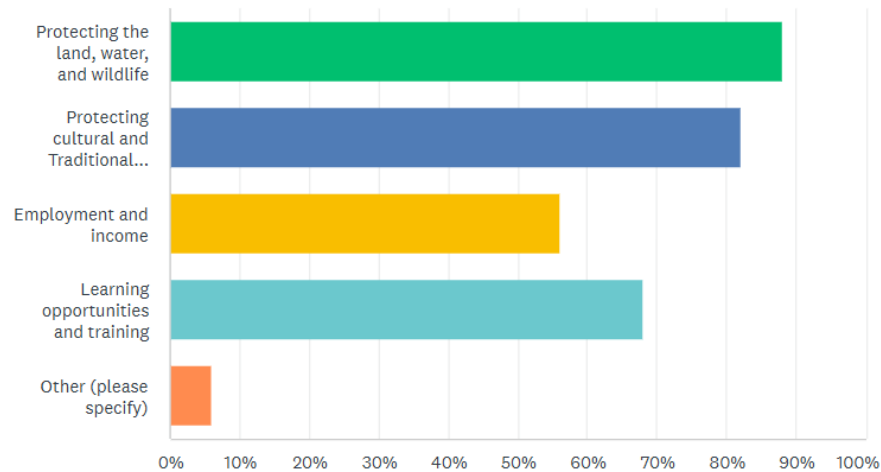
While there is overall strong **interest** among community members in participating in monitoring activities, the proportion of respondents who are unsure suggests an opportunity to provide more information or training about monitoring roles to increase engagement.



## Motivations for Participation in Monitoring

Survey respondents who expressed interest in monitoring opportunities were asked what motivates their interest. Respondents could select multiple options. Of the 50 participants who answered:

Answered: 50 Skipped: 22



- 88% (44) are motivated by protecting the land, water, and wildlife
- 82% (41) are motivated by protecting cultural and Traditional Knowledge
- 68% (34) cited learning opportunities and training
- 56% (28) cited employment and income
- 6% (3) selected other, noting motivations such as gaining knowledge from work, caring for the land's future, and working with Elders

These results highlight strong community values tied to land, culture, and knowledge transfer, which can guide the development of monitoring programs.

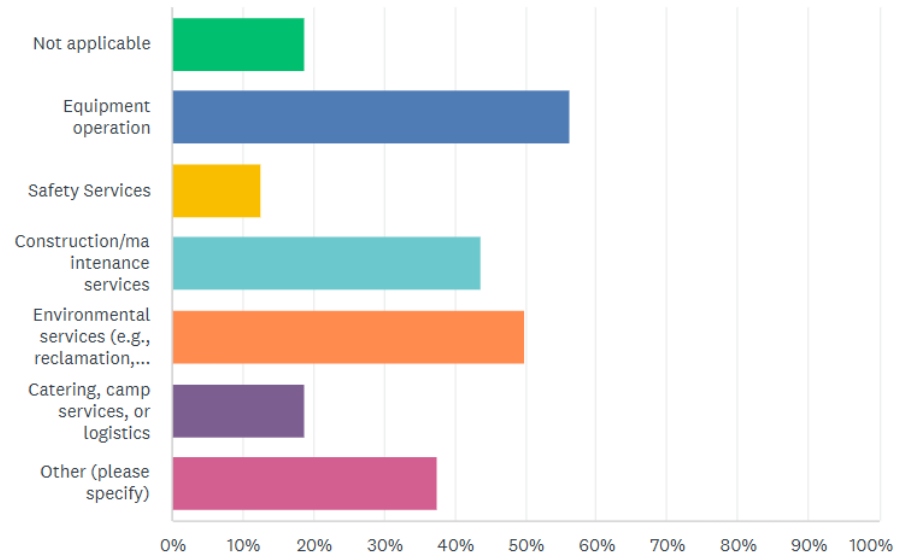
These results highlight strong community values tied to land, culture, and knowledge transfer, which can guide the development of monitoring programs.



## Future Contracting Opportunities

Survey participants were asked about the types of future contracting opportunities that interest them most. Respondents could select multiple options. Of the 16 participants who answered:

Answered: 16 Skipped: 56



- 56% (9) are interested in equipment operation
- 50% (8) are interested in environmental services (e.g., reclamation, remediation)
- 44% (7) are interested in construction or maintenance services
- 38% (6) selected other, specifying areas such as Indigenous relations, welding, pipefitting, computer numerical control (CNC) metal art, energy industry consultancy including planning and regulatory support, and general cleaning or labour jobs
- 19% (3) are interested in catering, camp services, or logistics
- 19% (3) selected not applicable
- 13% (2) are interested in safety services

This highlights the potential to develop a mix of skill-based and business-focused contracting pathways for community members.

## Reasons for Limited or No Interest in Resource Sector Work

Participants who indicated they were only somewhat interested or not interested in working in natural resource development were asked to share their reasons. Among the 26 respondents, several key themes emerged. Some described educational or skill-related constraints, explaining that they



were still completing schooling or did not feel qualified for resource sector positions, for example, finishing high school, pursuing trades, or holding degrees in unrelated fields such as social work.

Others noted that they were already employed, running their own businesses, or committed to other work priorities that limited their availability. Similarly, some respondents reported having interests or previous experience in other sectors, making natural resource employment less relevant to their career paths. A few participants pointed to physical or logistical limitations, including the need for flexible work schedules to manage personal or family responsibilities.

Several participants expressed a preference for roles focused on monitoring, land stewardship, or cultural knowledge rather than full-time resource sector employment.

### 2.3.3 CURRENT EMPLOYMENT EXPERIENCES

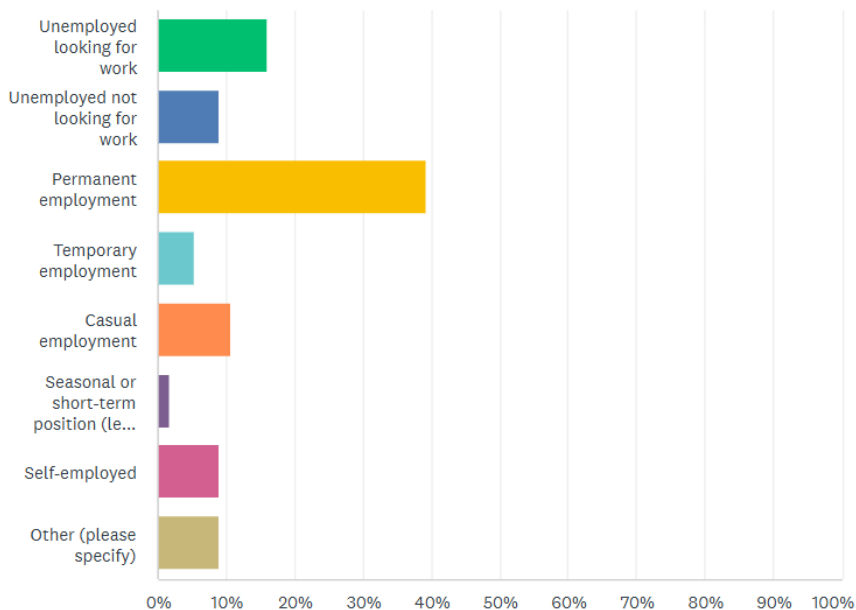


Understanding the current employment experience of Doig River First Nation members is critical for developing effective workforce development strategies and economic opportunities. This section explores the types of employment members are currently engaged in, and the sectors in which they are currently employed. Gathering this information helps identify existing skills, gaps in experience, and potential barriers to employment, while also providing insights into where training, support, and new opportunities may have the greatest impact. By examining current employment patterns, leadership and staff can better tailor programs and initiatives to meet the needs and aspirations of the community.

#### Current Employment Status

Participants responded to questions about their current employment status, selecting the option they most identify with. Of the 56 respondents:

Answered: 56 Skipped: 16

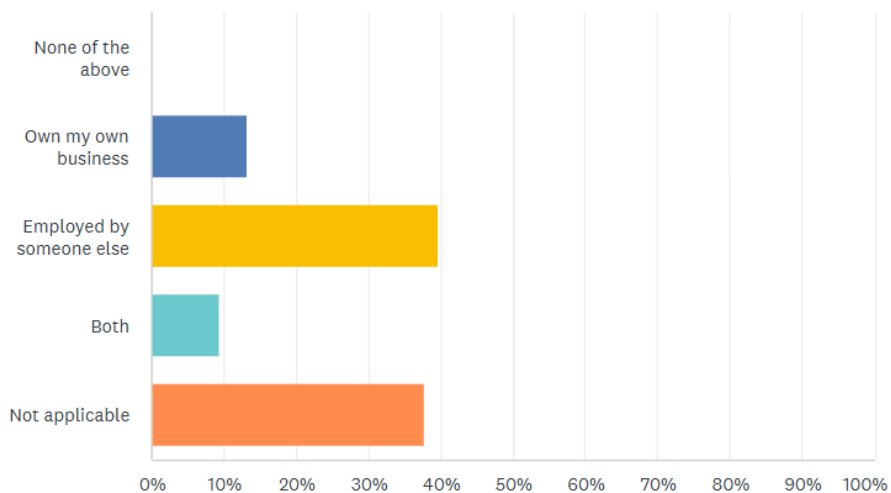


- 39% (22) are in permanent employment
- 16% (9) are unemployed and looking for work
- 11% (6) are in casual employment
- 9% (5) are self-employed
- 9% (5) are unemployed and not looking for work
- 9% (5) selected other, specifying situations such as being a caregiver to a child with disabilities, being in school, working as an Elder, or working as a contractor for the Nation
- 6% (3) are in temporary employment
- 2% (1) are in seasonal or short-term positions

### Current Employment Type

Participants who are currently employed were asked whether they work for someone else or own their own business. Of the 53 respondents:

Answered: 53 Skipped: 19



- 40% (21) are employed by someone else
- 38% (20) selected not applicable, which may reflect unemployed respondents
- 13% (7) own their own business
- 9% (5) are both employed by someone else and own their own business



### **Member-Owned Business Names**

Respondents were invited to share the names of their businesses. Of the 72 survey respondents, five provided business names, including Mell Makadahay, Big Buffalo Contracting, Tracker Contracting Ltd, Opimoyaso Group, and Faye's Cleaning Services.

These responses highlight the diversity of entrepreneurial activity among community members, ranging from contracting and group-based services to cleaning and individual ventures.

### **Services Provided as Contractor**

Participants who are currently operating as contractors were asked to briefly describe the services they provide. Of the eight respondents, several reported offering construction and heavy equipment services, including oilfield construction, civil construction, aggregates, concrete, decommissioning, and reclamation or remediation. Others specialize in welding, pipefitting, CNC metal art, and hotshot (shipping) services, often paired with crew trucks and equipment operations. One respondent operates a cleaning business, providing services for homes, offices, and remote camps in the oil and gas sector, while another runs a 100% Indigenous-owned consultancy offering energy industry strategy, partnership relations, project planning, grant and proposal writing, coordination, procurement, and regulatory support.

Additional responses included work focused on flooring and general construction, reflecting a transition away from the oilfield sector, and Indigenous relations services for industry, alongside exploration of opportunities in housing, electrical power, industrial parks, vertical greenhouses, and well reclamation.

These responses illustrate the wide range of contracting services offered by community members, spanning technical, construction, consultancy, and support services, and highlight the entrepreneurial capacity within the community as well as the potential to expand Indigenous-led business involvement across multiple sectors.

## **2.3.4 PAST EMPLOYMENT EXPERIENCES**



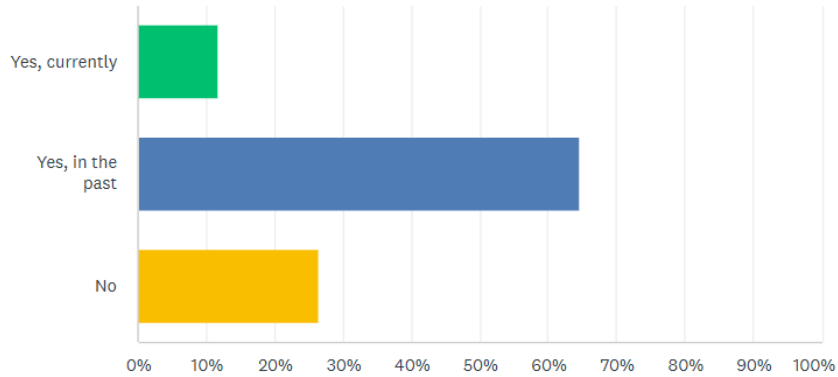
This section summarizes the employment history of survey participants, focusing on previous work in monitoring, contracting, and the natural resource sector. Understanding the types of jobs held, the skills and training utilized, and any challenges faced provides valuable insight into workforce participation and identifies opportunities for supporting future employment and professional development within the community.



## Past Employment Experience in the Natural Resource Sector

Survey participants were asked whether they have worked in the natural resource sector before. Of the 34 respondents:

Answered: 34 Skipped: 38

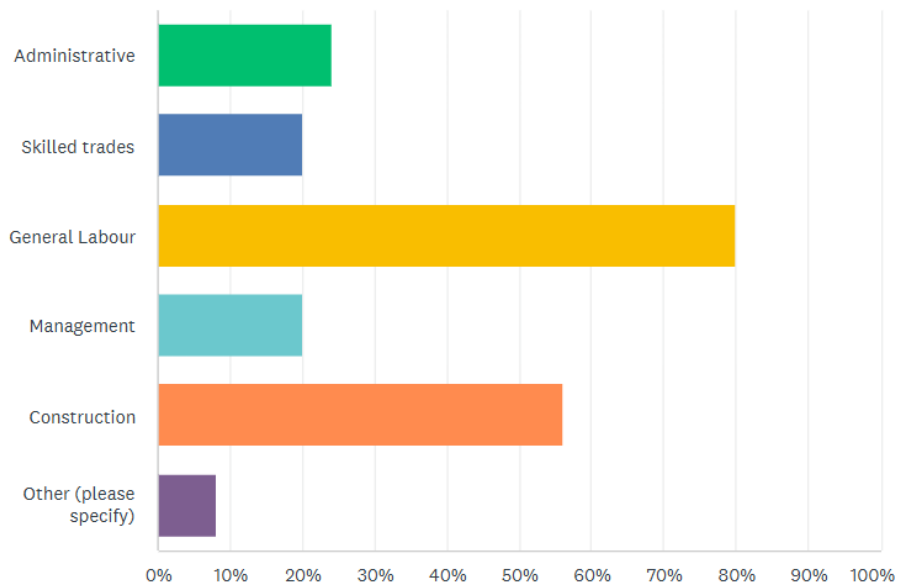


- 65% (22) reported having worked in the sector in the past
- 12% (4) are currently employed in the sector
- 26% (9) have not worked in the sector

## Types of Jobs Previously Held in the Natural Resource Sector

Participants who have worked in the natural resource sector were asked to indicate the types of jobs they have held. Of the 25 respondents:

Answered: 25 Skipped: 47



- 80% (20) reported working in general labour
- 56% (14) reported working in construction
- 24% (6) reported administrative roles
- 20% (5) reported skilled trades
- 20% (5) reported management roles
- 8% (2) indicated other types of work, including field operator and monitoring for the Nation

### **Unsuccessful Attempts to Gain Employment or Contracts in Resource Development**

Those surveyed were asked whether they had ever tried to get a job or contract in resource development and been unsuccessful. Of the 49 respondents 78% (38) indicated they had not been unsuccessful while 22% (11) indicated they had tried and were unsuccessful.

Participants who reported themselves as being unsuccessful in obtaining a job or contract in resource development (seven respondents) were asked to identify the main reasons. Responses included a lack of experience, the absence of safety tickets or other required certifications, and challenges related to competition or limited time to submit successful bids. Some participants cited cash flow issues or downturns in the industry, while others pointed to a lack of support or communication from the Nation. One respondent reported experiencing discrimination, and another was uncertain about the specific reasons for their lack of success.

Overall, these responses suggest that both structural barriers, such as competition, limited support, industry fluctuations, and personal qualifications, including experience and certifications, influence members' ability to secure employment or contracts in the natural resource sector.

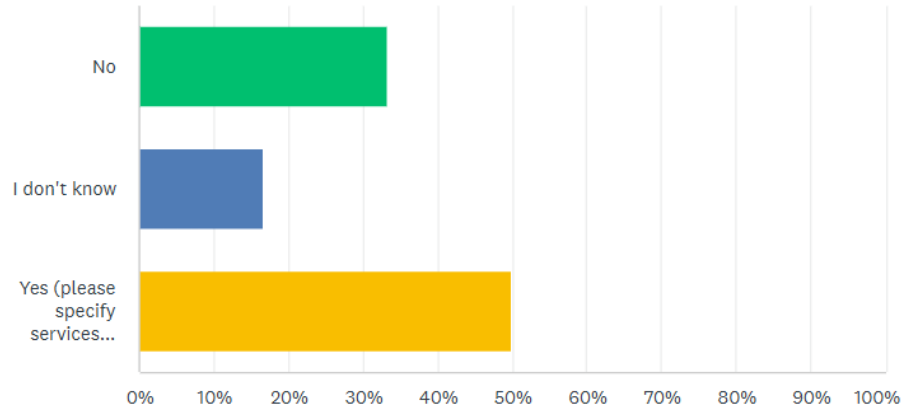
Overall, these responses suggest that both structural barriers, such as competition, limited support, industry fluctuations, and personal qualifications, including experience and certifications, influence members' ability to secure employment or contracts in the natural resource sector.



## Past Contracting Experience in the Natural Resources Sector

Participants were asked whether they have provided contracting services to the natural resources sector in the past. Of the 12 respondents:

Answered: 12 Skipped: 60



- 50% (6) indicated yes
- 33% (4) indicated no
- 17% (2) responded I don't know

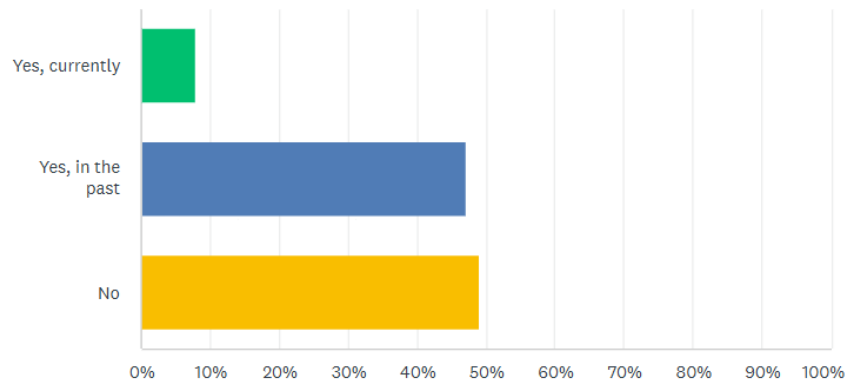
Those participants who indicated yes to having provided contracting services to the natural resource sector in the past reported providing a variety of services, including Indigenous relations for industry and oil and gas services such as road and lease construction, heavy equipment operation, welding, pipefitting, decommissioning, and hotshot services. Others are engaged in general construction and oilfield work or operate cleaning services for camp shacks used by oilfield rental companies. Some provide consultancy services focused on energy industry strategy, project planning, partnership engagement, grant and proposal writing, and regulatory support.

## Past Monitoring Experience in the Natural Resource Sector

Survey participants were asked whether they had been employed as a monitor before. Of the 51 respondents:



Answered: 51 Skipped: 21

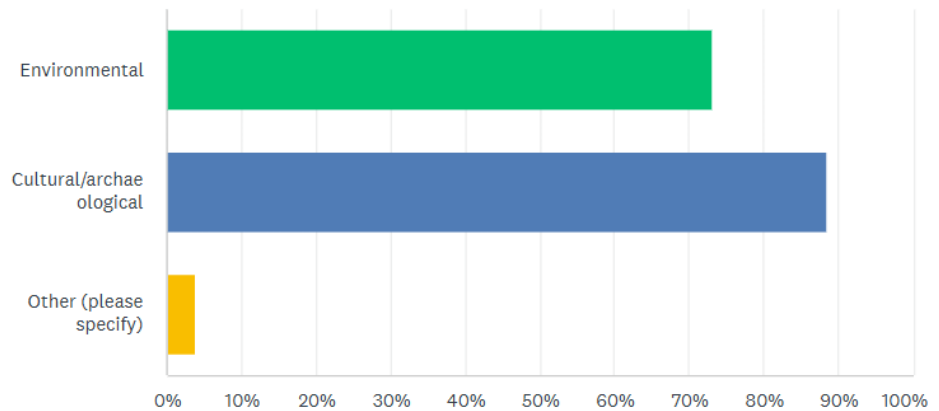


- 49% (25) have never been employed as a monitor
- 47% (24) have been employed as a monitor in the past
- 8% (4) are currently employed as a monitor

### Type of Monitoring Experience

Participants with previous monitoring experience were asked to identify the type of monitoring they had performed. Of the 26 respondents:

Answered: 26 Skipped: 46



- 88% (23) reported experience with cultural or archaeological monitoring
- 73% (19) reported experience with environmental monitoring
- 4% (1) reported other types of monitoring, including environmental inspections



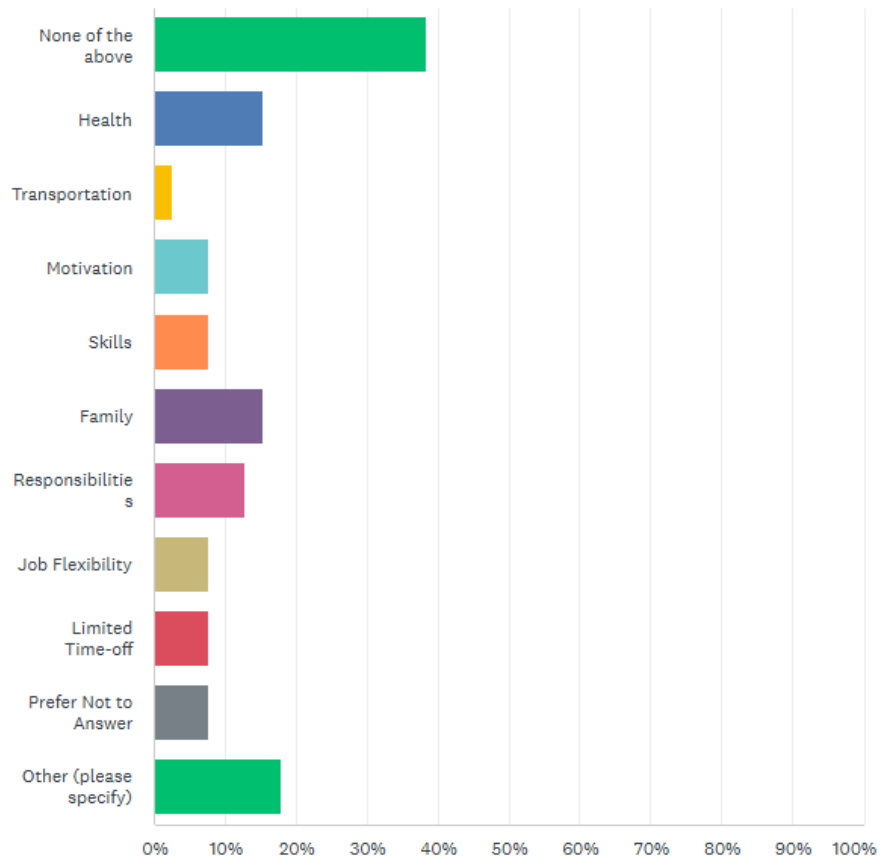
### 2.3.5 INFORMATION FROM UNEMPLOYED RESPONDENTS



This section highlights the perspectives of survey participants who are currently unemployed. It explores the barriers they face in accessing employment, training, or contracting opportunities. Understanding these experiences provides critical insight into gaps in workforce participation and informs strategies to enhance employment outcomes for community members.

Those who are currently unemployed were asked to indicate the reasons for their unemployment. Respondents could select multiple options. Of the 39 participants who answered:

Answered: 39 Skipped: 33



- 38% (15) selected none of the above
- 18% (7) selected other, including responses such as being a full-time student, in between jobs, focusing on finishing school, recently graduated and looking for work, and Elder caregiving responsibilities
- 15% (6) cited health
- 15% (6) cited family responsibilities



- 13% (5) cited other responsibilities
- 8% (3) cited motivation
- 8% (3) cited skills
- 8% (3) cited job flexibility
- 8% (3) cited limited time-off
- 8% (3) preferred not to answer
- 3% (1) cited transportation

The responses indicate that unemployment among members is influenced by a mix of personal, educational, and family factors.

### 2.3.6 SKILLS, TRAINING, AND EDUCATION STATUS AND NEEDS

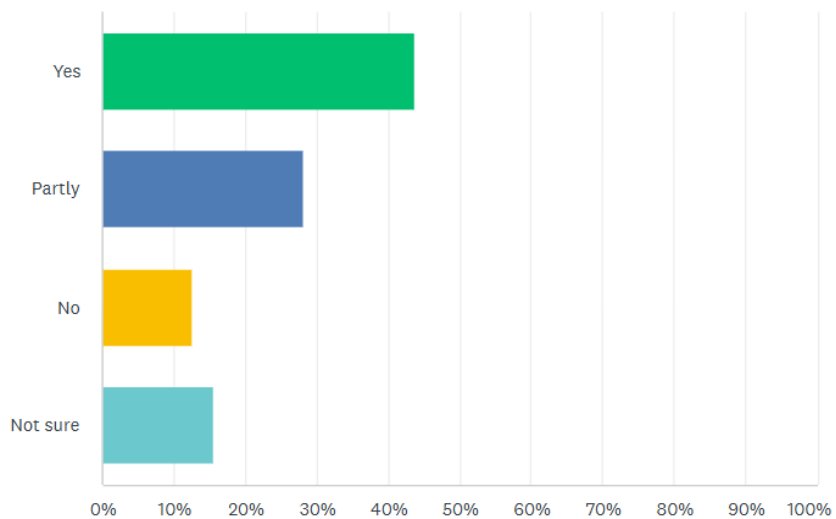


This section summarizes the current skills, training, and educational experiences of respondents, as well as their identified needs for further development. It highlights both formal certifications and informal knowledge, including traditional and cultural expertise, that support employment in monitoring, natural resources, and related sectors. The findings provide insight into existing capacities within the community and identify priority areas for training, mentorship, and capacity-building programs to enhance workforce readiness and employment opportunities.

#### Current/Existing Skills and Training for Natural Resource Jobs

Survey respondents were asked whether they feel they currently have the skills or training needed for the natural resource jobs that interest them. Of the 32 respondents:

Answered: 32 Skipped: 40



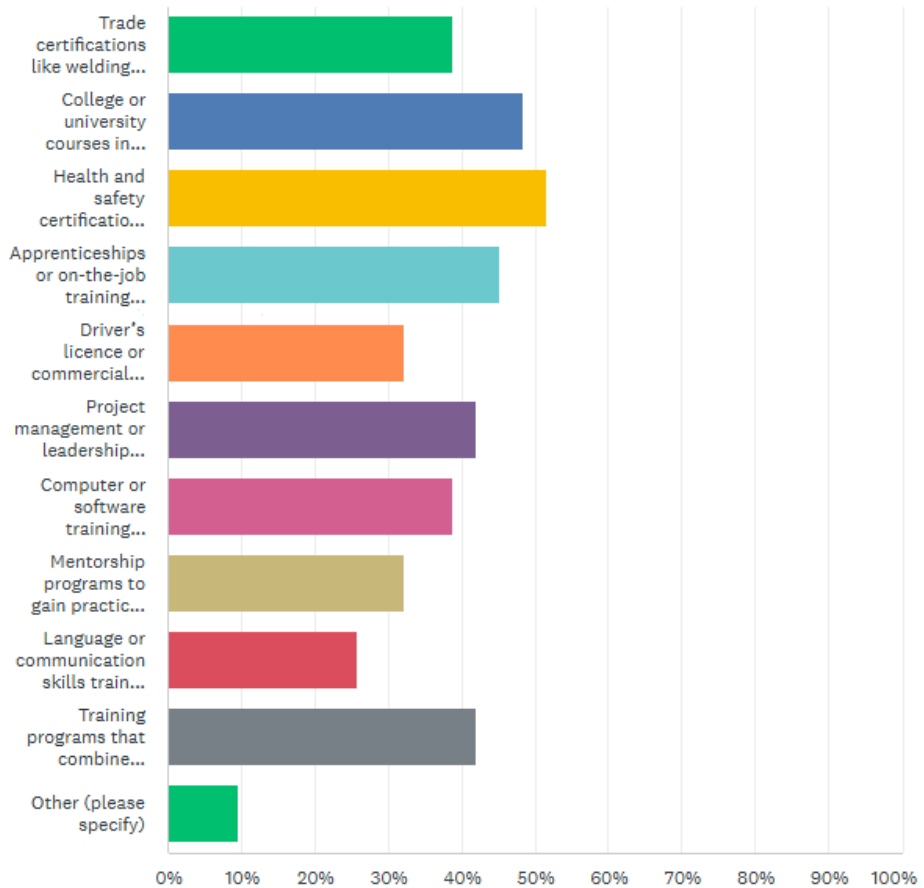
- 44% (14) indicated yes, they feel prepared
- 28% (9) indicated partly, suggesting they have some skills but require further training
- 13% (4) indicated no, they do not currently have the required skills or training
- 16% (5) were not sure

Some participants provided additional context: one is working as an apprentice mechanic toward a red seal, another indicated a willingness to apply their skills to the best of their ability, and one noted a need for additional safety or technical tickets. These responses suggest that while a portion of the community feels ready for work in the natural resource sector, there is a clear need for additional training, certifications, and skill development to support broader participation.

### Additional Training, Education, and Certification Needs for Natural Resource Employment

Participants were asked what additional training, education, or certification would help them qualify for employment in the natural resource sector. Of the 31 respondents:

Answered: 31 Skipped: 41



- 52% (16) indicated health and safety certifications such as First Aid, H2S, or WHMIS
- 48% (15) indicated college or university courses in environmental science, forestry, or resource management
- 45% (14) indicated apprenticeships or on-the-job training opportunities
- 42% (13) indicated project management or leadership courses
- 42% (13) indicated training programs combining Indigenous Knowledge with western resource management practices
- 39% (12) indicated trade certifications such as welding, electrical, or heavy equipment operation
- 39% (12) indicated computer or software training relevant to resource development jobs
- 32% (10) indicated driver's licence or commercial driver's licence
- 32% (10) indicated mentorship programs to gain practical experience
- 26% (8) indicated language or communication skills training
- 10% (3) selected other, citing requirements for office education, occupational health and safety, or uncertainty

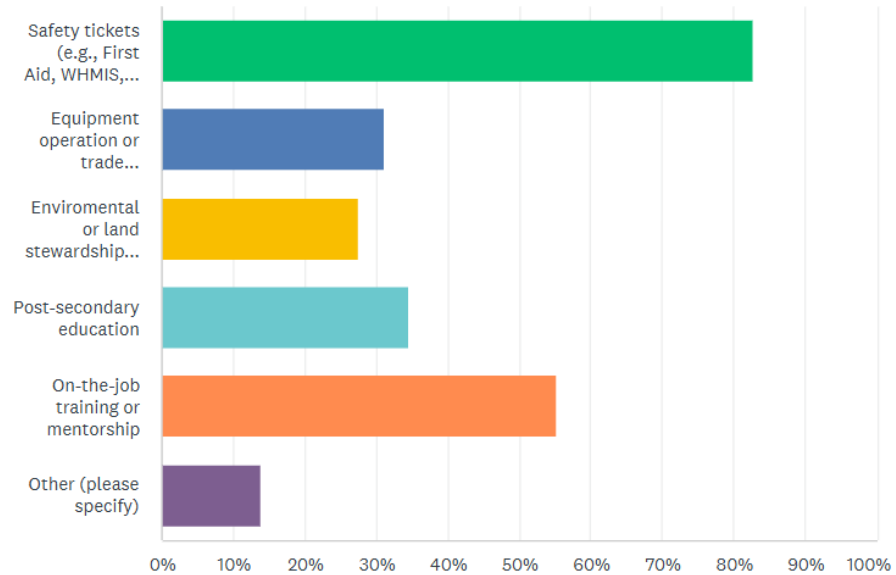
These responses highlight a broad desire for both technical skills and applied training, alongside leadership development and culturally integrated programs, to enhance qualifications for employment in the natural resource sector.



## Training and Certifications That Have Supported Employment

Survey participants were asked what training or certifications have helped them obtain or maintain their current employment. Of the 29 respondents:

Answered: 29 Skipped: 43



- 83% (24) indicated safety tickets such as First Aid, WHMIS, H2S, etc.
- 55% (16) indicated on-the-job training or mentorship
- 34% (10) indicated post-secondary education
- 31% (9) indicated equipment operation or trade certifications
- 28% (8) indicated environmental or land stewardship training
- 14% (4) selected other, citing experiences like pipeline work, hands-on training, or monitoring roles through the Nation

These results demonstrate that practical safety training, mentorship, and applied hands-on experience are the most influential in supporting employment, while formal education and trade certifications also play a meaningful role.

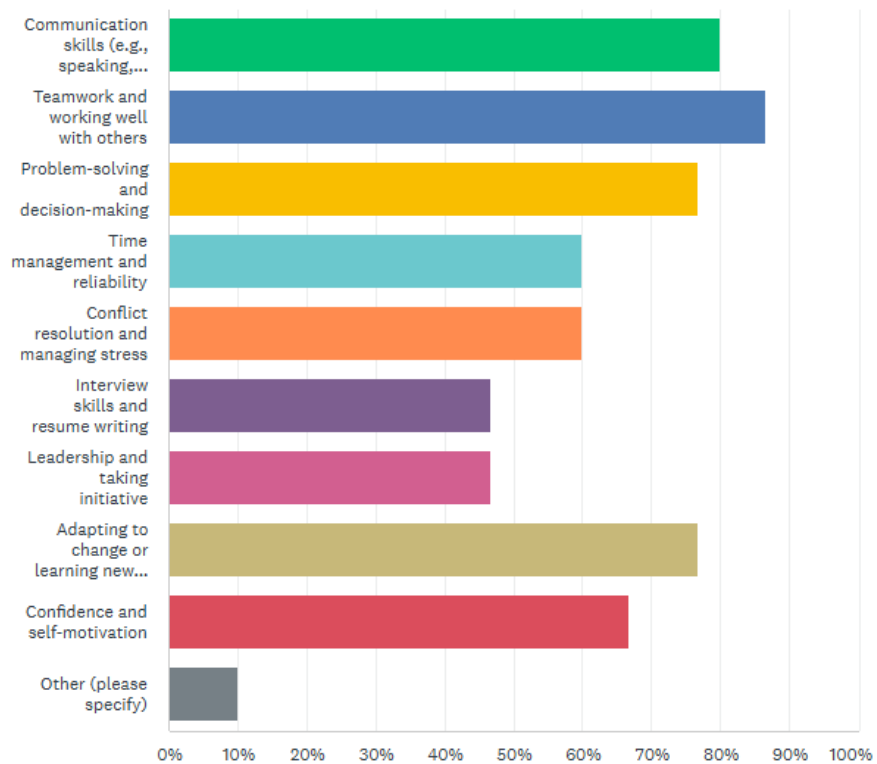
These results demonstrate that practical safety training, mentorship, and applied hands-on experience are the most influential in supporting employment, while formal education and trade certifications also play a meaningful role.

## Personal and Workplace Skills Supporting Employment

Survey respondents were asked which personal or workplace skills have helped them get a job, or which skills they feel they need to improve to find or maintain employment. Of the 30 respondents:



Answered: 30 Skipped: 42



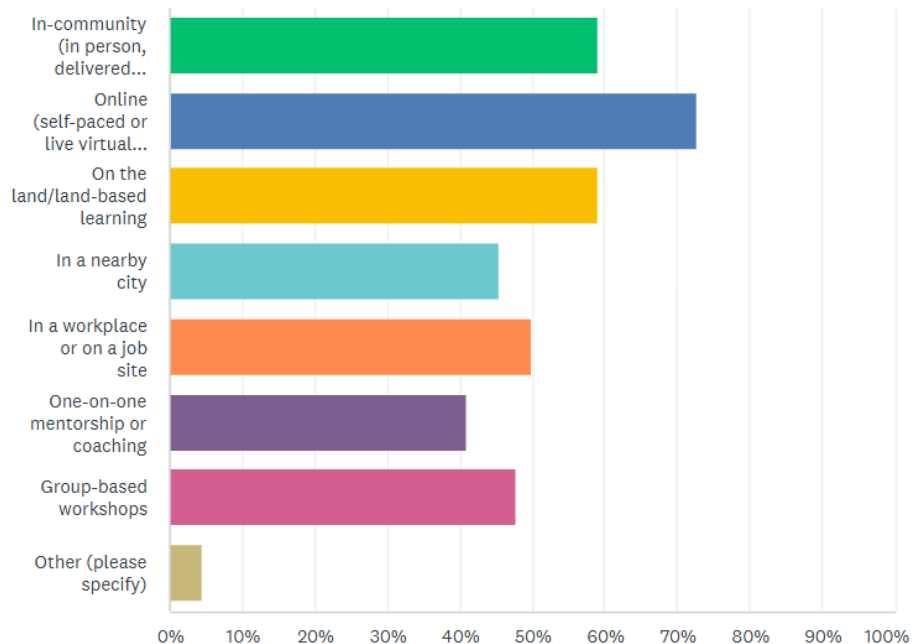
- 87% (26) identified teamwork and working well with others
- 80% (24) identified communication skills (speaking, listening, writing)
- 77% (23) identified problem solving and decision making
- 77% (23) identified adapting to change or learning new tasks
- 67% (20) identified confidence and self-motivation
- 60% (18) identified both time management and reliability and conflict resolution and managing stress
- 47% (14) indicated interview skills and resume writing, leadership, and taking initiative
- 10% (3) selected other, citing factors such as Elder status, volunteering, age, ability, or technology skills



## Preferred Methods for Training and Education

Respondents were asked how they would prefer to receive training or education to support employment in the natural resource sector. Of the 44 respondents:

Answered: 44 Skipped: 28



- 73% (32) preferred online training, either self-paced or live virtual sessions
- 59% (26) preferred in-community, in-person training delivered locally
- 59% (26) preferred on-the-land or land-based learning
- 50% (22) preferred training in a workplace or on a job site
- 48% (21) preferred group-based workshops
- 45% (20) preferred training in a nearby city
- 41% (18) preferred one-on-one mentorship or coaching
- 5% (2) selected other, emphasizing a combination of group-based and on-the-land learning with active, assessed components

These results indicate that flexible approaches, including online, in-person, land-based, and hands-on methods, are all valued, with an emphasis on practical, engaging learning experiences.



## Previous Participation in Workforce Training Programs

Participants were asked about workforce training programs they have previously participated in. Of the 72 respondents, 18 provided information on programs they had attended. These included certifications and safety training such as First Aid, H2S, WHMIS, BEAHR Environmental Training, Trojan, Triple A Safety, Land Reclamation Certificate, and Oil and Gas Administration. Several participants completed trades and technical programs, including Journeyman Welder, Journeyman Carpenter, Heavy Equipment Operator (Industry Training Authority), Building Science Technician, and the Oil and Gas Field Operator Program at Northern Lights College.

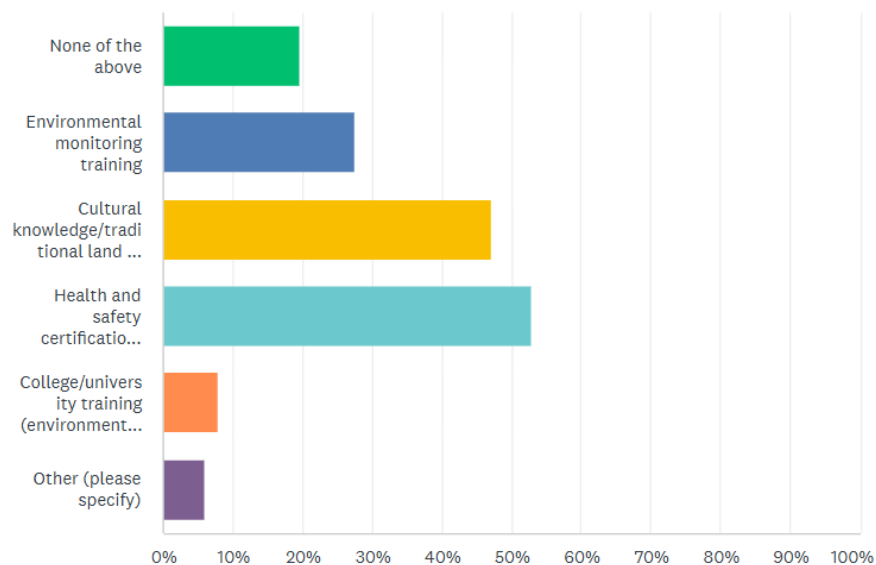
Post-secondary and diploma programs reported included an Applied Business Technology Diploma, certification from the Environmental Monitoring Program (June 2021), and a Community Economic Development Certificate, all from Northern Lights College.

Participants also described industry-specific or on-the-job training, such as environmental monitoring and Traditional Knowledge programs, pipeline and BC Hydro work, web-based and experiential training provided by Suncor, and FireSmart Crew training. Other types of training mentioned included transportation, governance, and wildlife programs, while some participants noted they had “too many different ones to list” or had no prior training.

## Existing Training and Skills for Monitoring Roles

Survey participants were asked to indicate the training or skills they already have for monitoring roles. Respondents could select multiple options. Of the 51 participants who answered:

Answered: 51 Skipped: 21



- 53% (27) reported having health and safety certifications such as H2S Alive, First Aid, and WHMIS



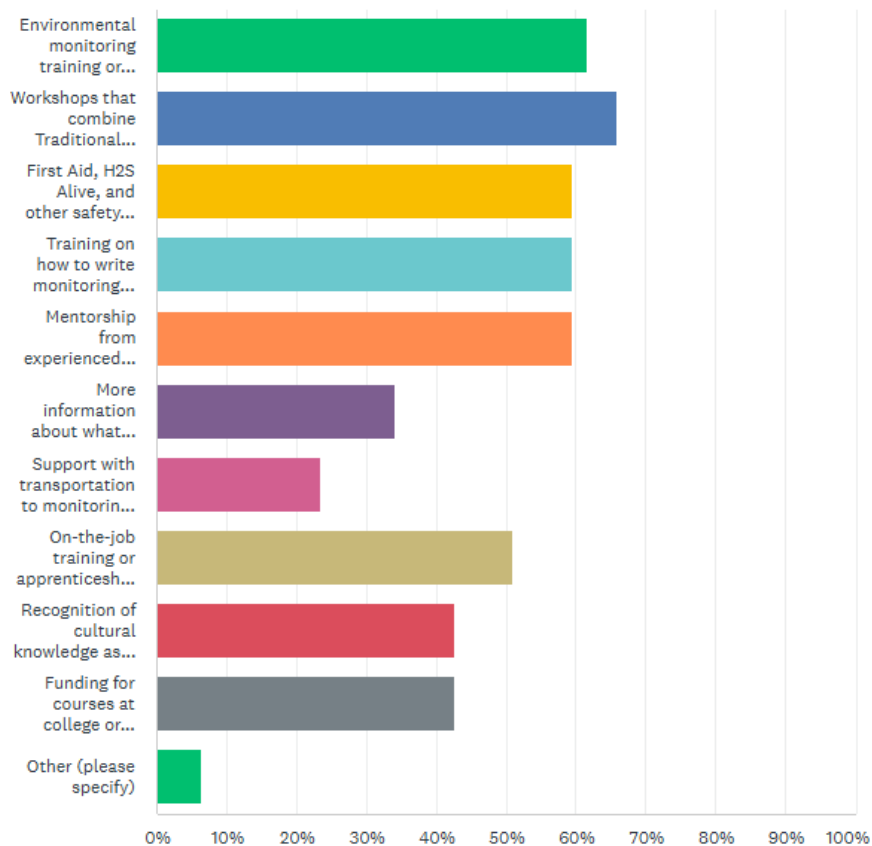
- 47% (24) indicated they possess cultural knowledge or traditional land use knowledge
- 27% (14) reported having environmental monitoring training
- 20% (10) indicated none of the above
- 8% (4) have college or university training in fields such as environmental sciences or resource management
- 6% (3) selected other, including experience as a Doig representative on major projects, working as a subject matter expert in industry, or practical experience in remote bush and archaeology monitoring

These responses show that some community members already have relevant skills and certifications for monitoring roles, particularly related to health and safety and cultural knowledge.

### Training and Supports Needed to Qualify for Monitoring Roles

Participants were asked what training or supports would help them qualify for monitoring roles. Respondents could select multiple options. Of the 47 participants who answered:

Answered: 47 Skipped: 25



- 66% (31) indicated interest in workshops that combine Traditional Knowledge with western science
- 62% (29) selected environmental monitoring training or certification
- 60% (28) indicated a need for First Aid, H2S Alive, and other safety tickets
- 60% (28) selected training on how to write monitoring reports and use monitoring equipment
- 60% (28) indicated mentorship from experienced monitors in the community
- 51% (24) reported interest in on-the-job training or apprenticeship opportunities
- 43% (20) indicated recognition of cultural knowledge as a qualification
- 43% (20) requested funding for courses at college or training institutes
- 34% (16) wanted more information about what companies are looking for in monitors
- 23% (11) identified support with transportation to monitoring sites
- 6% (3) selected other, including opportunities for Elders to work with monitors and bringing family members along to share Traditional Knowledge

These results show that community members are motivated to participate in monitoring roles but require a combination of training, mentorship, cultural recognition, and logistical support. Integrating Traditional Knowledge with formal monitoring skills and providing practical, on-the-job learning opportunities will be essential to building capacity and strengthening participation in monitoring programs.

These results show that community members are motivated to participate in monitoring roles but require a combination of training, mentorship, cultural recognition, and logistical support.

### **Participant Skillsets**

Those surveyed were asked to briefly describe their skillsets. Of the 72 respondents, 25 provided descriptions highlighting a wide range of skills and experience.

Several participants reported administration and office skills, including experience in administration, human resources, payroll, safety, taxes, and compliance management, as well as proficiency with Microsoft Office Suite (Word, Excel, Outlook, Publisher) and typing speeds of up to 64 words per minute.

Trades and technical skills were also common, encompassing welding, mechanical work, equipment and heavy machinery operation, carpentry, general construction, dozer operation, civil construction, and experience in oilfield and oil sands work.



Education and professional backgrounds reported included a Bachelor of Science in Construction Project Management, a Bachelor of Social Work, university education in child welfare, roles as CEO or partner of an energy-focused consultancy, and experience as monitoring assistants.

Participants additionally described environmental, cultural, and land-based skills, such as forestry, oil and gas, and pipeline work, environmental monitoring and Traditional Knowledge, understanding of cultural heritage, Nation history, and Indigenous language, as well as outdoors skills and nature stewardship.

Other personal attributes and soft skills mentioned included strong problem-solving abilities, communication, initiative, attention to detail, adaptability, a jack-of-all-trades approach, quick learning, confidence, reliability, dedication, and mentoring capabilities for training community members.

Overall, these responses indicate that participants possess a combination of technical, administrative, environmental, and cultural knowledge alongside strong interpersonal and problem-solving skills. Many participants blend formal education, practical experience, and on-the-ground knowledge, making them versatile for roles in natural resource development, monitoring, and related sectors.

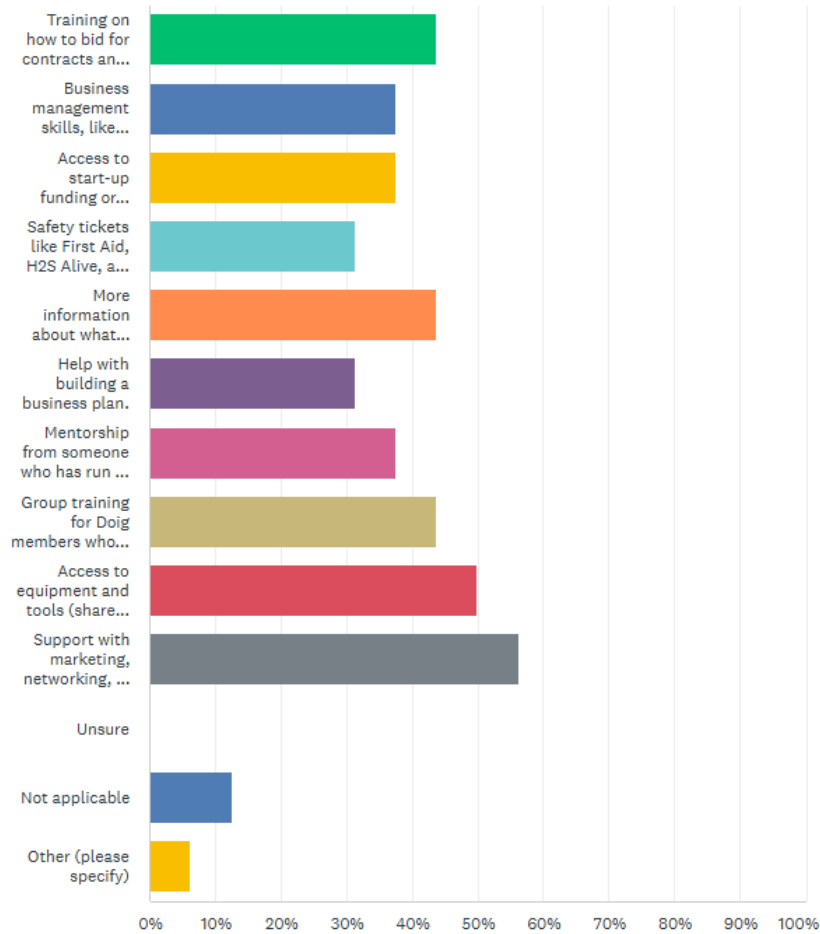
### **Skills, Training, and Resources to Support Contracting Success**

Participants were asked what skills, training, or resources would help them (or others) increase success in contracting.

Respondents could select multiple options. Of the 16 participants who answered:

Overall, these responses indicate that participants possess a combination of technical, administrative, environmental, and cultural knowledge alongside strong interpersonal and problem-solving skills. Many participants blend formal education, practical experience, and on-the-ground knowledge, making them versatile for roles in natural resource development, monitoring, and related sectors.





- 56% (9) identified a need for support with marketing, networking, and making connections with companies
- 50% (8) indicated a need for access to equipment and tools (shared or rental)
- 44% (7) cited training on how to bid for contracts and write proposals
- 44% (7) cited group training for members who want to work together on joint ventures
- 44% (7) wanted more information about contract opportunities and how to apply
- 38% (6) wanted business management skills, such as bookkeeping and payroll

These responses suggest that community members see multiple supports as key to successful contracting. Networking, marketing, and access to equipment are particularly emphasized, highlighting practical needs for entering and competing in the contracting sector.



- 38% (6) wanted mentorship from someone who has run a successful contracting business
- 31% (5) wanted safety tickets (e.g., First Aid, H2S Alive, WHMIS)
- 31% (5) wanted help building a business plan
- 13% (2) selected not applicable
- 6% (1) selected other, noting the importance of Nation backing for contracting partnerships

These responses suggest that community members see multiple supports as key to successful contracting. Networking, marketing, and access to equipment are particularly emphasized, highlighting practical needs for entering and competing in the contracting sector.

### 2.3.7 BARRIERS TO EMPLOYMENT IN THE NATURAL RESOURCE SECTOR



This section explores the challenges and obstacles DRFN members face in accessing employment, contracting, and monitoring opportunities within the natural resource sector. Drawing on survey responses, it identifies both systemic barriers, such as limited job postings, lack of recognition of Traditional Knowledge, and discrimination and individual or personal challenges, including transportation, childcare, health, and skills gaps. Understanding these barriers is essential for designing targeted programs and supports to improve equitable access to employment and career development in the sector.

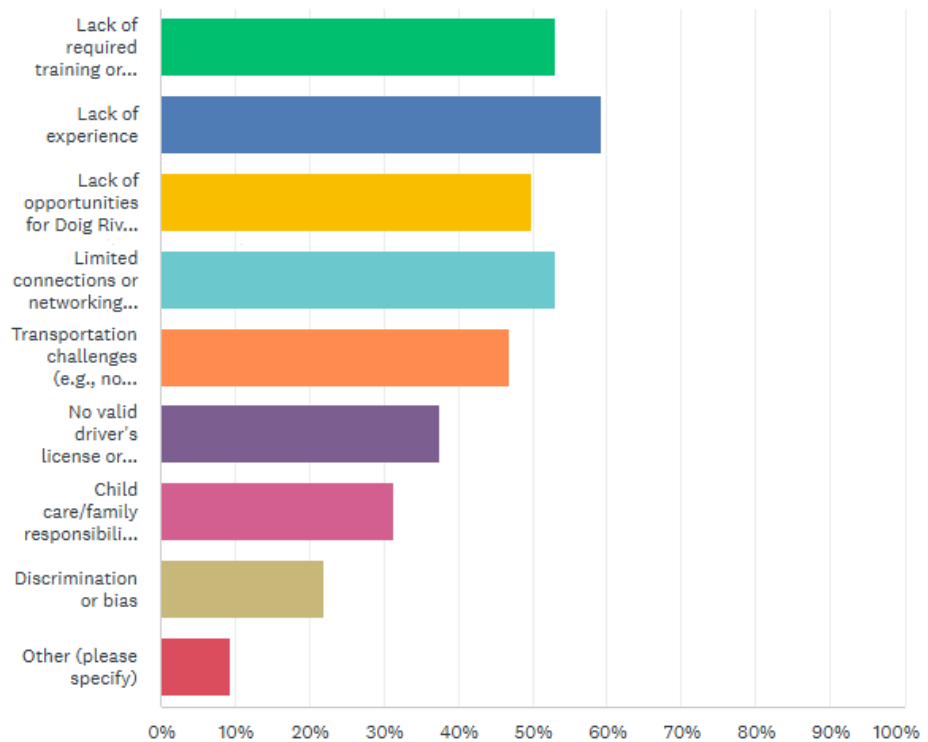
#### Main Barriers to Employment in the Natural Resource Sector

Survey participants were asked about the main barriers to members getting employment with natural resource sector companies. Of the 32 respondents:

This section explores the challenges and obstacles DRFN members face in accessing employment, contracting, and monitoring opportunities within the natural resource sector. Drawing on survey responses, it identifies both systemic barriers, such as limited job postings, lack of recognition of Traditional Knowledge, and discrimination and individual or personal challenges, including transportation, childcare, health, and skills gaps. Understanding these barriers is essential for designing targeted programs and supports to improve equitable access to employment and career development in the sector.



Answered: 32 Skipped: 40



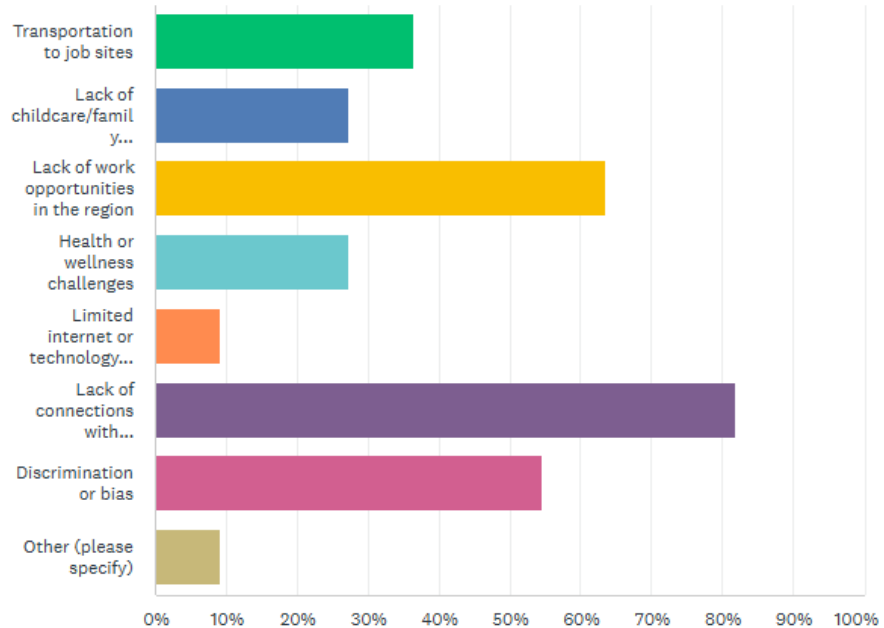
- 59% (19) identified lack of experience
- 53% (17) identified both lack of required training or certification and limited connections or networking opportunities
- 50% (16) identified limited opportunities for DRFN community members
- 47% (15) identified transportation challenges (e.g., no vehicle, long commute, or unreliable transportation)
- 38% (12) identified no valid driver's licence or vehicle insurance/registration
- 31% (10) identified childcare or family responsibilities
- 22% (7) identified discrimination or bias
- 9% (3) selected other, citing factors such as perceptions of motivation or entitlement and recurring patterns in hiring



## Non-Skills Related Barriers to Employment in the Natural Resource Sector

Respondents were asked to identify challenges beyond skills or qualifications that make it difficult to obtain work. Of the 11 respondents:

Answered: 11 Skipped: 61



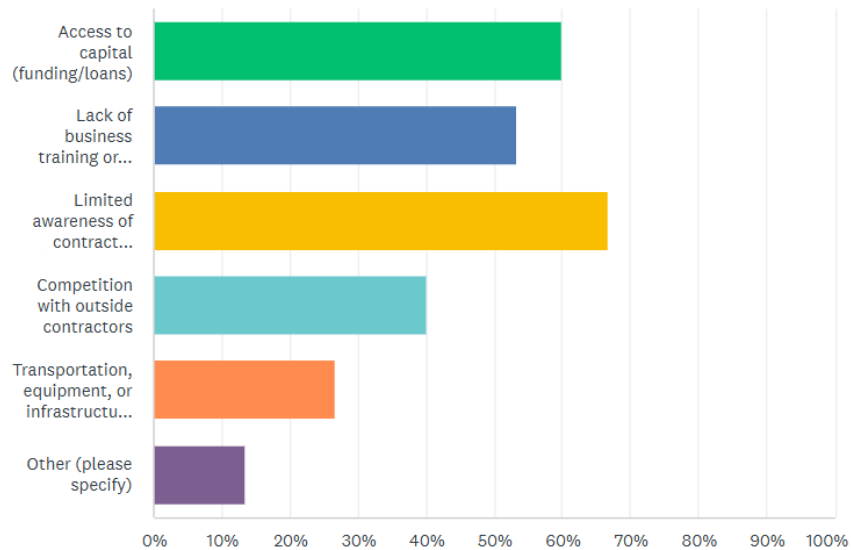
- 82% (9) reported a lack of connections with industry or employers
- 64% (7) indicated a lack of work opportunities in the region
- 55% (6) identified discrimination or bias
- 36% (4) noted transportation challenges related to travelling to job sites
- 27% (3) reported childcare or family responsibilities
- 27% (3) cited health or wellness challenges
- 9% (1) identified limited internet or technology access
- 9% (1) selected other, referring to previously noted challenges



## Barriers to Starting or Maintaining Contracts

Participants were asked to identify the main barriers to starting or maintaining contracts. Respondents could select multiple options. Of the 15 participants who answered:

Answered: 15 Skipped: 57



- 67% (10) identified limited awareness of contract opportunities
- 60% (9) cited access to capital (funding or loans)
- 53% (8) noted lack of business training or experience
- 40% (6) identified competition with outside contractors
- 27% (4) cited transportation, equipment, or infrastructure challenges
- 13% (2) selected other, including perceived control of contracts by Uujo Contracting and the need for leadership support and the ability to operate freely

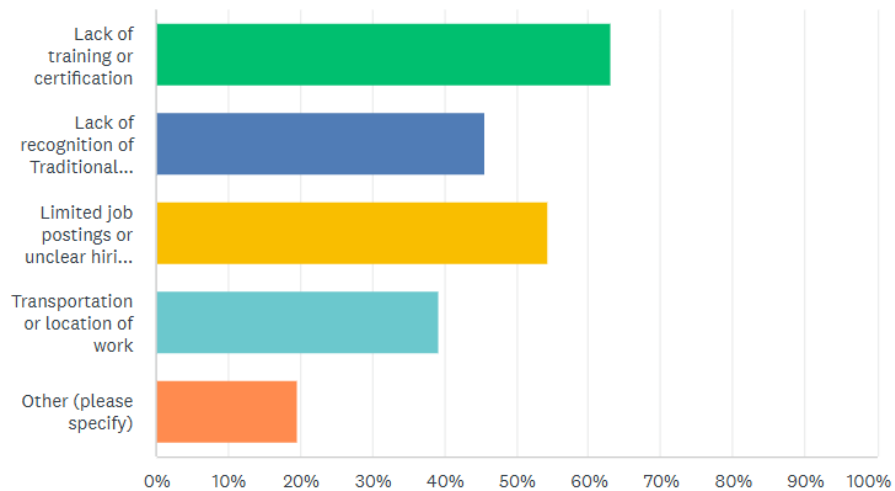
Addressing these barriers through targeted supports, mentorship, and transparent contracting processes could improve participation and success in contracting opportunities.



## Barriers to Getting or Maintaining Monitoring Jobs

Survey participants were asked to identify the main barriers to members getting or keeping monitoring jobs. Respondents could select multiple options. Of the 46 participants who answered:

Answered: 46 Skipped: 26



- 63% (29) identified lack of training or certification as a barrier
- 54% (25) indicated limited job postings or unclear hiring processes
- 46% (21) reported a lack of recognition of Traditional Knowledge by companies
- 39% (18) cited transportation or location of work
- 20% (9) selected other, including challenges such as mental health and addiction issues, self-esteem and confidence barriers, childcare and logistical constraints, and unreliable or unavailable work opportunities

These results indicate that the main barriers to accessing monitoring roles are related to skills and certification gaps, recognition of cultural knowledge, and structural or logistical challenges. Addressing these barriers through targeted training, clearer job opportunities, and supports for transportation and work logistics could enhance community participation in monitoring roles.

### Other Barriers or Personal Circumstances

Respondents identified a wide range of personal and systemic challenges that make it difficult to find or maintain employment. These include historical and social factors such as the legacy of residential schools, limited access to quality education, mental health and trauma-related challenges, and discrimination or lack of culturally safe workplaces.



Practical barriers were also noted, including transportation, geographic isolation, unstable housing, family responsibilities, and parenting schedules. Several respondents highlighted financial pressures, inflation, and wages not keeping pace with the cost of living. Additional challenges included limited access to role models or mentorship, difficulties navigating leadership or workplace dynamics, lack of information about opportunities, insufficient licences or certifications, and gender-based barriers in resource-sector work.

Some respondents also cited barriers related to being off-reserve or lacking remote work options, while others noted personal circumstances such as anxiety or the need to finish schooling.

### 2.3.8 SUPPORTS AND RESOURCES FOR MEMBER SUCCESS

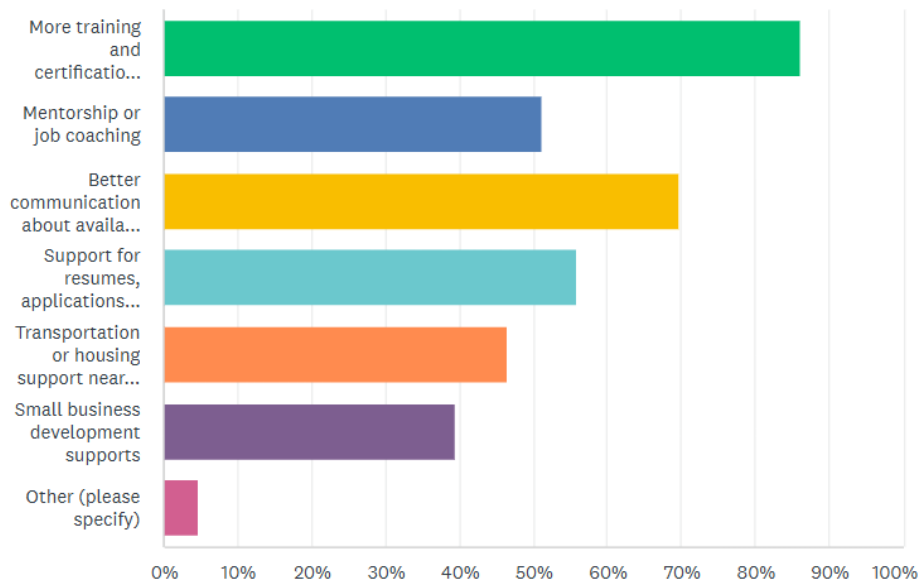


This section explores the support and resources that DRFN members identified as important for achieving success in employment, contracting, and monitoring roles within the natural resource sector. Respondents highlighted a range of strategies, including training programs, mentorship opportunities, improved communication about available positions, and practical supports such as transportation or housing. Understanding these priorities provides guidance for designing initiatives that empower members, enhance skills, and increase access to meaningful work opportunities in the community and beyond.

#### Supports Needed for Member Success in Contracting, Monitoring, or Employment

Participants were asked what would help Doig River First Nation members succeed in contracting, monitoring, or employment. Of the 43 respondents:

Answered: 43 Skipped: 29



- 86% (37) indicated more training and certification programs
- 70% (30) indicated better communication about available opportunities
- 56% (24) indicated support for resumes, applications, and interviews
- 51% (22) indicated mentorship or job coaching
- 47% (20) indicated transportation or housing support near worksites
- 40% (17) indicated small business development supports
- 5% (2) selected other, including responses about leadership engagement in resource development and equity opportunities

Members also offered additional suggestions to further strengthen access to employment in the natural resource sector. Of the 18 respondents who provided open-ended input, several emphasized addressing systemic barriers, including the impacts of residential schools on education and employment outcomes, and the need for DRFN to take stronger control over local resource development.

Improved communication and outreach were also highlighted, such as contacting members about job or training opportunities, posting openings at the band office, and prioritizing members for work within their territory. Some respondents suggested enhanced training and mentorship, including education on industry safety standards, occupational health and safety, collaborative mentorship programs, and more structured training opportunities.

Support for business development and contracting was noted, with recommendations for guidance for members wanting to start businesses, helping independent member companies hire and train locally, and creating opportunities for group employment.

A few responses emphasized fairness, equity, and motivation, stressing that opportunities should be accessible, supportive, and reflect community values. Other comments included increasing higher-paying job opportunities and providing targeted support for members with existing industry expertise.

### **Supports Needed for Contracting Success**

Participants were asked what support would be most helpful for their business or to assist them in contracting. Of the eight respondents, several highlighted the need for financial support, including access to capital, business start-up funding, and loans for equipment and hiring. Others emphasized the importance of connection and networking opportunities, such as building relationships with other companies and Nations to collaborate on contracts and expanding client bases.

Community and leadership support was also identified as valuable, with some respondents requesting support letters from leadership and improved alignment with managers responsible for overseeing contracts.



Some participants noted the need for educational and training opportunities to further develop business skills and knowledge. A few respondents indicated they did not require additional support, although they expressed interest in collaborating with the Nation or increasing contract opportunities in areas such as cleaning or labour services.

### **2.3.9 SUMMARY OF SUPPORTS AND CHANGES TO HELP MEMBERS SUCCEED IN RESOURCE SECTOR OPPORTUNITIES**



Survey results highlight supports and changes that can help Doig River First Nation members succeed in employment, contracting, and monitoring opportunities within the natural resource sector. These supports fall into three key areas: Industry Support, Doig River First Nation Support, and Families and Community.

#### **INDUSTRY SUPPORT**

Industry partners play a critical role in supporting members' participation and success. Flexible training and certification programs can reduce barriers to entry, while mentorship and culturally aware workplaces enhance retention and career growth. Key opportunities for industry support include:

##### **Flexible Training and Certifications**

Offer training and certifications through multiple delivery methods, including online, in-community, on-the-land, on-the-job, or via workshops and mentorship. This flexibility allows members to participate according to their individual needs and circumstances.

##### **Support for Pre-Employment Requirements**

Assist with pre-employment requirements, such as allowing a support person during proctored exams or offering accommodations for Elders and other members who may face barriers. This ensures more equitable access to employment opportunities.

##### **Local In-Person Orientations and Certifications**

Host required orientations and certification programs in the community. Bringing training closer to members reduces travel burdens and increases participation, particularly for those with family or caregiving responsibilities.

##### **Structured Mentorship Programs**

Develop mentorship programs that pair youth and new workers with experienced mentors or Elders. Mentorship helps build practical skills, confidence, and an understanding of workplace culture, supporting long-term career development.



### **Trauma-Informed and Culturally Aware Workplaces**

Promote workplaces that are trauma-informed and culturally aware. Industry partners can also provide wellness and recreational programs at camps and worksites to support members' physical, social, and mental well-being.

### **Career Pathways and Professional Development**

Work with members to develop structured career pathways, from entry-level to advanced positions. Offer ongoing professional development and support flexible work arrangements to foster growth and retention.

### **Early Communication of Opportunities**

Communicate job, training, and development opportunities well in advance. Early notification allows members to plan around family, personal obligations, and other commitments, increasing the likelihood of participation.

## **DOIG RIVER FIRST NATION SUPPORT**

Nation-led supports are essential to ensuring members can access and succeed in resource sector opportunities. Coordination, training, and capacity-building within the community help address systemic and logistical barriers. Key supports include:

### **Increase Staff Capacity and Interdepartmental Coordination**

Strengthen staff capacity and enhance coordination across departments to provide holistic support to members. A well-coordinated approach ensures members receive consistent guidance and access to all available resources.

### **Equitable Access Strategies**

Implement strategies such as lottery systems or participation tracking to distribute employment opportunities fairly among members. These approaches help ensure transparency and fairness in accessing positions.

### **Business Development Training and Resources**

Offer hands-on business development training and mentorship, along with access to resources for starting or growing a business. Supporting entrepreneurship builds local capacity and economic resilience.

### **Support for Doig-Member-Owned Businesses**

Facilitate pathways for Doig-member-owned businesses to secure contracts and prioritize hiring other community members. Linking business development with employment opportunities strengthens community participation and economic growth.



### **Flexible Education and Training Pathways**

Maintain adaptable education and training pathways that integrate Indigenous Knowledge with technical and safety training. Flexibility allows members to pursue learning that meets both cultural and industry requirements.

### **Peer Networks, Coaching, and Mentorship**

Encourage peer support networks, coaching, and mentorship programs to build practical skills, confidence, and workplace knowledge. Community-led guidance supports long-term success in the resource sector.

### **Practical Supports for Participation**

Provide logistical supports such as transportation, housing near work sites, or local and flexible work options. Addressing practical barriers ensures more members can participate in opportunities without undue hardship.

## **FAMILIES AND COMMUNITY**

Families and community support are critical to long-term success, especially for youth and members balancing caregiving or other responsibilities. These supports help build capacity, confidence, and cultural connection. Key areas include:

### **Support for Parents and Guardians**

Assist parents and guardians in encouraging high school completion and ongoing education. Engaged families play a key role in motivating youth and supporting lifelong learning.

### **Land-Based and Culturally Grounded Learning**

Promote land-based learning and culturally grounded programs to build practical skills and environmental knowledge. Connecting education with culture strengthens identity and community resilience.

### **Role Models and Mentorship**

Provide opportunities for positive role models, mentorship, and intergenerational knowledge transfer. Learning from Elders and experienced members fosters confidence and skills development.

### **Childcare, Wellness, and Family Support**

Offer childcare, wellness programs, and family support services to enable participation in training, employment, or business development. Reducing practical barriers ensures members can engage fully in opportunities.



## **Community Awareness and Early Notification**

Raise awareness of training, job, and entrepreneurial opportunities within the community, and provide early notifications. Early communication allows families and members to plan around work, education, and personal commitments.





## 3.0 SUMMARY AND CONCLUSION

This section of the report provides a summary of the insights gathered through the community engagement process for this study.

### 3.1 SUMMARY OF ENGAGEMENT



Engagement with Doig River First Nation members, staff, and leadership highlights a strong commitment to supporting community participation in contracting, monitoring, and employment opportunities in the natural resource sector. Across interviews and survey responses, participants noted that Doig leadership and staff go above and beyond to assist members, providing guidance, support, resources, and mentorship.

Doig River members demonstrate a strong interest in participating in natural resource employment, monitoring, and contracting. Motivation stems from a combination of cultural, personal, and practical factors, including protecting land and water, connecting with Traditional Territory, contributing to community stewardship, building skills and experience, and earning income with flexible schedules. Members show openness to a wide range of roles, from environmental and technical positions to trades, administration, and entrepreneurial opportunities, with a preference for short-term, project-based, and hands-on work that accommodates family, education, and community responsibilities.

While interest and willingness are high, members face multiple barriers to participation. These include extensive training and certification requirements, educational gaps, logistical challenges such as transportation or childcare, workplace culture issues, inconsistent communication about opportunities, limited mentorship, and the ongoing impacts of intergenerational trauma. Short-term or seasonal work structures, full-time positions, and travel requirements can also limit participation for members prioritizing family and cultural responsibilities.



Doig River members possess a broad set of skills and training relevant to natural resource work, including safety certifications (First Aid, H2S, WHMIS, Confined Space, TDG, and ground disturbance), some post-secondary education, driver's licences, cultural and land-based knowledge, and workplace competencies. Gaps exist in high school completion, company-specific or recurring certifications, specialized trades and technical skills, soft skills like professional communication, and the ability to complete independent online training. Members identified needs for additional training, mentorship, apprenticeships, college or university courses, leadership development, and culturally integrated programs that combine Indigenous Knowledge with western resource management practices. Flexible, hands-on, and culturally relevant learning approaches, including online, in-community, on-the-land, or on-the-job, are strongly preferred.

Community members also highlighted the importance of support to increase access and success in employment, contracting, and monitoring. Key supports include expanded training and certification programs, mentorship and coaching, guidance with applications and interviews, and business development assistance. Practical supports such as transportation, housing, equipment access, and recognition of achievements further enhance participation. Industry partners are encouraged to standardize certifications, provide hands-on training and career pathways, communicate early about opportunities, support pre-employment programs, offer trauma-informed and culturally aware workplaces, and include wellness and recreational programming. Doig River leadership plays a critical role in coordinating support, building staff capacity, providing group learning and mentorship, offering counselling and wellness services, implementing equitable access strategies, and fostering holistic well-being. Family and community engagement, including supporting education, promoting positive role models, and providing land-based learning, further underpin member readiness and resilience.

Overall, the findings highlight that Doig River members are motivated, skilled, and committed to participating in natural resource opportunities, but that achieving sustainable employment and contracting success requires a coordinated approach. Combining targeted training, mentorship, practical supports, industry collaboration, Nation-led initiatives, and family and community engagement can reduce barriers, strengthen capacity, and create pathways for meaningful, culturally aligned, and sustainable participation in the natural resource sector.

### **3.2 ALIGNMENT BETWEEN MEMBER QUALIFICATIONS AND INDUSTRY EXPECTATIONS**



Participants in the survey and interviews shared their perspectives on how their current skills, certifications, and experience align with what is typically expected in the natural resource sector. While this input is largely anecdotal, it provides valuable insight into perceived gaps that may influence members' ability to access or succeed in employment, monitoring, and contracting roles.



The observations presented here are based on participant input and reflect perceptions of industry expectations rather than a formal, comprehensive survey of employers.

According to participants, industry generally expects workers to possess core safety and compliance training, including general workplace safety, H2S awareness, and First Aid certification. Beyond these foundational requirements, some specialized roles may require additional technical training, trade certifications, or specific experience, which members may currently lack. These gaps can create barriers to entering certain positions or advancing within the sector, particularly in more technical or high-risk roles.

Despite these challenges, DRFN has taken proactive steps to support members in meeting industry expectations. The Nation provides access to relevant training and certifications, practical skill development opportunities, mentorship, and guidance to navigate employment pathways. Participants noted that these supports are helping members build confidence and capability, while also positioning them to meet the general standards expected by employers in the sector. By continuing to align training, mentorship, and Nation-led initiatives with industry expectations, Doig River First Nation can reduce barriers, expand employment opportunities, and foster long-term career advancement for its members.

### 3.3 CONCLUSION



The social conditions on employment study provides valuable and grounded insights into Doig River First Nation members' skills, interests, strengths, and the barriers they face in accessing natural resource employment and contracting opportunities. These findings offer Doig a clear foundation to build upon, supporting decisions, programs, and partnerships that address real gaps while working with the strong skills, motivation, and capacity that members already possess. By using this information to guide next steps, the Nation can move forward with confidence in developing supports and pathways that reflect the needs, goals, and aspirations of its members.



# APPENDIX A: QUALIFICATIONS AND SKILLS FOR EMPLOYMENT IN THE NATURAL RESOURCES SECTOR

Employment in the natural resources sector requires a range of qualifications, skills, and experiences that vary depending on the type of work, the employer, and the level of responsibility. For Doig River First Nation members, understanding these expectations is essential for identifying training needs, preparing for employment opportunities, and supporting long-term career growth. This section outlines the key qualifications, certifications, and transferable skills that are commonly required across industries such as forestry, oil and gas, mining, and environmental monitoring. It also highlights pathways for building capacity within the community to ensure that members are well-positioned to participate meaningfully and sustainably in the regional natural resource economy.

The table below outlines key training and certification programs that support employment in the natural resources sector. It identifies common roles and opportunities across different areas, the skills typically required or preferred by employers, relevant certifications or training programs, and institutions where these programs are offered, as of December 2025.



Table 2. Training and Certification Programs in the Natural Resource Sector (

	ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
OIL & GAS/FIELD TECHNICIANS	<ul style="list-style-type: none"> <li>• Equipment operator</li> <li>• Field operator</li> <li>• Leasehand</li> </ul>	<ul style="list-style-type: none"> <li>• Field experience</li> <li>• Mechanical aptitude</li> <li>• Safety tickets</li> </ul>	<ul style="list-style-type: none"> <li>• CSO</li> <li>• Ground Disturbance</li> <li>• H2S Alive</li> <li>• Power Engineering</li> <li>• TDG</li> </ul>
INSTITUTIONS/ COURSE DETAILS	<p>NORTHERN LIGHTS COLLEGE</p> <ul style="list-style-type: none"> <li>• Oil and Gas Field Operations Certificate               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> field operations in the oil and gas industry</li> <li>○ <b>Details:</b> updated program focusing on hydrocarbon resources and field operations</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College</a></li> </ul> </li> <li>• Field Operations Specialist – Hydrocarbon Resources (formerly Oil and Gas Field Operations)               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> ~14 weeks + 3-week practicum</li> <li>○ <b>Focus:</b> field operations, drilling, pipelines, and plant operations</li> <li>○ <b>Details:</b> Includes H2S Alive, First Aid, WHMIS, TDG, and CSO. Excellent entry point for oil and gas employment.</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College- FOSHR</a></li> </ul> </li> </ul> <p>TROJAN SAFETY/ENERGY SAFETY CANADA</p> <ul style="list-style-type: none"> <li>• Oil field safety and certification               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 1–2 days each</li> <li>○ <b>Focus:</b> safety certification required for almost all field jobs</li> <li>○ <b>Details:</b> H2S Alive, Confined Space Entry and Rescue, Ground Disturbance 201 (USP endorsed), Oilfield Driver Awareness, Fall Protection Worker</li> <li>○ <b>Link:</b> <a href="#">Safety Training Courses</a></li> </ul> </li> </ul> <p>ASPECT SAFETY</p> <ul style="list-style-type: none"> <li>• Safety protocols in oil and gas               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> short term courses</li> <li>○ <b>Focus:</b> safety protocols in oil and gas operations</li> <li>○ <b>Details:</b> courses include H2S Alive, First Aid, and other essential safety training.</li> <li>○ <b>Link:</b> <a href="#">Oil &amp; Gas - Aspect Safety Training</a></li> </ul> </li> </ul>		



	ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
	<p>TECHNICAL SAFETY BC</p> <ul style="list-style-type: none"> <li>• Gas Fitting and Safety Standards <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> gas fitting and safety standards</li> <li>○ <b>Details:</b> Certification for gas fitters and related professions</li> </ul> </li> </ul> <p><b>Link:</b> <a href="#">Gas Certification   TSBC</a></p>		
<b>POWER &amp; ENERGY SYSTEMS</b>	<ul style="list-style-type: none"> <li>• Plant operator</li> <li>• Utility roles</li> </ul>	<ul style="list-style-type: none"> <li>• Control systems</li> <li>• Power systems</li> <li>• Safety training</li> </ul>	<ul style="list-style-type: none"> <li>• 4th Class Power Engineering</li> <li>• Boiler Operations</li> </ul>
<b>INSTITUTIONS/ COURSE DETAILS</b>	<p>NORTHERN LIGHTS COLLEGE</p> <ul style="list-style-type: none"> <li>• Power Engineering (4th Class) Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies (classroom + lab training)</li> <li>○ <b>Focus:</b> power generation and systems operations in industrial and energy sectors.</li> <li>○ <b>Details:</b> certification recognized across BC; leads to employment in gas plants or utility operations.</li> </ul> </li> <li>• <b>Link:</b> <a href="#">Northern Lights College</a></li> </ul> <p>BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY</p> <ul style="list-style-type: none"> <li>• Power Engineering <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 38 weeks</li> <li>○ <b>Focus:</b> preparing for the 4th Class Power Engineer's Certificate of Competency exams</li> <li>○ <b>Details:</b> preparing to operate, maintain and manage industrial power and process plants</li> </ul> </li> </ul> <p><b>Link:</b> <a href="#">Power Engineering- BCIT</a></p>		
<b>FORESTRY</b>	<ul style="list-style-type: none"> <li>• Tree planter/ silviculture worker</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work long hours outdoors in variable weather</li> <li>• Good spatial awareness</li> <li>• Physically fit</li> <li>• Strong work ethic and teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Silviculture bootcamp/company training program</li> <li>• Transportation • Endorsement (OFA Level 1 or 3 preferred)</li> <li>• WHMIS</li> </ul>



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
<ul style="list-style-type: none"> <li>• Equipment operator (e.g., skidder, feller-buncher, loader)</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to follow production and environmental plans</li> <li>• Heavy equipment operation</li> <li>• Mechanical aptitude</li> <li>• Safety awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Class 3 or 5 Driver's Licence (with Air Brake endorsement preferred),</li> <li>• Heavy Equipment Operator training</li> <li>• TDG</li> <li>• WHMIS</li> </ul>
<ul style="list-style-type: none"> <li>• Forestry surveyor/cruiser</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work independently in remote areas</li> <li>• Data collection and analysis</li> <li>• navigation and mapping</li> <li>• Tree measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Post-secondary diploma in forestry or natural resource management (preferred),</li> <li>• GPS and compass training</li> </ul>
<ul style="list-style-type: none"> <li>• Forest fire crew member/wildfire suppression</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work under pressure</li> <li>• Physical fitness</li> <li>• Problem solving</li> <li>• Safety awareness</li> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Chainsaw Safety</li> <li>• First Aid with CPR-C Incident Command System (ICS 100/200)</li> <li>• S100/S185 Wildfire Suppression &amp; Safety</li> </ul>
<ul style="list-style-type: none"> <li>• Environmental monitor/forestry monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of cultural and ecological values</li> <li>• Communication</li> <li>• Observation and reporting</li> <li>• Understanding of environmental regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental monitoring training (e.g., ECO Canada or Indigenous Guardians programs)</li> </ul>
<ul style="list-style-type: none"> <li>• Forester/forestry supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with clients and communities</li> <li>• GIS and data analysis</li> <li>• Leadership</li> <li>• Project management</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor's degree in forestry or Natural Resource Management,</li> <li>• RPF (Registered Professional Forester)</li> </ul>



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
	<ul style="list-style-type: none"> <li>• Regulatory compliance</li> </ul>	designation (for senior roles) <ul style="list-style-type: none"> <li>• Safety and supervision courses</li> </ul>
INSTITUTIONS/ COURSE DETAILS	<ul style="list-style-type: none"> <li>• Log truck driver/hauling</li> </ul>	<ul style="list-style-type: none"> <li>• Navigation</li> <li>• Safety procedures</li> <li>• Time management</li> <li>• Truck operation and maintenance</li> </ul> <ul style="list-style-type: none"> <li>• Air Brake endorsement</li> <li>• Class 1 Driver's Licence</li> <li>• Mountain Driving and Cargo Securement Training</li> </ul>
	UNIVERSITY OF NORTHERN BRITISH COLUMBIA <ul style="list-style-type: none"> <li>• Forest Ecology and Management (BSc)               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 4 years</li> <li>○ <b>Focus:</b> foundational and integrative forestry management topics</li> <li>○ <b>Details:</b> involves experimental learning at two research forests, variety of disciplines available in the natural and social sciences</li> <li>○ <b>Link:</b> <a href="#">Forest Ecology and Management   UNBC</a></li> </ul> </li> </ul> BC FOREST SAFETY COUNCIL <ul style="list-style-type: none"> <li>• Forest Safety Training               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> safety protocols in forestry operations</li> <li>○ <b>Details:</b> offers online courses and webinars to support safe forestry work in BC</li> <li>○ <b>Link:</b> <a href="#">Training – The BC Forest Safety Council</a></li> </ul> </li> </ul> VANCOUVER ISLAND UNIVERSITY <ul style="list-style-type: none"> <li>• Forest Resources Technology Diploma               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> Two years</li> <li>○ <b>Focus:</b> forestland values, forest operations, and resource management</li> <li>○ <b>Details:</b> provides hands-on training in forest ecology, silviculture, and forest management practices.</li> <li>○ <b>Link:</b> <a href="#">Forest Resources Technology</a></li> </ul> </li> </ul> SELKIRK COLLEGE <ul style="list-style-type: none"> <li>• Forest Technology Diploma               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> Two years</li> <li>○ <b>Focus:</b> forest management, ecology, and resource assessment.</li> <li>○ <b>Details:</b> emphasizes fieldwork and practical experience in forest technology.</li> </ul> </li> </ul>	



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
<p><b>HEAVY EQUIPMENT &amp; MECHANICAL TRADES</b></p>	<ul style="list-style-type: none"> <li>• Equipment mechanic</li> <li>• Heavy-duty technician</li> </ul>	<ul style="list-style-type: none"> <li>• Diesel mechanics</li> <li>• Maintenance</li> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship levels 1-4</li> <li>• Class 5 or 3 Driver's Licence (Air Brake endorsement preferred)</li> <li>• Heavy Equipment Operator Training (Excavator, Dozer, Loader, etc.)</li> </ul>
<p><b>INSTITUTIONS/ COURSE DETAILS</b></p>	<p><b>UNIVERSITY OF BRITISH COLUMBIA</b></p> <ul style="list-style-type: none"> <li>◦ <b>Link:</b> <a href="#">Forest Technology - Diploma   Selkirk College</a></li> <li>• Online Micro-Certificates in Forestry <ul style="list-style-type: none"> <li>◦ <b>Duration:</b> nine weeks or less</li> <li>◦ <b>Focus:</b> specific skills in forestry, such as forest safety and forest management.</li> <li>◦ <b>Details:</b> designed for flexible learning and career advancement.</li> <li>◦ <b>Link:</b> <a href="#">Online Certificates UBC Forestry</a></li> </ul> </li> </ul> <p><b>BC TIMBER SALES</b></p> <ul style="list-style-type: none"> <li>• Forest Technologist Entry Level Program (FTELP) <ul style="list-style-type: none"> <li>◦ <b>Duration:</b> two years (on-the-job training)</li> <li>◦ <b>Focus:</b> forest technology application in timber sales</li> <li>◦ <b>Details:</b> provides practical experience in forest technology with potential for full-time employment</li> <li>◦ <b>Link:</b> <a href="#">FTELP Program Details</a></li> </ul> </li> </ul> <p><b>NORTHERN LIGHTS COLLEGE</b></p> <ul style="list-style-type: none"> <li>• Heavy Mechanical Trades Apprenticeship <ul style="list-style-type: none"> <li>◦ <b>Duration:</b> varies, multi-level apprenticeship (Levels 1-4)</li> <li>◦ <b>Focus:</b> maintenance and repair of heavy equipment used in construction, forestry, and oil and gas.</li> <li>◦ <b>Details:</b> hands-on mechanical training; supports advancement to Red Seal certification.</li> <li>◦ <b>Link:</b> <a href="#">NLC - Heavy Mechanical Trades</a></li> </ul> </li> </ul> <p><b>INTERIOR HEAVY EQUIPMENT SCHOOL (INTERIOR HEAVY EQUIPMENT OPERATOR SCHOOL)</b></p> <ul style="list-style-type: none"> <li>• Heavy Equipment Operator Training (various locations, including northern options) <ul style="list-style-type: none"> <li>◦ <b>Duration:</b> 3-12 weeks</li> </ul> </li> </ul>		



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
	<ul style="list-style-type: none"> <li>○ <b>Focus:</b> equipment operation—excavators, dozers, graders, loaders, etc.</li> <li>○ <b>Details:</b> includes real-world production experience and safety certification, Offers live, mechanized logging training in a production environment.</li> <li>○ <b>Link:</b> <a href="#">IHE School Courses</a></li> </ul> <p>VANCOUVER ISLAND UNIVERSITY</p> <ul style="list-style-type: none"> <li>● Heavy Equipment Operator Certificate Program <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 10 to 17 weeks</li> <li>○ <b>Focus:</b> operation of heavy equipment in construction and forestry.</li> <li>○ <b>Details:</b> includes foundation and technician certificates, with machine-specific training.</li> <li>○ <b>Link:</b> <a href="#">Heavy Equipment Operator   VIU</a></li> </ul> </li> </ul> <p>LEAVITT MACHINERY</p> <ul style="list-style-type: none"> <li>● Heavy Equipment Operator Training <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> certification in operating equipment like excavators and backhoes</li> <li>○ <b>Details:</b> combines classroom theory with practical hands-on learning</li> </ul> </li> </ul> <p><b>Link:</b> <a href="#">Heavy Equipment Operator Training</a></p>		
<p><b>ELECTRICAL/ INDUSTRIAL TRADES</b></p>	<ul style="list-style-type: none"> <li>● Electrician</li> <li>● Maintenance electrician</li> </ul>	<ul style="list-style-type: none"> <li>● Electrical code, wiring, safety</li> </ul>	<ul style="list-style-type: none"> <li>● Electrician foundation + apprenticeship</li> <li>● Confined space awareness,</li> <li>● Lookout/tagout</li> </ul>
<p><b>INSTITUTIONS/ COURSE DETAILS</b></p>	<p>NORTHERN LIGHTS COLLEGE</p> <ul style="list-style-type: none"> <li>● Electrician Foundation Trades Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 20 weeks</li> <li>○ <b>Focus:</b> electrical systems, wiring, and power systems used in industrial settings.</li> <li>○ <b>Details:</b> prepares students for Level 1 Apprenticeship; includes 60-hour practicum.</li> <li>○ <b>Link:</b> <a href="#">NLC – Electrician Foundation Program</a></li> </ul> </li> </ul> <p>BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY</p> <ul style="list-style-type: none"> <li>● Distribution Design for Electrical Utilities</li> </ul>		



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
	<ul style="list-style-type: none"> <li>○ <b>Duration:</b> One year</li> <li>○ <b>Focus:</b> learn how design simple overhead or underground distribution systems using industry standards and guidelines. Topic includes electrical equipment, voltage drop, cable tension calculations, etc.</li> <li>○ <b>Details:</b> micro-credential program that provides industry-specific knowledge needed to start career in electrical utility distribution design.</li> <li>○ Link: <a href="#">Distribution Design for Electrical Utilities- BCIT</a></li> </ul> <p>COLLEGE OF THE ROCKIES</p> <ul style="list-style-type: none"> <li>● Electrician Foundation Program <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 24 weeks</li> <li>○ <b>Focus:</b> providing the skills, training and knowledge needed to enter into the trade</li> <li>○ <b>Details:</b> covers level 1 (common core) of the four-level electrician apprenticeship program. First aid and WHMIS</li> <li>○ Link: <a href="#">Electrician Foundation - College of the Rockies</a></li> </ul> </li> <li>● Electrician Apprenticeship <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> offers electrician common core level 1 to 3, construction electrician level 4, industrial electrician level 4</li> <li>○ <b>Details:</b> for those currently working in the industry and sponsored by an employer. Combines work-based training and technical training</li> </ul> </li> </ul> <p>Link: <a href="#">Electrician Apprenticeship - College of the Rockies</a></p>		
<b>ENVIRONMENTAL MONITORING &amp; RESTORATION</b>	<ul style="list-style-type: none"> <li>● Environmental monitor</li> <li>● Environmental reclamation</li> <li>● Environmental technician</li> </ul>	<ul style="list-style-type: none"> <li>● Field techniques</li> <li>● Reporting</li> <li>● Sampling</li> </ul>	<ul style="list-style-type: none"> <li>● Environmental compliance</li> <li>● Field monitoring</li> <li>● Restoration</li> </ul>
<b>INSTITUTIONS/ COURSE DETAILS</b>	<p>NORTHERN LIGHTS COLLEGE</p> <ul style="list-style-type: none"> <li>● Associate of Science (Environmental Science) <ul style="list-style-type: none"> <li>○ <b>Duration:</b> two years</li> <li>○ <b>Focus:</b> foundational environmental and natural sciences for monitoring or compliance roles</li> </ul> </li> </ul>		



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
		<ul style="list-style-type: none"> <li>○ <b>Details:</b> combines classroom learning with applied fieldwork; transferable to university for further specialization</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College   Associate of Science Degree</a></li> </ul>
		<ul style="list-style-type: none"> <li>● Land and Water resources Diploma <ul style="list-style-type: none"> <li>○ <b>Duration:</b> two years</li> <li>○ <b>Focus:</b> environmental monitoring, reclamation, and water resource management</li> <li>○ <b>Details:</b> includes hands-on fieldwork and safety certifications (H2S, First Aid, WHMIS). Prepares graduates for monitoring and reclamation work with industry and government</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College</a></li> </ul> </li> <li>● Environmental Restoration Diploma <ul style="list-style-type: none"> <li>○ <b>Duration:</b> two years</li> <li>○ <b>Focus:</b> environmental rehabilitation and ecosystem recovery</li> <li>○ <b>Details:</b> provides training for reclamation, environmental monitoring, and ecological restoration roles</li> <li>○ <b>Link:</b> <a href="#">Environmental Restoration Diploma</a></li> </ul> </li> <li>● Post-Degree Diploma in Environmental Management <ul style="list-style-type: none"> <li>○ <b>Duration:</b> two years</li> <li>○ <b>Focus:</b> earth systems science, practical environmental knowledge, and management training</li> <li>○ <b>Details:</b> provides knowledge and practical skills in relation to environmental management</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College</a></li> </ul> </li> <li>● Environmental Site Assessment Technican Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> ~ One year</li> <li>○ <b>Focus:</b> preparing to work safely and efficiently as field technicians</li> <li>○ <b>Details:</b> creating and implementing reclamation plans to a vary of environments, industry standards and regulations</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College</a></li> </ul> </li> </ul>
		<p>UNIVERSITY OF NORTHERN BRITISH COLUMBIA</p> <ul style="list-style-type: none"> <li>● Environmental Monitoring Online Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> environmental monitoring techniques and regulations.</li> <li>○ <b>Details:</b> provides knowledge for ensuring compliance with environmental standards.</li> <li>○ <b>Link:</b> <a href="#">EM - Environmental Monitoring Online Certificate   UNBC</a></li> </ul> </li> </ul>
		<p>VANCOUVER ISLAND UNIVERSITY (NATURAL RESOURCE EXTENSION)</p> <ul style="list-style-type: none"> <li>● Environmental Technician Certificate Program (ETCP)</li> </ul>



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
	<ul style="list-style-type: none"> <li>○ <b>Duration:</b> 5 weeks</li> <li>○ <b>Focus:</b> environmental monitoring and field skills.</li> <li>○ <b>Details:</b> covers water quality, fish habitat, and construction monitoring.</li> <li>○ <b>Link:</b> <a href="#">Environmental Technician Certificate Program   Natural Resources Extension Program   Vancouver Island University   Canada</a></li> </ul> <p>NATURAL RESOURCES TRAINING GROUP</p> <ul style="list-style-type: none"> <li>● Environmental Field Skills Program (EFSP) <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> field-based environmental monitoring skills</li> <li>○ <b>Details:</b> includes terrestrial skills, water quality monitoring, and construction monitoring</li> </ul> </li> </ul> <p><b>Link:</b> <a href="#">Environmental Field Skills Program Natural Resources Training Group</a></p>		
<p>TRADES AND TECHNICAL FOUNDATIONS</p>	<ul style="list-style-type: none"> <li>● Construction labourer</li> <li>● Apprentice helper</li> </ul>	<ul style="list-style-type: none"> <li>● Physically fit</li> <li>● Ability to follow instructions</li> <li>● Teamwork</li> <li>● Safety awareness</li> <li>● Basic tool use</li> </ul>	<ul style="list-style-type: none"> <li>● Construction Safety Training System (CSTS-09)</li> <li>● WHMIS</li> <li>● Fall Protection</li> <li>● Flagging/ Traffic Control</li> <li>● Basic Hand and Power Tool Training</li> </ul>
	<ul style="list-style-type: none"> <li>● Carpenter/carpentry apprentice</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to read blueprints</li> <li>● Measurement and math skills</li> <li>● Use of tools</li> <li>● Attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>● Fall Protection</li> <li>● Foundation Program (pre-apprenticeship)</li> <li>● Red Seal Carpenter Certification (journey person)</li> <li>● Scaffolding/Ladder Safety</li> </ul>
	<ul style="list-style-type: none"> <li>● Plumber/pipefitter/gasfitter</li> </ul>	<ul style="list-style-type: none"> <li>● Mechanical aptitude</li> <li>● Problem-solving</li> <li>● Blueprint reading</li> <li>● Safety awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Confined Space Awareness</li> <li>● Fall Protection</li> <li>● Plumbing or Gasfitting Foundation Program</li> </ul>



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
<ul style="list-style-type: none"> <li>• Welder/welding apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• Precision and hand-eye coordination</li> <li>• Safety and patience</li> <li>• Understanding of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Red Seal Trade Certification</li> <li>• Confined Space Safety</li> <li>• Red Seal Welder Certification</li> <li>• Welding Foundation Program (C, B, or A Level)</li> </ul>
<ul style="list-style-type: none"> <li>• Millwright/industrial mechanic</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanical troubleshooting</li> <li>• Precision</li> <li>• Blueprint reading</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Mechanic (Millwright)</li> <li>• Foundation Program</li> <li>• Lockout/Tagout</li> <li>• Red Seal Certification</li> </ul>
<ul style="list-style-type: none"> <li>• Automotive service technician/mechanic</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic and repair skills</li> <li>• Mechanical aptitude</li> <li>• Communication</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive Service Technician</li> <li>• Foundation Program</li> <li>• Red Seal Certification</li> </ul>
<ul style="list-style-type: none"> <li>• Machinist/fabricator</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement and precision</li> <li>• Blueprint reading</li> <li>• Tool and machine operation</li> </ul>	<ul style="list-style-type: none"> <li>• Machinist Foundation or Metal Fabrication Program</li> <li>• Red Seal Certification</li> </ul>
<ul style="list-style-type: none"> <li>• Instrumentation / industrial technician</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Data collection</li> <li>• Math and technical skills</li> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical Safety Training</li> <li>• Instrumentation and Control Technician Foundation</li> <li>• Lockout/Tagout</li> </ul>
<ul style="list-style-type: none"> <li>• Pre-apprenticeship / trades discovery student</li> </ul>	<ul style="list-style-type: none"> <li>• Interest in trades</li> <li>• Safety orientation</li> <li>• Teamwork</li> <li>• Willingness to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Fall Protection</li> <li>• Trades Discovery or Foundations Program (various trades)</li> <li>• WorkSafeBC Site Safety Orientation</li> </ul>



INSTITUTIONS/ COURSE DETAILS	ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
	<p>NORTHERN LIGHTS COLLEGE</p> <ul style="list-style-type: none"> <li>• Explore Trades for Youth <ul style="list-style-type: none"> <li>○ <b>Duration:</b> One year</li> <li>○ <b>Focus:</b> introductory exposure to carpentry, professional cook, welding, mechanical, electrical, and plumbing trades</li> <li>○ <b>Details:</b> hands-on experience for youth to explore trades before committing to a program, participation in BC Secondary School level Work Experience (WEX) program</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College   Explore Trades for Youth</a></li> </ul> </li> <li>• Welder-Fabricator Foundation Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> ~One year</li> <li>○ <b>Focus:</b> entry-level work in the custom fabrication, construction, mass production, maintenance, petroleum, mining, forestry, and shipyard industries</li> <li>○ <b>Details:</b> provides technical training credit that students can transfer to Level 2 of a Metal Fabricator or welder apprenticeship and 225 work-based hours credit toward completing their chosen pathway</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College   Welder-Fabricator Foundation Certificate (CIP 48.0508)</a></li> </ul> </li> <li>• Millwright Apprenticeship <ul style="list-style-type: none"> <li>○ <b>Duration:</b> seven weeks per level</li> <li>○ <b>Focus:</b> machinery maintenance, plans and blueprints, installation, construct machinery foundations, etc.</li> <li>○ <b>Details:</b> offers level 1-4 of the Skilled Trades BC apprenticeship training</li> </ul> </li> </ul> <p>Link: <a href="#">Northern Lights College   Millwright Apprenticeship</a></p> <ul style="list-style-type: none"> <li>• Automotive Service Technician Foundation Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 33 weeks</li> <li>○ <b>Focus:</b> examine, test and repair parts and systems on cars and light trucks, computerized diagnostics to test, adjust and repair vehicle components, and preventative maintenance</li> <li>○ <b>Details:</b> provides level 1 automotive service technician training, a prerequisite for level 2 training, and 450 work-based hours. An Apprenticeship program is also offered.</li> <li>○ <b>Link:</b> <a href="#">Northern Lights College   Automotive Service Technician Foundation Certificate</a></li> </ul> </li> <li>• Enhanced Carpentry Foundation Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 32 weeks</li> </ul> </li> </ul>		



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
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- **Focus:** stairs, concrete forms, framed doors, walls and roofs, finishing work, rigging/hoisting, etc.
- **Details:** Carpentry levels 1 and 2 technical training and 450 work hours towards apprenticeship
- **Link:** [Northern Lights College | Enhanced Carpentry Foundation Certificate](#)
- Industrial Instrument Mechanic Foundation Trades Training Certificate
  - **Duration:** 21 weeks
  - **Focus:** installation, repairs, maintenance, and adjustments on instruments used to control industrial processes.
  - **Details:** level 1 technical training and 325 work-based hours towards completion of apprenticeship
  - **Link:** [Northern Lights College | Industrial Instrument Mechanic Foundation Trades Training Certificate](#)

British Columbia Institute of Technology

- Steamfitter/Pipefitter Apprenticeship
  - Duration: 400 hours of classroom time
  - **Focus:** assembly, fabrication, repairing, servicing, and installation of equipment and piping in various systems.
  - **Details:** provides levels 1 to 4 training and 6300 work-based hours towards apprenticeship.
  - **Link:** [BCIT | Steamfitter/Pipefitter, Apprenticeship](#)
- Machinist Foundation
  - **Duration:** 25 weeks
  - **Focus:** theory and practical experience about basic operations needed to make industrial parts and components according to engineering drawings
  - **Details:** ITA Machinist apprenticeship level 1 training and 500 work-based hours towards the apprenticeship.
  - **Link:** [BCIT | Machinist Foundation, Certificate](#)

BUILDING /  
MAINTENANCE  
SERVICES

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>● Camp maintenance</li> <li>● Facility repair</li> <li>● Trades support</li> </ul> | <ul style="list-style-type: none"> <li>● Basic carpentry</li> <li>● Electrical repairs</li> <li>● Painting</li> <li>● Safety</li> </ul> | <ul style="list-style-type: none"> <li>● Building maintenance</li> <li>● Trades foundation</li> </ul> |
|---|---|---|

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>● Building maintenance technician</li> </ul> | <ul style="list-style-type: none"> <li>● HVAC repairs</li> <li>● Plumbing</li> <li>● Electrical repairs</li> </ul> | <ul style="list-style-type: none"> <li>● Building maintenance</li> </ul> |
|---|--|--|



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
	<ul style="list-style-type: none"> <li>• Janitor/custodian</li> </ul>	<ul style="list-style-type: none"> <li>• Physically fit</li> <li>• Basic repairs</li> <li>• Cleaning techniques</li> </ul>
<p>INSTITUTIONS/ COURSE DETAILS</p>	<p>NORTHERN LIGHTS COLLEGE</p> <ul style="list-style-type: none"> <li>• Building Maintenance Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> twenty-four weeks</li> <li>○ <b>Focus:</b> theoretical and practical skills in building maintenance and repairs</li> <li>○ <b>Details:</b> three levels, learn to perform minor carpentry, drywall, electrical, flooring, painting, plumbing, refrigeration, ventilations, roofing, maintenance and inspections.</li> <li>○ Link: <a href="#">Northern Lights College</a></li> </ul> </li> </ul> <p>BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY</p> <ul style="list-style-type: none"> <li>• Whole-Building Life Cycle Assessment Professional <ul style="list-style-type: none"> <li>○ <b>Duration:</b> 3-6 months</li> <li>○ <b>Focus:</b> required knowledge and skills for use of life cycle assessments (LCA) in design for works of construction</li> <li>○ <b>Details:</b> micro-credential. self-paced, virtual live lectures. Foundational knowledge of life cycle thinking, embodied carbon and LCA standards and methods</li> <li>○ <b>Link:</b> <a href="#">Whole-Building Life Cycle Assessment Professional- BCIT</a></li> </ul> </li> <li>• Mass Timber Construction Micro credential <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> students with previous construction experience, instruction to mass timber industry and construction. Sustainability focused</li> <li>○ <b>Details:</b> wood-based building materials methods, foundations, and principles</li> <li>○ <b>Link:</b> <a href="#">Mass Timber Construction, Microcredential, BCIT</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Trades foundation</li> <li>• WHMIS</li> <li>• First Aid</li> <li>• High school diploma</li> </ul>



	ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
BUSINESS/ CONTRACTING KNOWLEDGE	<ul style="list-style-type: none"> <li>• Business development officer</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Market research</li> <li>• Financial forecasting</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma or business degree</li> <li>• Economic development certificate</li> </ul>
	<ul style="list-style-type: none"> <li>• Contract administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Project management</li> <li>• Contract law knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor's degree in business</li> </ul>
	<ul style="list-style-type: none"> <li>• Operations Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Management</li> <li>• Technical expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma or bachelor's degree in business or related field</li> </ul>
	<ul style="list-style-type: none"> <li>• Procurement specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Strong analytical skills</li> <li>• Technical proficiency</li> <li>• Relationship management</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma or bachelor's degree in business/economic/commerce</li> <li>• Purchasing Management Association of Canada certification</li> </ul>
	<ul style="list-style-type: none"> <li>• Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and budgeting</li> <li>• Risk management</li> <li>• Software proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Project Management Professional certification</li> <li>• Bachelor's or technical degree or diploma</li> </ul>
INSTITUTIONS/ COURSE DETAILS	NORTHERN LIGHTS COLLEGE <ul style="list-style-type: none"> <li>• Business management Diploma or certificate               <ul style="list-style-type: none"> <li>○ <b>Duration:</b> two years (diploma), one year (certificate)</li> <li>○ <b>Focus:</b> finance, accounting, entrepreneurship, information technology, general management, marketing, and logistics.</li> <li>○ Link: <a href="#">Northern Lights College   Business Management Diploma</a></li> <li>○ <a href="#">Northern Lights College   Business Management Certificate</a></li> </ul> </li> </ul>		



ROLES/ OPPORTUNITIES	REQUIRED/PREFERRED SKILLS	CERTIFICATIONS/ TRAINING (CURRENT AS OF 2025)
<p>BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY</p> <ul style="list-style-type: none"> <li>• Sustainable Business Advanced Certificate <ul style="list-style-type: none"> <li>○ <b>Duration:</b> varies</li> <li>○ <b>Focus:</b> regenerative economy, sustainable business practices</li> <li>○ <b>Details:</b> environmental, social, governance and operation skills</li> </ul> </li> </ul> <p><b>Link:</b> <a href="#">Sustainable Business, Advanced Certificate, Part-time (5145ADCERT) - BCIT</a></p> <ul style="list-style-type: none"> <li>• Construction Management Diploma or bachelor's degree <ul style="list-style-type: none"> <li>○ <b>Duration:</b> variable, part-time</li> <li>○ <b>Focus:</b> technical knowledge and skills to perform project management responsibilities in the construction industry</li> <li>○ <b>Details:</b> The diploma prepares students for the Bachelor program of higher-level construction project management</li> <li>○ <b>Link:</b> <a href="#">BCIT   Construction Management, Diploma</a></li> <li>○ <a href="#">BCIT   Construction Management, Bachelor of Technology</a></li> </ul> </li> </ul>		



# APPENDIX B: INTERVIEW QUESTIONS



# Doig River First Nation Employment Opportunities Interview Questions

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## Introduction

Doig River First Nation (DRFN) is completing a Social Conditions on Employment Study to better understand the opportunities and barriers that influence member participation in the natural resource employment sector. This study will help identify gaps, needs, and areas of strength that can guide future training, employment, and economic development initiatives for the Nation.

DRFN has hired Shared Value Solutions (SVS) to support with this work. It is essential to note that SVS operates for DRFN, not for the industry or government.

While the findings will help DRFN in developing strategies to strengthen member participation in natural resource-related employment, the results will also be used to inform broader conversations about long-term economic development and capacity building for the Nation.

The information you share in our conversation today will be summarized in a report that will be shared back with DRFN. Individual names and personal details will not appear in the report.

## Employment and Involvement in the Natural Resources Sector

### Interest and Willingness

1. From your perspective, how interested are Doig River members in working on natural resource development projects? Why do you think that is?
2. Are there certain groups of members (e.g., youth, women, Elders, members living off-reserve) who seem more or less interested? Which groups are more interested? Which groups are less interested? Why do you think that is?

### Preferred Roles

3. In your experience, how do members want to be involved in resource projects — for example, as contractors, monitors, or employees? Why do you think that is?
4. Are there roles that members are less interested in, and, if so, what might explain that?

### Barriers to Participation

6. What do you see as the main things preventing members from being involved or employed in the ways they would like?
7. Beyond skills and training, what other barriers make it difficult for members to access employment, monitoring, or contracting opportunities? (e.g., transportation, family responsibilities, discrimination, health, communication of opportunities)
8. Are there certain groups of members (e.g., youth, women, Elders, members living off-reserve) who experience any specific barriers that you have noticed? Can you tell me more about that?

### Skills and Training

8. What kinds of skills, certifications, or training do members currently have that are relevant to natural resource development?
9. From your perspective, what qualifications, training, or experience do resource development employers expect from workers, monitors, or contractors?
10. Do you think these expectations are realistic for Doig River members? Why or why not?
11. Where do you see the biggest gaps in skills or qualifications between what members have and what is required?

### Success Factors

12. Why do you think some members are successful in getting jobs or contracts, while others are not?



13. Are there examples of successful employment or contracting experiences for Doig members that we can learn from? Can you tell me more about those examples?

14. What supports or changes would make the biggest difference in helping members succeed in resource sector opportunities?

*(Follow-up prompts, if needed):*

- *What could industry do to help?*
- *What could Doig River First Nation do?*
- *What could individuals or families do?*
- *Are there any government or policy changes (in BC or Canada) that could help improve opportunities?*

### **Closing**

15. Is there anything we did not discuss today that you would like to add?



# APPENDIX C: SURVEY QUESTIONNAIRE



# Doig River First Nation Employment Opportunities Survey

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## Draft Survey Questions

### Part 1: Introduction

Doig River First Nation is gathering member input about employment, monitoring, and contracting opportunities related to resource development in our territory. Your input will help identify both opportunities and barriers, so that future projects reflect our community priorities. The results will be summarized in a report and shared with members.

We encourage all community members aged 16 and older to participate. Please share the link to this survey with other Doig River First Nation members.

You will need about 20 minutes to complete the survey. If you need help, please contact Charmayne Brinkworth: [cbrinkworth@doigriverfn.com](mailto:cbrinkworth@doigriverfn.com)

**Enter your name for a chance to win a \$100 Visa gift card.**

*If you choose to enter the prize draw, we will ask for your contact information (name, phone number, or email) only for the purpose of notifying the winner. Your contact information will be kept separately from your survey responses and will not be linked to your answers. Only the project team will have access to this information, and it will be deleted after the prize has been awarded.*

*Participation in the survey and prize draw is completely voluntary. You may submit the survey without entering the draw if you prefer.*

### Part 2: General Interest

**1. Are you interested in work related to natural resource development (oil and gas, forestry, hydroelectric power, etc.)?**

- Yes, very interested
- Somewhat interested
- No, not interested
- Not sure

**2. If yes, what motivates your interest? (Check all that apply)**

- Good pay and benefits



- Opportunity to work close to home/Traditional Territory
- Opportunity to help protect land and culture
- Career development and experience
- Other (please describe): \_\_\_\_\_

**3. If yes, In what ways are you most interested in being involved? (Check all that apply)**

- Contractor: operating my own business or service
- Contractor: through a Band-owned/managed business or service
- Employee: hired directly by a natural resource development company
- Other: \_\_\_\_\_

**4. Please share why you are only somewhat interested or not interested in work related to natural resource development (oil and gas, forestry, hydroelectric power, etc.)? (Open-ended question)**

**5. Which best describes your current employment status? If more than one describes you, please choose the one you most identify with.**

- Unemployed looking for work
- Unemployed not looking for work
- Permanent employment
- Temporary employment
- Casual employment
- Seasonal or short-term position (less than one year)
- Self-employed
- Other (specify)

**6. If employed, are you currently employed by someone else, or do you own your own business?**

- Own my own business
- Employed by someone else
- Both

### Part 3: Contracting

*(This section is for subcontractors, for those who operate a business, provide services, or would like to get into contracting)*

**7. What types of future contracting opportunities interest you most? (Check all that apply)**



- Equipment operation
- Construction/maintenance services
- Environmental services (e.g., reclamation, remediation)
- Catering, camp services, or logistics
- Other: \_\_\_\_\_

**8. What skills, training, or resources would help you (or others) increase your success in contracting? (Check all that apply)**

- Training on how to bid for contracts and write proposals.
- Business management skills, like bookkeeping and payroll.
- Access to start-up funding or loans to buy equipment.
- Safety tickets like First Aid, H2S Alive, and WHMIS.
- More information about what contract opportunities are available and how to apply.
- Help with building a business plan.
- Mentorship from someone who has run a successful contracting business.
- Group training for Doig members who want to work together on joint ventures.
- Access to equipment and tools (shared or rental).
- Support with marketing, networking, and making connections with companies.

**9. What are the main barriers to members starting or maintaining contracts? (Check all that apply)**

- Access to capital (funding/loans)
- Lack of business training or experience
- Limited awareness of contract opportunities
- Competition with outside contractors
- Transportation, equipment, or infrastructure challenges
- Other: \_\_\_\_\_

*If you already have a business or do contracting, these next questions are relevant for you. Please refer to your primary business or the business most connected to industrial development when answering these questions. If you do not already have a business, click here to skip to the next section.*

**10. Business Name (optional):** \_\_\_\_\_



11. Please briefly describe the services you provide as a contractor: \_\_\_\_\_

12. Have you provided contracting services to the natural resources sector in the past?

- Yes (specify services provided briefly) \_\_\_\_\_
- No
- I don't know

13. What supports, if any, would be most helpful for your business/to support you in contracting? \_\_\_\_\_

#### Part 4: Monitoring

*(Environmental, cultural, or community monitoring roles)*

14. Are you interested in environmental, cultural, or other community monitoring opportunities with resource development projects?

- Yes
- No
- Maybe/not sure

15. What motivates your interest in monitoring? (Check all that apply)

- Protecting the land, water, and wildlife
- Protecting cultural and Traditional Knowledge
- Employment and income
- Learning opportunities and training
- Other: \_\_\_\_\_

16. What training or skills do you already have for monitoring roles? (Check all that apply)

- Environmental monitoring training
- Cultural knowledge/traditional land use knowledge
- Health and safety certifications (H2S Alive, First Aid, WHMIS, etc.)
- College/university training (environmental sciences, resource management, etc.)
- Other: \_\_\_\_\_
- None



**17. What training or supports would help you qualify for monitoring roles? (Check all that apply)**

- Environmental monitoring training or certification.
- Workshops that combine Traditional Knowledge with western science.
- First Aid, H2S Alive, and other safety tickets.
- Training on how to write monitoring reports and use monitoring equipment.
- Mentorship from experienced monitors in the community.
- More information about what companies are looking for in monitors.
- Support with transportation to monitoring sites.
- On-the-job training or apprenticeship opportunities.
- Recognition of cultural knowledge as a qualification.
- Funding for courses at college or training institutes.
- Other (specify)\_\_\_\_\_

**18. What are the main barriers to members getting or keeping monitoring jobs? (Check all that apply)**

- Lack of training or certification
- Lack of recognition of Traditional Knowledge by companies
- Limited job postings or unclear hiring processes
- Transportation or location of work
- Other: \_\_\_\_\_

*If you have been employed as a monitor before, these next questions are relevant for you. If not, click here to skip to the next section.*

**19. Have you worked in a monitoring job before? (check all that apply)**

- Yes, currently
- Yes, in the past
- No

**20. If yes, what type of monitoring? (Please check all that apply)**

- Environmental
- Cultural/archaeological
- Other (please specify)

## **Part 5: Employment**

*(This section is for those who are currently employed or who would like to be hired directly by natural resource sector companies/proponents)*

**21. What types of jobs in the natural resource sector interest you most? (Check all that apply)**



- Trades (mechanic, electrician, welder, etc.)
- Heavy equipment operator
- Environmental services
- Administration, clerical, or management
- Field technician or labourer
- Other: \_\_\_\_\_

**22. Do you feel you have the skills or training needed for these jobs?**

- Yes
- Partly
- No
- Not sure

Please explain: \_\_\_\_\_

**23. What additional training, education, or certification would help you qualify for employment in the natural resource sector? (check all that apply)**

- Trade certifications like welding, electrical, or heavy equipment operation.
- College or university courses in environmental science, forestry, or resource management.
- Health and safety certifications such as First Aid, H2S Alive, or WHMIS.
- Apprenticeships or on-the-job training opportunities.
- Driver's licence or commercial driver's licence for operating equipment.
- Project management or leadership courses.
- Computer or software training relevant to resource development jobs.
- Mentorship programs to gain practical experience.
- Language or communication skills training to help with reports and workplace communication.
- Training programs that combine Indigenous Knowledge with western resource management practices.
- Other (specify): \_\_\_\_\_

**24. What are the main barriers to members getting employment with natural resource sector companies? (Check all that apply)**

- Lack of required training or certification



- Lack of experience
- Lack of opportunities for Doig River First Nation community members
- Limited connections or networking opportunities
- Transportation or distance from worksites
- Child care/family responsibilities
- Discrimination or bias
- Other: \_\_\_\_\_

*If you have been employed in a natural resource sector job before, these next questions are relevant to you. If you have not been employed in natural resources sector before, click here to skip to the next section.*

**25. Have you worked in the natural resource sector before? (check all that apply)**

- Yes, currently
- Yes, in the past
- No

**26. If yes, what type of job(s) have you held in the natural resource sector (Please check all that apply)**

- Administrative
- Skilled trades
- General Labour
- Management
- Construction
- Other (please specify): \_\_\_\_\_

**Part 6: Other Gaps and Barriers For Employment, Contracting, and Monitoring Work**

**27. Have you ever tried to get a job or contract in resource development and been unsuccessful?**

- Yes
- No

**28. If yes, what do you think were the main reasons you were not successful?**



**29. Other than skills or qualifications, what are the main challenges or barriers that make it difficult for you (or other members) to get employment, contracting, or monitoring work? (Check all that apply)**

- Transportation to job sites
- Lack of childcare/family responsibilities
- Lack of work opportunities in the region
- Health or wellness challenges
- Limited internet or technology access
- Lack of connections with industry/employers
- Discrimination or bias
- Other (please describe): \_\_\_\_\_

## **Part 7: Success Factors and Supports**

**30. In your opinion, what would help Doig River First Nation members succeed in contracting, monitoring, or employment? (Check all that apply)**

- More training and certification programs
- Mentorship or job coaching
- Better communication about available opportunities
- Support for resumes, applications, and interviews
- Transportation or housing support near worksites
- Small business development supports
- Other: \_\_\_\_\_

**31. How would you prefer to receive training or education to support employment in the natural resource sector? (Check all that apply).**

- In-community (in person, delivered locally)
- Online (self-paced or live virtual sessions)
- On the land/land-based learning
- In a nearby city
- In a workplace or on a job site
- One-on-one mentorship or coaching
- Group-based workshops



Other (please specify): \_\_\_\_\_

**32. Do you have other suggestions for how Doig River First Nation can support members in natural resource development employment opportunities?**

**33. Are you currently enrolled in college, university or any other training program?**

- Yes (specify) \_\_\_\_\_
- No

**34. Which workforce training programs have you participated in previously, if any? (Please be specific as this will help us understand what is available to other people in the Region.) \_\_\_\_\_**

**35. Please briefly describe your skillset \_\_\_\_\_**

## Part 7: Personal Information

**36. Where do you currently live?**

- On reserve
- Off reserve (nearby community)
- Off reserve (elsewhere in BC), location \_\_\_\_\_
- Off reserve (outside BC), location \_\_\_\_\_

**37. What is your gender?**

- Female
- Male
- Non-binary
- Two-Spirit
- Prefer not to say
- Other (please specify): \_\_\_\_\_

**38. What is your age?**

- 16–29
- 30–39
- 40–49
- 50–59
- 60–69
- 70–79
- 80 +

**39. What is your highest level of academic achievement?**

- Some high school or less
- High school diploma
- Post-secondary certificate (e.g., trades)



- Post-secondary diploma
- Bachelor's degree
- Master's degree
- Doctorate (PhD)
- Other (please specify): \_\_\_\_\_
- Prefer not to say

40. Please specify the certificates and/or degrees you have achieved: \_\_\_\_\_

41. Do you currently have a valid driver's licence? This helps us understand mobility barriers to employment and training access.

- G1
- G2
- G
- DZ
- AZ
- AZ Restricted
- No
- Prefer not to say

### Closing

Thank you for completing the survey. The experiences you shared will help Doig River First Nation leadership and staff support members with information and opportunities related to future employment and training.



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