



**Arctic Development
Library**

Guide Development Strategy Report

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EXECUTIVE SUMMARY

The Guide Development Program was a response to a hierarchy of needs. The basics of Level 1 were amplified and specialized in the Level 2 Hunting and Level 2 Sport Fishing Guide Courses. The objective of these courses is the development of professional guides who are capable not only of meeting client expectations, but also capable of tourism involvement resulting in their region's economic benefit. This is demonstrable by the Baffin example where 88% of Level 1 graduates are actively involved in Tourism.

Course delivery responded to a demand schedule which had a 100% increase each year from 1984 to 1986. This rapid growth was responsible for 168 level 1 graduates and 42 Level 2 graduates. However, since there was an absence of a single co-ordinator, some regions were under-represented. Their present demands along with continuing requests for courses and a projected 127% increase in tourism by 1989 contribute to a shortage of funds and instructors to meet these needs-.

The use of Native instructors has proven efficient and presents these role models as participants in this new economy. More are needed so each **region** will have a resident guide trainer. Effective student selection and cost-efficient methods can be combined to determine delivery methods.

Core funding is a priority for this program. This can be achieved by co-operative means or by a combination of tuition fees and government programs.

Standards of **excellence-must** be maintained by on-going evaluation. The successful graduate requires a re-designed badge and inclusion in a Guide Registry. An instructional video will present the aims and methods of the course to prospective students and government workers

INTRODUCTION

This study' **will** examine **various aspects** of the **Guide Development Program** **in** order to recommend immediate requirements and outline a strategy for the following **five** years. Since 1984, the demand for this type of training has escalated greatly; this trend **is** expected to increase even further. In order to address this need efficiently and effectively, a **directional strategy is** now required.

Four avenues of inquiry will be pursued:

- 1) The historical perspective of the courses.
- 2) The determination of **N.W.T.** requirements regarding guides.
- 3) The identification of training considerations.
- 4) The examination of other relevant factors.

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1.0 HISTORICAL PERSPECTIVE

A number of factors deserve to be considered in order to realistically appraise a strategy for the Guide Development Program. One of the more important avenues of inquiry will deal with the genesis of the present program **in** the context of what directions have been taken **in** the past. The following sub-sections will illustrate various facets of guide development.

1.0.1 "Guide" defined

Several points of confusion can be evoked by the term "guide". At times it is mistakenly applied when "outfitter" is intended; at other times it refers to a **licenced** occupation; and, in still other instances it can refer to the same basic occupation carried on without a **licence**. The overlap of governmental agencies adds to the confusion.

An outfitter differs from a guide **in** that the outfitter supplies equipment, whereas the guide **is** responsible for supplying a skill. In the case of a 1 man operation, the term "guide" is often mistakenly used since most instances would involve the use of boats, tents or other equipment. The **licencing** of the outfitter and the guide are determined by the activity that **is** involved **in the** business. Depending on whether the goal of the guided activity involves animals, birds, fish or adventure, this will restructure the definitions of "guide" and "outfitter" and will impact on the **licencing** criteria and the government department concerned.

Renewable Resources defines and licenses guides and outfitters if the hunting of wildlife is involved. There are 3 classifications determined **by** geographic locations and the specific animals hunted.

Class 'A' Outfitters and guides are those **licenced** to operate in the "E" zone of the MacKenzie Mountains. This is an exclusive right area in which outfitters have their own designated territory to hunt the indigenous mountain animals. Class 'A' guides need only be Canadian citizens or landed immigrants employed by a Class 'A' outfitter. There is no testing or training criteria and virtually all are non-residents.

Class 'B' Outfitters and guides operate outside of the "E" zone and are mainly involved with barren-ground caribou, although some other species are also designated. A class 'B' guide must be a Canadian citizen or landed immigrant and a two-year

resident of the N. W.T. Further, he **is** required to have five years of safe hunting with a minimum of two years experience in the area where he wishes to guide. An outfitter **is** not required for a Class 'B' guide. There **is** a brief test which can be oral or written, but **it is** often waived as a requirement.

Class 'C' outfitters are Local Hunter-Trapper Associations and are involved **in** the hunting of Polar Bear and Muskox. A Class 'C' **guide** must have a General Hunting **Licence** and be employed by the H.T.A. There **is** no testing or training requirement.

Since ducks and geese are migratory birds, they are not considered as wildlife. Any person acting as a guide for these would not be required to possess a **licence**. Similarly, sea mammals and fish are not under the jurisdiction of Renewable Resources, but rather the Government of Canada's Department of Fisheries and Oceans. **Although** Renewable Resources issues sport fishing licenses to anglers and does enforcement checks, they are not concerned with the **licencing** of guides in this area of activity.

Economic Development and Tourism **is** responsible for the control of all tourist guides with the exception of those **licenced** under the Wildlife Ordinance. **This is** outlined in the Travel and Tourism Ordinances which calls for all guides to be **licenced**. However, the Guide **Exempt** Regulation waives this necessity. To take 'this a step **further---**anyone can be a guide. If our "guide" supplies a tent **he** becomes an "outfitter".

The term "outfitter" is further defined as a person who does not have real estate and may only provide sleeping accommodation in portable facilities. If these tents become semi-permanent in nature, our "outfitter" now becomes a "Tourist Establishment", and different licenses and regulations apply.

Regional trends also influence views on guides. In the West, the majority of guides are employees of existing Lodges; and approximately 52% of these guides are non-residents.¹ In the

¹ TOPOLNISKI, D., 1982. Regional Income Analysis of Northwest Territories Fishing Lodges. Western Region, Department of Fisheries and Oceans

East, since Lodges are new to the scene and rare, guides are either employees of the H.T.A. or act as their own entrepreneurs, thus straddling the "outfitter" designation.

One of the new and greatest growth areas involves the use of "non-consumptive" activities like canoeing, photographic safaris" and adventure touring. This demand is being met by unregulated non-residents.

1.0.2 ECONOMIC IMPLICATIONS OF GUIDING

The involvement of traditional native lifestyle and an industrial wage economy has produced few successes. The skills and attitudes inherent in on-the-land culture are not usually applicable to the southern concept of industrial production. In fact, various attempts have yielded a boom-bust scenario with an accompanied displacement of families and traditional values.

Tourism involvement is more suitable for many of the skills and life-style preferences of native Northerners. The occupational pluralism of the trapper/hunter/guide/entrepreneur reflects the seasonal lifestyle demands. Since tourism entrepreneurship involves a service concept, like Northern hospitality, this is readily grasped as part of the weave of traditional fabric. Also, survival necessities of the North demand that the hunter be a generalist--one who can fix, find, or improvise as the situation demands--the skills of an entrepreneur. The preference is for whole family involvements in activities that yield a living and a lifestyle.

Although the wages involved in guiding are not substantial, the activity points the way to further individual insights into this type of economy. By this inclusion, "residents of the Canadian hinterland should be able to develop small, local businesses in the information and service sector and capitalize on emerging opportunities in tourism, community-based wholesaling and retailing, and financial services."² The reasons for native inclusion within guiding go beyond their rightful participation

² Michael Robinson and Elmer Ghostkeeper, "Native and Local Economics: A consideration of Economic Evolution and the Next Economy," ARCTIC, 40, No.2, 143.

in the resource economy.

1.0.3 Guide and Client Interaction

Since there is no requirement that a guide be skilled or knowledgeable in his profession, this is often the case. Various visitors to the N.W.T. expressed a level of dissatisfaction regarding th expertise shown by guides. This is well documented in the files of Economic Development and Tourism and Renewable Resources. These complaints cover the spectrum from the minor to the tragic.

The inquest into the drowning of Phillip Modeste, a guide at Great Bear Lodge, included these recommendations:³

- (1) That a proper training program and refresher course for guides should be undertaken by the Government of the Northwest Territories, leading towards certification of guides. The course should include among other things water safety, emergency procedures, first aid, equipment use, maintenance and repair, and public relations and knowledge of regulations in the industry.
- (2) The R.C.M.P. or some other suitable agency should inspect each tourist establishment at least once annually to insure that all equipment, facilities and supplies meet minimum legal and sensible standards.
- (3) Life jackets should be worn at all times on the water.
- (4) Each tourist establishment should have a program to establish such things as responsibility, chain of command and knowledge of the local area and water hazards.

³ See: Appendix, Item 1, Phillip Modeste - Drowning Inquest at Fort Franklin

- (5) Guides should be at least 21 years of age at a minimum and licenced.

Another tragedy at Baker Lake⁴ outlined the need for development of guiding skills, especially in the areas of safety, first aid, professional assertiveness and hygiene.

1.1 Early Perceived Needs

The disparity between tourist expectations and the realities of delivery were one aspect of training attempts. Another pressing consideration was the desire to involve native northerners in a growth industry. Training attempts are not new; records show various courses being presented twenty years and more ago. Unfortunately, these courses were sporadic, ad hoc and site-specific. There was no attempt to establish a basis for acceptable standards.

By 1983 Economic Development and Tourism had contracted R.M.C. to identify the need for guiding skills and programs for the Northwest Territories. Using inputs from the Tourism Industry representatives, a skills profile, performance objectives and a curriculum was to be developed. The completed project was presented to Arctic College for course delivery in early 1984.

Wilderness Consultants was contracted by Arctic College to be the delivery agent for two pilot courses, Pagnirtung and Trout Lake. Extensive developmental work resulted in the present form of the Level 1 Guide Development Course.

1.2 Program and Course Objectives

From the onset, the Guide Development Program carried strong commitments towards the goals of professional development and entrepreneurial insights. The program was to offer more than just "training". In an extreme case definition, training could be described as the exploitation of a work force for the benefit

⁴ See: Appendix, Item 2

of an industry. The program was to transcend this basic function and deliver an educative component which would yield insights for the native Northerner and allow him to compete for a rewarding lifestyle. A balance of these components are required in a program aimed at guide development.

A series of courses would contribute to this goal by dealing with the hierarchy of needs consistent with tourism involvement. An introductory course known as Level 1 would deal with those aspects of tourism that were most immediate and serve as a foundation for following courses.

The Level II series contains an indeterminate number of specialty courses. These would reflect Big Game Hunting, Sport Fishing, Interpretive Guiding, Alpine Guiding, White water involvement, and so on. A guide could choose those courses which pertained to his activities. Presently, only the first two of this series have been developed.

Level III was seen as an administrative area of expertise. This was to be useful to prospective outfitters who had progressed through guiding skills, and now wished to run their own business.

The program also contained a training component for potential instructors. Since a Level I graduate with superior skills could be trained as an instructor, this yielded beneficial spin-offs. First, a native instructor would present a powerful role-model stimulus to the members of the group. (This has been substantiated in student comments, see item 3 appendix). Second, the lack of translation requirements would save valuable time; and thirdly, the instructor would tend to put the principles into practice and once again act as a role-model in a business application. Two instructors, Joavee Alivaktuk, from Pangnirtung and Simeoni Natseck from Repulse Bay have accomplished just that to be among the most successful outfitters in Baffin Island and the Keewatin respectively.

1.2.1 The Level 1 Guide Development Course

The curriculum of the Level 1 course contains over 100 individual lessons. (see: appendix, item 4). These are designed

to give the guide-candidate a firm basis in those aspects of

tourism which are fundamental. These include the broad categories of:

- Tourism Industry knowledge
- Professionalism and safety
- Navigation and survival
- First aid**
- Food management
- Regulations

Since a purely academic presentation would be useless (some guides have never been inside a school), the three week curriculum is a balance of theory and hands-on practicality. The use of video equipment during 'role play ensures active student participation as well as allowing the guides to evaluate their own performance. The lesson structure also allows rapid transition to accommodate the guide's learning style. Nature rarely gives us protracted constant stimulus on a single-minded avenue of concentration; instead we receive a host of simultaneous inputs. The hunter's world is a clarity of perception from a collage of information--the course structure strives to do the same. At the completion of the course, the candidate must meet a standard of evaluation criteria. This involves both a formal exam and-assessment of demonstrations (see appendix, item 5: Evaluation and Evaluation Details).

The one inflexible component of the course is the demand for professionalism. This is a constant throughout every lesson. It is instilled in the graduates perception of himself by several methods of positive reinforcement. A group identification is used to encourage confidence in the guide-candidate. A type of support-group unit involving three or four students is used during the on-the-land segment. This identification is further strengthened by a group photo being presented to the graduates. A certificate and a badge represent the achievement and these are conferred during a banquet ceremony.

By the use of tangible identification, group cohesiveness and recognition of excellence, a sense of professionalism is fostered. This has proven highly successful and has in one instance resulted in group peer-pressure being used against one individual to force him to correct an unethical act.

These are some of the reasons why the Level 1 course is a prerequisite for following courses. Not only is the information necessary to prevent negative tourist experiences, but also the attitude formed is necessary for the continuance of professionalism.

1.2.2 The Level 2 Big Game Guiding Course

The Level II Big Game Guiding Course is intended to furnish a standardized competency base for professional guides in the Northwest Territories. It requires, as a prerequisite, that the guide-candidate be familiar with the concepts of Level 1 of the Guide Development Program. In this way, the platform of general skills presented in Level I becomes the basis of understanding upon which the specialized needs of the big game guide are built. There are some areas of intentional overlap to act as a review and to reinforce the acceptance of these basics.

A modular format is used to develop the structure of this course. This method of presentation allows for the maximum in flexibility in order to adapt to the existing skills of the guide candidate. A universality of application can be achieved by stressing those aspects which are lacking in the existing skills of the guide and by quickly referring through lessons which need not be emphasized if the guide already possesses these skills.

The ultimate aim of this course is to produce a competent professional who can deliver the highest degree of client satisfaction without losing sight of safety or conservation requirements. At the same time, it is intended to foster a deserved pride and confidence in the skills of this profession.

The course lessons are extensive (See appendix: item 6) and cover the following basics:

THE CONCEPTS OF GUIDING

- Introduction to Guiding
- Impacts and Changes
- The Business of Guiding
- The Guide Defined

GUIDING SKILLS

- Firearms
- Game Animal Knowledge
- Navigation
- Emergency Skills
- Safety and First Aid
- Photography

ON-THE-LAND CONSIDERATIONS

Preparing for the Hunt
Transportation
Camp Considerations
Outdoor Cooking
Regulations

Some of the elements are in the form of a review, reinforcement and amplification of important Level I themes. The Level 2 Big Game Course held at Baker Lake, 1987 was evaluated by Renewable Resource Officer Roger Toews. His comments are noteworthy criticisms (See appendix, item 7). The successful participants are awarded a certificate and a Level 2 Badge, as well as a group photo.

1.2.3 The Level 2 Sport Fishing Guide Course

The intent of the Level II Sport Fishing Guide course is to produce a skill-level which will promote a high degree of client satisfaction. In this way, knowledgeable guides, confident in their fishing ability and their skills of locating, processing or releasing fish, will present a professional image. Safety, professional competence and hospitality awareness relate the parts needed for the continuing promotion of tourism.

Previous learning and skills presented in the prerequisite Level I Guide Development Program receive necessary reinforcement. Depending upon feedback from the candidates, the instructor uses his discretion regarding the amount of reinforcement required in the overlap areas.

During the three-week duration, the guide-candidate is exposed to a broad range of skills. Ideally, this occurs in both a lodge-based and a fish-camp based operation. The first and third week of the course can be delivered from a lodge base, while the central week involves the on-the-land considerations including camp set-up and cooking, water safety and boat handling. The curriculum broadly deals with:

Tourism and Hospitality awareness
Guiding Skills
Administration (See Appendix: item 8)

Since Level I can be held at almost any time of year, the Level 2 Sport Fishing course is the only one that assures hands-on boating and water safety practices.

1.2.4 Future Developments

Site-specific course demands are on-going. Since the program's evolution involves the response to hierarchical needs, it is to be hoped that the next generation of Level 2 involvements (Interpretive, alpine, etc) will be developed within the scope of the program rather than ad hoc demand gratification.

1.2.5 Past Problems

Since 1984 every course delivered has been documented with a report. These reports were directed to the contracting agency, either Economic Development; or, in most instances, Arctic College. All of these reports contained recommendations or improvements to the course. Often the same recommendation has been repeated since no subsequent action had been taken. What follows is a listing of the most common recommendations:

SUMMARY OF RECOMMENDATIONS, 1984

1. Course dates should be selected to avoid break-up and freeze-up.
2. A course duration of 15 days is adequate for experienced guides. "Ab initio" guides require an additional monitoring period.
3. The choice of a course site should be made using resource potential as a criterion.
4.
 - i) Class enrollment is to be limited to 15 students.
 - ii) Since ideal class size is 10 - 12 students, no provision should be made to include attrition replacements.

5.
 - i) A majority of the participants should come from areas other than the course site.
 - ii) Billeting of students should be attempted for the next course.

6. Prior to leaving his home area, the guide candidate is to receive a written direction (translated when required) listing the items he is expected to bring with him.

7.
 - i) A diploma is presented to successful students at a graduation ceremony.
 - ii) A badge is to be made available and presented at this ceremony.
 - iii) This badge is to be considered a priority item and ordered 8 weeks in advance of the course.
 - iv) A group photo is to be later delivered to each participant.

8. Organizational requirements: Presently, the guide-training program involves Tourism, Education, Manpower and other agencies. It is not surprising that the lines of authority and communication either tangle or fail to connect. The cancellation of the Keewatin course points to problems in this area. These difficulties are destined to **continue** to repeat themselves under this structure.

Recommendations:

(i) Consideration is to be given by all involved on an appropriate method of organization.

(ii) This organizational structure will be the sole responsibility of one person.

9. Other considerations:

(a Student Selection and Preparation:

The methods of course advertisement and student selection should be examined. Presently, some students come to the course bewildered as to its length or its requirements.

Recommendations:

(See 6)

(b) Guide Listing:

Successful candidates should be listed in a **guide's** registry. These guides would receive first consideration by those requiring guiding service.

Recommendations:

- i) Graduate guides should be listed, by area, in a guide registry.
- ii) The existence of this registry is to be made known to operators in the tourism industry.
- iii) This registry is to be accessible to anyone requiring a guide.

1985 Recommendations (taken from Cape **Dorset** Course - October)

Since the inception of the Guide Development Program, six courses have been held. The following recommendations are for this latest course in Cape **Dorset**. The number in parenthesis indicates the number of times this recommendation has been made in the past.

1. Level 1 should be considered a prerequisite for future levels.
2. (6) There is a demonstrated need for a **coordinator** of the Guide Development Program. His duties would include the liaison between all required government agencies as well as further the orderly development of the Guide Development Program.
3. (6) The attached **Student's** Equipment List should be translated for those regions requiring this service. An appropriate copy must be received by each student at least one week prior to the course.
4. (4) A suitable assistant be provided to aid in course set-up and delivery.
5. (3) A **guide registry** be formed. This **listing** should be sent to **Economic Development** officers who should encourage the hiring of these graduates.
6. (4) A suitable supply of badges and diplomas are to be made available before the start of the course.

7. (2) Tents and pertinent on-the-land items be purchased to enable the presentation of 3 simultaneous courses. A large instruction tent is required for each grouping.
8. (3) A petty cash fund be established for students who arrive destitute. This should be in the form of an advance from CEIC.
9. The instructor-trainees should attend an instructors' course in mid-winter, to ready them for their roles as full-time instructors.
10. (2) Remote Locations are not recommended. See Recommendations - Trout Lake Course October 1-19, 1984.
11. (4) Some consideration should be given to improving communication lines so communities would be more aware of the Guide Training Course.
12. The inclusion of female representatives is to be encouraged. In order to minimize tenting problems, at least 3 candidates should be female.

1986 Recommendations (Summary)

1. The present policy of using trained native instructors is to be continued and increased.
2. Closer liaison between Arctic College, Economic Development, and Renewable Resources be affected concerning the identification of guides who have received Level 1 and Level 2 training. This is to enhance their employment opportunities, identification, and involvement in tourism.
3. A comprehensive check-list of all successful candidates from all Level 1, Level 2 course be made to identify who has not received the appropriate guide's badge.
4. A more careful screening of applicants be used to assure that seat-positions are occupied by mature students.
5. Progress be initiated to involve the relationship of training to employment in guiding.
6. The student equipment list be translated into Inuktitut and sent as early as possible to the prospective candidates. This should be followed up by a telephone confirmation prior to course set-up.

7. A sufficient supply of Level 1 and Level 2 badges be secured to avoid needless delay in distribution to successful candidates.
8. A promotional video in Inuktitut and English be made to outline the content of the Level 1 and Level 2 courses.
9. The Level 2 course length be expanded to accommodate 7 days on-the-land.
10. The acquisition and distribution of the guides' badges should be identified as one person's responsibility. The possibilities of a supplementary cloth sew-on badge should be examined. ALL necessary badges and accreditation must be received before the end of the course and preferably given to the instructor prior to course start-up. Requests for replacement badges (lost) must be directed to the person deemed responsible.
11. A list of all qualified guides be sent to the relevant Renewable Resource Officer. It must be made clear that these will be considered as first choice before any others are hired.
12. A supplementary Outfitters Cooking Course be examined for offering by the College.
13. The direction of Level 3 Guide Training requires assessment.
14. A suitable candidate should be chosen to direct and coordinate Guide Development Program.
15. The instructor-trainee program should continue to create one instructor per district.

1987 Recommendations (Summary)

1. The list of successful candidates (Student reports section) should be forwarded to Renewable Resource Officers of the area.
2. The Level 1 guiding exam should be used on all Level 1 courses this year to assess its function.
3. The evaluation system as outlined in this report, be used by the instructors for student assessment.
4. The designed checklists be attached to the appropriate equipment boxes to indicate the specific contents and to be used to resupply equipment when necessary.

5. The purchase of all necessary course equipment be expedited to ensure two complete units of materials.
6. A master list of all graduates of both Level 1 and Level 2 be formulated. This should include a listing of badge numbers. Verification of badges and certificates should be undertaken."
7. The college should consider the design and distribution of either (a) metal badges or,
(b) sew-on cloth patch
with the College Logo and Guide Training Level indicated.
8. Those students who successfully completed Level 1 through the sponsorship of Economic Development should be recognized as possessing this credit and be allowed to attend Level 2 courses.
9. Student selection should be carried out at least 1 month prior to course start-up. A contingency back-up list of other eligible candidates should be used to over-subscribe enrollment.
10. All potential students must receive the Studentis Equipment list (suitably translated) at least 1 week prior to their departure for the course.
11. An informative promotional video which encapsulates the course should be prepared. This can be distributed to H.T.A.'s, Renewable Resource Officers, C.E.I.C. officers, Education, Economic Development and Tourism etc. This would not only inform those involved with the 'course set-up but also contribute to the student selection process.
12. The course duration should be extended to 4 weeks. Since translation effectively doubles knowledge transfer time and since much of the information is new and requires reinforcement, 4 weeks is a reasonable course length.
13. A lodge based presentation of Level 1 involves an unnecessary increase in risk and costs. Lodges should be considered for Level 1 Fishing Courses only if adequate communication and medi-vac facilities exist.
14. The Level 1 standard exam and evaluation system should continued to be used for all Level 1 courses.
15. The Level 2 course length should be lengthened to incorporate 17 contact days over a 21 day period.

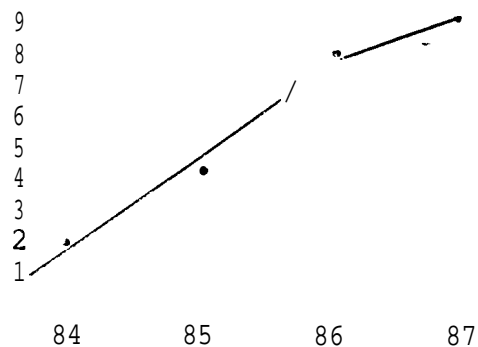
16. Level 2 participants should be selected from a previous years' level 1 graduates. The timing of the Level 2 should precede the hunt timing whenever possible. For example, Caribou should be hunted in fall, while Muskox and Polar Bear should be in conditions which approximate hunt conditions (skidoo or dog-team use).

17. Instructors and trainees should receive confirmation of their status regarding a course, two weeks **prior to course** commencement.

18. Professional development of existing instructors and the training of new "back-up" instructors should be a priority. Funding for these considerations should be included in course cost projections.

1.3 Course Graduates

The regional demands for course delivery have increased at an extremely rapid rate. This is due to a number of factors which are interrelated. The growth of tourism, the emerging awareness of tourism potential and the positive acceptance of the course by the participants have all contributed to the growth pattern. In the first 3 years of delivery, course expansion progressed at 100% annually. Further growth in 1987 was limited by available funding.



To date, the courses have resulted in successful completion

by 168 participants. Of these Level 1 graduates, 42 have progressed to either Level 2 Big Game or Level 2 Sport Fishing.

These numbers are more revealing if examined in respect of year-delivery and region-delivery. The host community-is the course location, not necessarily the domicile of the students.

COURSE GRADUATES LEVEL 1

<u>YEAR</u>	<u>COMMUNITY</u>	<u>GRADUATES</u>	<u>YEAR TOTAL</u>
1984	Pangnirtung	11	
1984	Trout Lake	7	18
1985	Coppermine	8	
	Drum Lake	10	
	Rankin Inlet	8	26
1986	Holman Island	9	
	Pangnirtung	10	
	Lac La Martre Pond	7	63
	Baker Lake	-12	
	Fort Liard	12	
	Cambridge Bay	6	
		7	
		-	
1987	Coral Harbour	12	
	Arctic Bay	10	
	Great Bear	12	61
	Eskimo Point	8	
	Paulatuk	11	
	Coppermine	8	
		--	

LEVEL 2 COURSE GRADUATES

BIG GAME HUNTING

<u>YEAR</u>	<u>COMMUNITY</u>	<u>GRADUATES</u>
1985	Cape Dorset	7
1986	Cape Dorset	12
1987	Arctic Bay	9
1987	Baker Lake	5

LEVEL 2 SPORT FISHING

<u>YEAR</u>	<u>COMMUNITY</u>	<u>GRADUATES</u>
1987	Lac La Martre	9

Putting these figures in a regional grouping outlines some areas of neglect:

<u>REGION</u>	<u>LEVEL 1</u>	<u>LEVEL 2H</u>	<u>LEVEL 2F</u>
BAFFIN	43	28	
KEEWATIN	40	5	
KITIKMEOT	32		
INUVIK	28		6
NORTH SLAVE	12		1
FORT SMITH	3		1
DEH CHO	10		1
	<hr/>	<hr/>	
TOTALS	168	33	9

The greatest area of neglect occurs in the west: Fort Smith, Deh Cho, North Slave and Inuvik have a solid basis for the complaints they have voiced. This does not mean that the East is over-represented ; it simply indicates that more courses are required immediately.

STUDENT LISTS

LEGEND

STATUS

L - Lodge owner
o - Outfitter
G - Guide
- - unavailable unknown

-

Lv1 - Level 1 Course
Lv2H - Level 2 Hunting Course
Lv2F - Level 2 Fishing Course

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LEVEL 1

TROUT LAKE OCT. 1-19, 1984

<u>STUDENT NAME</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE</u>	<u>LV 1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
BLACKDUCK, FRANCIS	Rae	61-185-919	15-09-48	22	*			L
DENERON, JIM	Trout Lake	637-328-410	05-02-67	19	*			G
FISH, ALFRED	Rae	N/A	06-08-56	21	*			G
PUNCH, FRED	Trout Lake	N/A	15-12-64	20	*			G
VITAL, MORRIS	Nahanni	624-827-747	10-03-55	18	*			-
WASHIE, ALEXIS	Lac La Marte	624-647-848	14-10-53	23	*			-
WEBB, JACK	Hay River	614-604-338	23-02-56	24	*			L

LEVEL 1

COPPERMINE - JULY 22 - AUG. 9, 1985

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
AKANA, RICHARD	Coppermine	624-767-158	19-04-55	25	*			G
ALIKAMIK, BOBBY	Holman	639-197-425	08-05-66	26	*			O
AVAKANA, PAT	Coppermine	639-316-181	16-08-67	27	*			-
ELIAS, EDNA	Coppermine	621-752-054	19-10-54	28	*			-
KUPTANA, IRVING	Holman	639-775-477	09-07-66	29	*			-
QUQQIAQ, JOSSEPX	Spence Bay	625-602-719	03-10-59	30	*			G
TOLOGANAK, HELEN	Cambridge Bay	623-995-842	22-02-56	31	*			
UGYUK, NAUYAQ	Spence Bay	623-744-547	20-08-54	32	*			

LEVEL 1

DRUM LAKE - AUG. 19 - SEPT. 6, 1985

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
BIRD, FABIAN	Ft. Norman	624-317-751	15-03-60	33	*			L
BLONDIN, MELVIN	Norman Wells	720-565-191	08-12-61	34	*			-
CHENELLE, JAMES	Ft. Norman	638-301-968	01-04-66	35	*			-
FLUNKI, SAM	LaC La Martre	623-645-132	11-02-52	36	*			-
NITSIZA, CHARLIE	LaC La Martre	618-351-589	10-03-48	37	*			H
ODGAARD, RODGER	Norman Wells	717-242-093	16-09-63	38	*			H
PIERROT, RONALD	Ft. Good Hope	629-999-087	22-09-60	39	*			H
SABOURIN, JOEY	Ft. Providence	621-358-449	13-07-53	40	*			-
TURO, LEON	Ft. Good Hope	625-385-026	02-10-53	41	*			-
YELLE, HENRY	Ft. Resolution	614-057-156	13-02-34	42	*		*	G

LEVEL 1

RANKIN INLET SEPT. 9 - SEPT. 27, 1985

<u>STUDENTS NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>±V1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ATUTUVA, BARNEY	Baker Lake	638-140-525	28-09-64	124	*			-
KILLULARK, JOHN	Baker Lake	431-971-704	28-09-35	125	*			G
KUDLUK, JOHN	Coral Harbour	621-226-885	28-09-53	128	*	*		G
MALLIKI, LAIMMIKI	Repulse Bay	634-477-020	26-11-60	129	*	*		G
NATSECK, SIMEONI	Repulse Bay	625-117-593	28-09-54		*	*		O
PILAKAPSI, EDMOND	Rankin Inlet	629-726-464	02-12-59	126	*			G
SCOTTIE, JOAN	Baker Lake	619-249-709	14-05-48	123	*			O
ULUADLUAK, DONALD	Eskimo Point	629-869-256	03-05-59	127	*			G

LEVEL 2 H
CAPE DORSET OCT. 14 - NOV. 1, 1985

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV 1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
KADLOO, HAM	Pond Inlet	618-331-532	11-07-36	10	*			O
KAKEE, LAYMEKEE	Broughton Is.	619-111-479	10-11-37	13	*			O
KANGO, JOSHUA	Arctic Bay	617-814-447	24-12-45	12	*			O
KILUKISHAK, GAMALIE	Pond Inlet	616-678-462	09-05-32	7	*			G
POOTOOGOOK, ELIJAH	Cape Dorset	618-290-175	04-06-43	4	*			G
QANATSIK, SOLOMON	Hall Beach	627-557-119	28-03-44	14	*			G
QARPIK, JAYPEETE	Pangnirtung	618-991-156	16-09-49	3	*			G

LEVEL 1
HOLMAN ISLAND FEB.27-MARCH 12, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>±V</u>	<u>1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
AKHIATAK, JACK	Holman Island	638-800-748		51	*				-
AVILINGAK, JOHN	Holman Island	467-574-224		52	*				-
EGOTAK, TIMOTHY	Holman Island	625-941-372	n/a	53	*				-
INUKTALIK, ADAM	Holman Island	638-535-062		54			*		-
KUNEYUNA, FRED	Holman Island	633-463-864		55	*				-
KUPTANA, DAVI	Holman Island	629-253-790		56					G
MALAGOKAK, PETER	Holman Island	624-894-200	n/a	57	-X				-
OKHEENA, COLIN	Holman Island	629-084-450	n/a	58	-X				-
OKHEENA, EDDY	Holman Island	628-830-655	n/a	59	-X				-
NAPACHEEKADLAK, SAAC	Cambridge Bay	718-565-492	n/a	n/a	-R				-

LEVEL 1
PANGNIRTING MAY 26 - JUNE 13, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S. I. N.</u>	<u>D. O. B.</u>	<u>BADGE NO.</u>	<u>LV 1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ERKIDJUK, MARK	Iqaluit	636-511-115	10-08-63	60	*	*		G
PETER, EYESIAK	Cape Dorset	616-073-458	15-02-37	61	*	*		G
INOOKIE, NAULAQ	Iqaluit	635-447-006	01-01-62	62	*	*		G
KEENAINAK, MICHAEL	Pangnirtung	633-363-858	10-10-63	63	*			-
MANNIAPIK, PUDLOO	Pangnirtung	621-214-261	25-06-46	64	*			-
MELIA, PADLOQ	Cape Dorset	618-168-587	14-06-40	65	*			G
PALITUQ, SAM	Clyde	626-760-367	06-02-58	66	*	*		G
PARR, NUNA	Cape Dorset	618-168-843	07-01-48	67	*			G
QATS-YA, QAVAROAK	Cape Dorset	226-082-816	10-11-42	68	*	*		G
SAVIAKJUK, MATHEW	Cape Dorset	226-082-824	09-04-50	69	*	*		G

LEVEL 1

LAC LA MARTRE JUNE 16 - JULY 4, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV 1</u>	<u>LV2H</u>	<u>LV2E</u>	<u>STATUS</u>
CHARLO, ANGUS	Yellowknife	624-767-455	05-07-57	n/a	*			
CHARLO, PATRICK	Yellowknife	634-762-074	14-01-64	n/a	*			
FISH, MORRIS	Lac La Martre	636-761-462	03-11-62	n/a	*			
GOULET, FRANK A.	Yellowknife	636-903-999	03-11-62	n/a	*			
NITSIZA, LEON	Lac La Martre	637-330-846	04-12-64	n/a	*			
RABESCA, PHILIP	Ft. Rae	621-756-006	19-08-53	n/a	*		*	
SANGRIS, FRED A.	Yellowknife	625-816-772	02-07-57	n/a	*			

LEVEL 1
POND ENLIST - JUNE 23 - JULY 11, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S. I. N.</u>	<u>D. O. B.</u>	<u>BADGE NO.</u>	<u>LV 1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
AKPALIALUK, LEOPA	Pangnirtung	624-872-537	28-01-54	46	*	*		O
ANINGMIUK, JOLLY	Cape Dorset	n/a	n/a	44	*			G
ASHOONA, OHITO	Cape Dorset	n/a	n/a	90	*			G
KUNILUSIE, AIMO	Pangnirtung	n/a	n/a	45	*	*		G
MEEKO, ISAAC	Sanikiluaq	n/a	n/a	91	*			G
NINGEOSIAK, PETER	Cape Dorset	n/a	n/a	47	*			H
NUNGUSUITUQ, QIMEATAQ	Cape Dorset	618-169-007	16-08-48	87	*	*		-
PANIPAKOOCHO, ELIJAH	Pond Inlet	618-037-966	02-04-44	59	*	*		G
PUDLAT, SAILA	Cape Dorset	626-798-011	30-05-48	88	*	*		O
TAGAK, SHEATIE	Pond Inlet	n/a	n/a	101	*			0
TOONOO, LAIMIKI	Cape Dorset	n/a	n/a	94	*			0
VEEVEE, LAMEE	Pangnirtung	n/a	n/a	89	*			0

LEVEL 1

BAKER LAKE, JUNE 23 - JULY 11, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BAGE</u> No.	<u>LV 1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ANIRNIQ. THOMAS	Baker Lake	618-216-683	01-19-42	70	*			H
APTANIQ. BASIL	Baker Lake	620-980-763	09-06-52	71	*			-
ARNGNA'NAAQ, LUK	Baker Lake	616-981-395	04-07-31	72	*			G
KUDLOO, THOMAS	Baker Lake	436-468-953	03-06-49	73	*			L
OKLAGA, JOHN	Baker Lake	638-804-690	06-02-64	75	*			G
PERYUAQ, BARNABAS	Baker Lake	615-704-574	00-05-24	76	*	*		G
SCOTTIE, JOE	Baker Lake	614-857-019	31-05-42	77	*			G
TAUTU, LARRY	Chesterfield	633-213-111	16-12-64	78	*			G
TULURIALIK, HUGH	Baker Lake	611-635-905	14-06-44	79	*			O
UQAYU'TTUQ, JACOB	Baker Lake	639-782-598	25-12-62	92	*			G
UQAYUITTUQ, Joe	Baker Lake	640-376-943	04-20-64	93	*			G

LEVEL 1

FORT LIARD AUG. 11 - 29, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ANTOINE, RON	Fort Simpson	625-505-029	28-12-57	80	*		*	-
ANTOINE, WILLIE	Wrigley	634-792-311	13-9-62	n/a	*			-
FANTASQUE, PETER	Fort Liard	633-543-996	27-8-62	n/a	*			-
KOTCHEA, BRYAN JIM	Trout Lake	638-471-979	19-8-69	n/a	*			-
LOMEN, ANDREW	Trout Lake	635-458-995	03-07-64	n/a	*			-
VILLENEUVE, JOHN	Fbrt Simpson	625-509-682	0-03-59	n/a	*			-

LEVEL 2 HUNTING

CAPE DORSET SEPT. 8 - 26, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S. # N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV 1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ANINGMIUQ, JOLLY	Cape Dorset	624-872-537	28-01-54	51	*	*		G
ERKIDJUK, MARK	Iqaluit	636-511-115	10-08-63	52	*	*		G
INOOKIE, ADAMEE N.	Iqaluit	635-447-006	01-01-62	53	*	*		G
KELEPALEK, MANGITAK	Cape Dorset	225-387-182	25-04-40	54	*	*		G
KUNILUSIE, AIMO	Pangnirtung	634-325-880	25-01-64	55	*	*		G
NUNGUSUITUQ, QIMIATAQ	Cape Dorset	618-169-007	16-08-48	56	*	*		G
PETER, ≈Y≈SIK	Cape Dorset	616-073-458	16-08-37	57	*	*		G
PALITUQ, SAM	Clyde River	626-760-367	06-02-57	58	*	*		G
PANIPAKOCHOO, ELIJAH	Pond Inlet	618-037-956	02-04-44	59	*	*		G
PUDLAT, SAILA	Cape Dorset	626-798-011	30-05-48	101	*	*		O
QATSIYA, QAVAROAK	Cape Dorset	226-082-816	10-11-42	n/a	*	*		-
SAVEAKJUK, MATHEW	Cape Dorset	226-082-824	09-04-50	n/a	*	*		G

LEVEL 1

CAMBRIDGE BAY OCT. 13- 28, 1986

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S. #</u>	<u>N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ANAVILOK, STEVE	Cambridge Bay	616-615-068		28-05-20	103	*			Iwo
ANGOHIATOK, GARY	Cambridge Bay	628-070-783		05-02-59	104	*			
ANGOHIATOK, GEORGE	Cambridge Bay	620-176-669		14-07-55	105	*			
EVETALEGAK, OLIE	Cambridge Bay	625-270-228		09-04-47	106	*			
KITIGON, ALLEN	Cambridge Bay	611-522-319		24-10-42	107	*			
LYALL, JOHN	Cambridge Bay	605-428-531		10-01-40	108	*			
MAKSAGAK, JOHN	Cambridge Bay	607-495-538		02-10-25	109	*			

LEVEL 1

CORAL HARBOUR MARCH 4 - 18, 1987

<u>STUDENT NAME</u>	<u>COMMUNITY</u>	<u>S. # N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LVL</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ANGOTINGOR, JOE	Repulse	633-112-487	18-01-62	110	*			H L L
EETUK, LUKE	Coral	621-161-835	01-04-54	111	*			
KUDLUK, NOAH	Coral	634-657-258	21-04-64	112	*			
NAKOOLAK, LUCASSIE	Coral	619-400-799	31-08-51	113	*			
NETSER, JOE	Coral	623-156-973	25-03-54	114	*			10
NETSER, LEONARD	Coral	634-973-366	21-04-63	115	*			I
NINGEOCHEAK, JIMMY	Coral	634-718-415	02-09-61	116	*			O
NULUK, DAVID	Repulse	619-380-645	02-02-52	117	*			G
PANIYUK, MARK	Coral	612-213-355	18-06-44	118	*			G
SHIMOUT, JOHN	Coral	629-460-742	12-02-58	119	*			H
TATY, JOHN	Repulse	431-955-509	07-06-46	120	*			L
TINASHLU, JOHN	Repulse	617-313-705	23-05-49	121	*			G

LEVEL 1
ARCTIC BAY APRIL 13 - MAY 1, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ALOOKIE, JOSHUA	Broughton Island			132	*	*		G
ERKIDJUK, JOSEPH	Iqaluit			144	*	*		G
IPELIE, KOONOO	Arctic Bay			131	*	*		G
IYYIRAK, SIMON	Igloolik			134	*	*		G
KILABU,, IPEELE	Pangnirtung			135	*	*		G
NAQITARVIK, MOSES	Arctic Bay			136	*	*		G
OLAGONN, PHILIP	Arctic Bay			137	*	*		G
OKADLUK, JOSEPH	Arctic Bay			138	*	*		G
PADLUQ, PITSIULAK	Lake Harbour			139	*	*		G
TAQTU, ANDREW	Arctic Bay			130	*	*		G

LEVEL 2 HUNTING

ARCTIC BAY MAY 18 - JUNE 5, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ALOOKIE, JOSHUA	Broughton Is.	241-509-215	1-02-55	63	*	*		G
ERKIDJUK, JOSEPH	Iqaluit	444-121-263	03-31-56	65	*	*		G
KILABUK, IPELEE	Pangnirtung	603-240-227	09-16-32	66	*	*		G
KOONOO, IPELEE	Arctic Bay	618-289-577	03-30-40	67	*	*		G
NAQITARVIK, MOSES	Arctic Bay	636-261-745	02-11-66	68	*	*		G
OINGONN, PHILIP	Arctic Bay	618-701-320	03-15-41	70	*	*		G
OKADLUK, JOSEPH	Arctic Bay	617-369-574	06-18-40	71	*	*		G
PUDLUQ, ATSEOLAQ	Lake Harbour	632-784-153	1-24-61	72	*	*		G
TAQTU, ANDREW	Arctic Bay	623-095-510	09-09-53	74	*	*		G

LEVEL 1

GREAT BEAR LAKE JUNE 15 - JULY 3, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
BEYONNIE, MOISE	Franklin	614-607-034	02-07-48	146	*		*	C
BURKE, CLAYTON	Smith	405-840-653	05-07-42	147	*			-
DOCTOR, WALTER	Norman	610-566-911	03-01-43	148	*			-
HORASS, JOSEPH	Norman	611-675-778	04-07-43	149	*			-
KELLY, ROBERT	Good Hope	636-992-075	03-03-65	150	*			-
KENNY, ROCKY	Franklin	N/A	13-10-68	151	*			-
MACKEINZO, PIERRE	Franklin	629-385-535	22-04-28	152	*			G
MENACHO, CHARLIE	Norman	614-117-158	03-29-49	153	*			-
NAEDZO, WALTER	Franklin	638-641-811	23-05-67	154	*			G
PIERROT, NORMAN	Good Hope	636-992-091	05-03-65	155	*		*	-
SEWI, LEON	Franklin	633-711-775	06-08-62	156	*		*	G
TAKAZO, RAY	Franklin	633-730-601	04-17-63	157	*		*	G

LEVEL 1

ESKIMO POINT JUNE 29 - JULY 17, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ALIKUT, JOHN	Eskimo Point	634-591-739	07-03-63	166	*	*		H
BROWN, RON	Rankin Inlet	608-308-656	05-11-46	159	*			G
EETUK, WILLIAM	Coral Harbour	630-504-538	11-03-61	162	*			H
ELL, INUAPIK	Coral Harbour	632-888-285	07-08-62	165	*			H
MCCLOUD, JOHN	Rankin Inlet	719-167-140	02-03-63	160	*	+		G
NIBGOARSI, ARDEN	Eskimo Point	634-697-072	16-11-63	161	*			G
PILAKAPSI, ROGER	Rankin Inlet	639-336-692	12-02-65	163	*			G
TATTY, FABIEN	Rankin Inlet	637-415-605	05-31-66	164	*			G

LEVEL 1

PANGNIRTUNG - JUNE 18-JULY6, 1984

<u>STUDENTS</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE #</u>	<u>LV 1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ALIVAKTUK, JOAVEE	Pangnirtung	618-983-894	06-01-51	11	*			O
KADLOO, HAM	Pond Inlet	618-331-532	11-07-36	10	*	*		O
KAKEE, LAYMEEKEE	Broughton Is.	619-111-479	11-10-37	13	*	*		O
KANGO, JOSHUA	Arctic Bay	617-814-447	24-12-45	12	*	*		O
KELIKPALIK, MANGITOK	Cape Dorset	225-387-182	25-04-40	8	*	*		G
KILUKISHAK, GAMAILI	Pond Inlet	616-678-462	07-05-32		*	*		G
KUDLUARLIK, LIVEE	Pangnirtung	618-991-418	18-01-41	5	*			O
PAN-PAKOOCHO, EL-JAH	Pond Inlet	618-037-956	02-04-44	15	*	*		O
POOTOOGOOK, EL-JAX	Cape Dorset	613-290-175	04-07-43	4	*	*		G
QANATSIAQ, SOLOMON	Hall Beach	627-557-119	28-12-44	14	*	*		G
QAPPIK, JAYPETEE	Pangnirtung ¹⁾	618-991-186	16-09-49	3	*	*		G
QAPPIK, PETEROSIE	Pangnirtung	614-550-630	10-06-32		*	*		G

LEVEL 1

PAULATUK, JULY 20 - AUG. 7, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.# N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
AREY, DEAN	Aklavik	640-317-178	16-09-68	158	*			I
EDWARD, HERBERT	Aklavik	639-355-536	05-04-66	171	*		*	I
ELANIK, SANDY	Aklavik	633-809-660	10-04-63	172	*		*	G
GORDON, RICHARD	Aklavik	638-343-626	12-08-59	173	*			I
ILLASIAK, JOE, JR.	Paulatuk	638-504-175	13-05-65	174	*			I
JOE, RICKY	Aklavik	632-570-537	12-11-60	175	*		*	I
KUDLAK, ANDY	Paulatuk	637-561-135	15-08-63	176	*			I
RUBEN, BOBBY	Paulatuk	640-602-607	23-06-66	177	*			I
RUBEN, JOSEPH	Paulatuk	617-129-234	04-03-47	178	*			I
RUBEN, LAWRENCE	Paulatuk	633-178-587	04-12-62	179	*			I
SAKITO, COLIN	Aklavik	614-874-576	28-11-26	180	*			I

LEVEL 2 HUNTING

BAKER LAKE AUGUST 17 - SEPT. 14, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LVI</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ALIKUT, JOHN	Eskimo Point	634-591-739	07-03-63	75	*	*		-
KUDLUK, JOHN	Coral Harbour	620-242-172	28-09-53	76	*	*		G
MALLIKI, LAIMMIKI	Repulse Bay	634-477-020	24-11-60	77	*	*		G
NIBGOARSI, ARDEN	Eskimo Point	634-697-072	16-11-63	78	*	*		-
PIRYUUAQ, BARNABUS	Baker Lake	615-704-574	11-05-24	79	*	*		G

LEVEL 2 FISHING

LAC LA MARTRE SEPT. 22 - OCT. 9, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S.I.N.</u>	<u>D.O.B.</u>	<u>BADGE NO.</u>	<u>LV1</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
ANTOINE, RON	Fort Simpson	625-505-029	28-12-57	80	*		*	-
BEYONNIE, MOISE	Fort Franklin	614-607-034	02-07-48	81	*		*	G
EDWARDS, HERBERT	Aklavik	639-355-536	04-05-66	82	*		*	-
ELANIK, SANDY	Aklavik	633-809-660	04-10-63	83	*		*	G
JOE, RICKY	Aklavik	632-570-537	11-12-60	84	*		*	-
RABESCA, PHILLIP	Rae-Edzo	621-756-006	08-19-53	85	*		*	-
SEWI, LEON	Fort Franklin	633-711-775	07-08-62	86	*		*	G
TAKAZO, RAY	Fort Franklin	633-730-601	04-17-63	87	*		*	G
YELLE, HENRY	Fort Resolution	614-057-156	02-13-34	88	*		*	G

LEVEL 1 GUIDE DEVELOPMENT

COPPERMINE, NOVEMBER 17 - DECEMBER 3, 1987

<u>STUDENT NAMES</u>	<u>COMMUNITY</u>	<u>S. # N.</u>	<u>D.O.B.</u>	<u>ADGE NO.</u>	<u>LVL</u>	<u>LV2H</u>	<u>LV2F</u>	<u>STATUS</u>
AKLOK, DAVID	COPPERMINE	634-480-065	21-07-63	184	*			-
ALGONA, JAMES	COPPERMINE	617-572-425	09-09-51	185	*			-
ATATAHAK, ANDY	COPPERMINE	717-470-835	09-04-58	186	*			-
KADLUN, PHILLIP	BAY CHIMO	621-308-714	07-09-53	187	*			-
KAPAKATOAK, JOHN	COPPERMINE	616-008-211	18-11-45	188	*			-
KAPOLAK, ALLEN	BATHURST INLET	637-350-703	23-05-64	189	*			-
NAPTANATIAK,								
MCCAULEY	COPPERMINE	630-469-310	12-03-59	190	*			-
OVILOK, JERRY	COPPERMINE	626-205-579	30-09-57	191	*			-

1.4 Student Identification and Tourism Involvement

Part of this study intended to catalogue all successful participants and correlate their involvement in tourism. This would yield a success-based statistic which could affect subsequent course need projections. For example, a percentage relationship could be derived for the numbers of graduates who actively pursued careers in tourism. This in turn could be examined with a specific redundancy requirement to result in an over-all estimation of training 'needs.

Unfortunately, course records varied from acceptable to incomplete to non-existent. (The reasons are covered in 3.4: Responsibilities for student selection and record keeping). What is compiled is the result of excessive effort and numerous attempts. Since some students couldn't be contacted to verify work involvement, those aspects are not included.

The preceding is a graduate list. This contains names and community of origin.

The Baffin listing success figure is extremely high. Of all students who graduated from Level 1, 88% are currently actively involved in Tourism as either guides or outfitters. This number is conservative since 'of the remaining 12% some student involvement could not be confirmed and may be possible. Although figures for the west are incomplete, the results can not be expected to be as superlative.

Where the information was available, the list also contains S.I.N., D.O.B., Badge numbers and an indication of tourism involvement. (i.e. G = guide
 O = outfitter
 L = lodge involved
 = not working or unavailable

1.5 Immediate Level 2 Requirements

By correlating Level 1 Graduate numbers and demand levels from the regions, the following Level 2 needs are required for 1988. A community location is also suggested in some cases.

<u>REGION</u>	<u>LEVEL 2 HUNTING</u>	<u>LEVEL 2 FISHING</u>
BAFFI N	1 (Pond Inlet)	1 (Pangnirtung)
KEEWATIN	1 (Repulse or Coral)	1 (Baker)
KITIKMEOT	2 (Holman/Coppermine)	0
INUVIK	0	1 (Great Bear)
DEH CHO *	0	0
NORTH SLAVE	1 (Rae Lakes)	
FORT SMITH *	0	0

* Both Deh Cho and Fort Smith will require a Level 2 Hunting; however, there are presently not sufficient Level 1 graduates in these areas.

2.0 N.W.T. Requirements for Guides

A positive interaction between marketing efforts and high client satisfaction with guided activities will result in a healthy growth of the tourism sector. Both of these aspects are mutually dependant. Regardless of the funds spent on advertising and promotion, if the final product is judged mediocre, then work-of-mouth negative reports-will stall the growth process. On the other hand, trained professional guides without prospects of clients will result in their disillusionment and an abandonment of an untenable life-style.

Achieving a proper balance between extremes involves an ongoing awareness of the promotional plans for an area and the number of guides presently-available for each category of activity. The first part of this equation requires the inputs of government and Industry agencies, while the second part requires proper record keeping and access to lists of trained guides.

This is an organic process that needs careful monitoring. Guide numbers do not remain static since some will abandon the field while others may be in conflict with other over-lapping jobs that prevent them from guiding at specific times. In order to account for these variables, a redundancy of guides will be required. At this time, a redundancy seems improbable because of the newness of the program and the growth rate of the industry.

In order to present over-all and regional plans for growth, a request letter was mailed to various agencies and Industry representatives . (See: appendix, item 9) The mailing list

included representatives from:

- Economic Development and Tourism
- Renewable Resources
- Tourism Industry Association
- Individual Lodges and operators
- H.T.A.** and Band representatives
- Parks Canada

- Tour wholesalers

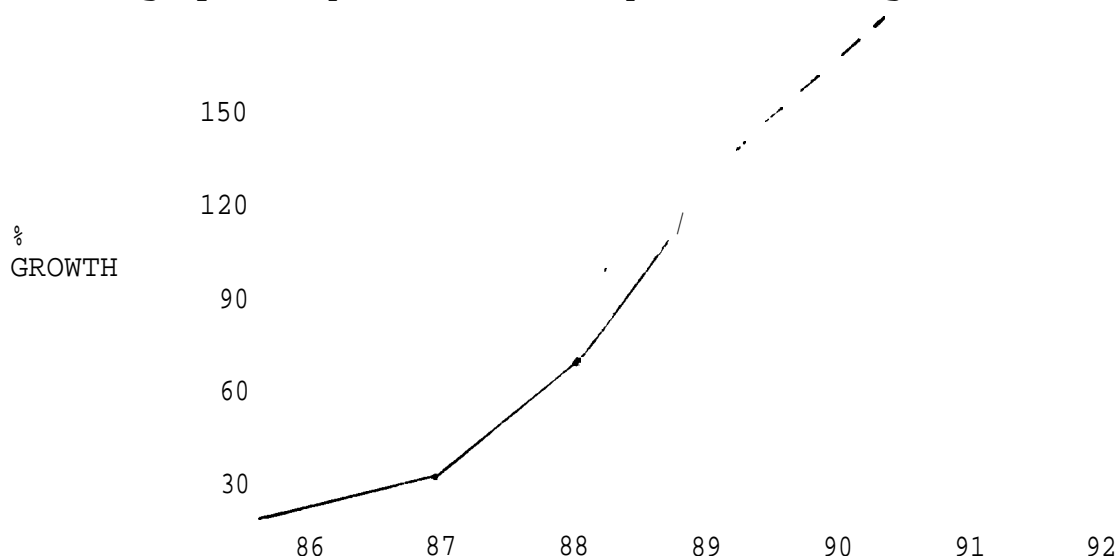
In all, approximately **200** requests for information were mailed out; a response index of 20% was anticipated and received. Personal meetings and telephone conversations augmented the data.

2.1 Over-all Growth Plans

Based on projections from -Travel Arctic's 3 year **Marketing Strategy and Plan** (1987-90) the following tourism growth is possible:

<u>YEAR</u>	<u>INCREASE</u>
1987	29.6%
1988	67.7%
1989	127.0%

Although a 5-year trend is not projected, the growth pattern can be graphically demonstrated by the following:



Whether or not this is achieved will be determined by variables including the limitations of human and tourism-related resources. This geometric progression of growth may not be desirable since it could exceed the Territories ability to respond to such numbers.

2.1.1 Categories of Involvement

The general growth trend will be exhibited at differing intensities in various categories. Broadly speaking, the divisions of consumptive and non-consumptive involvements will be considered to represent the total.

2.1.2 Consumptive activities

This category contains the traditional aspects of tourism: fishing and hunting. In order to determine growth potentials, one must face the question: "How renewable are renewable resources?"

The fishing industry is perhaps the least able to withstand heavy demand. Since the growth rate of NWT fish is extremely low, the removal of a trophy-sized fish could represent 30 to 50 years requirement for "renewal". Large Lake Trout tend to be territorial as opposed to migratory, so the "trophies" are sensitive to heavy pressure and can be eliminated from an area. This in turn would represent a degrading of resource and tourism potential. Proper "Catch and Release" training and "Trophy Lake" designations are needed to sustain a positive growth trend. Unfortunately this is not a N.W.T. requirement in all areas, and some fishermen are returning home with a limit of 5 Lake Trout over 25 pounds. Although this has immediate growth potential through word-of-mouth advertising, it is a short sighted approach to tourism.

To belabour this point, the number of fish retained comparing 1975 and 1980 figures for two sensitive species are:

	<u>1975</u>	<u>1980</u>
Lake Trout	23,409	29,445 (25%increase)
Arctic Char	2,529	4,635 (83% increase)

Interpolating this with an industry response questionnaire directed to operators in⁵ the Great Bear/Slave Lakes, identifies the problem more clearly.

⁵ D. TOPLNISKI, Regional Income Analysis of Northwest Territories Fishing Lodges D.F.O. 1982, p.54

RESOURCE ATTRIBUTES MOST IMPORTANT IN ATTRACTING CLIENTS TO
NORTHWEST TERRITORIES LODGES

<u>RESOURCE ATTRIBUTE</u>	<u>% RESPONSE</u>
Large Fish	31
Unique Species	18
Northern Environment	12
Freedom from Crowding	10
Ease of Catching	10
Large numbers of fish	10
Quality of Accommodation	7
Diverse Lakes and Rivers	1
Unknown	1

The paradox contained in the fishing industry is that its attractiveness will contribute to its decline, unless strict controls are administered by trained guides.

The growth rate, then, should be anticipated as a generally flattened curve, especially in the west, with some new developments -in the Keewatin and Baffin. However, over-all guide-demand will not increase as rapidly as other sectors.

-

2.1.3 Consumptive Activities (Hunting)

Hunting activities show a strong growth potential and guide involvement. The areas of largest and immediate growth involve Barren Ground Caribou, Musk-ox-and the Bears. Mountain hunting involves substantial **revenue**, but this is almost totally non-resident activity. There are plans to increase native involvement, specifically in the northern regions of the "E" and "D" zone, but this is still **in its** infancy and contains several political considerations. (See -2.2 regional plans - hunting).

Hunting guide numbers are both regional and species-linked. This varies from a low estimate of 20% yearly growth to a high estimate of 70% yearly growth.

Polar, Grizzly and Black bears will become a higher priority. The newly opened Grizzly (Barren Ground) and the impending Black Bear seasons will involve guides in these hunts.

2.1.4 Non-Consumptive Activities

The area of major growth will be the non-consumptive activities. This involves a number of possibilities, some of which will require specialized training. This category includes:

- General touring
- Interpretive guiding
- Alpine guiding
- Adventure touring
- Whitewater guiding (raft/canoe/kayak)
- Specialized pursuits (photographic safari etc.)

The activities will be site specific and demand for trained guides can be anticipated from various endeavors (i.e. Saila Lodge = requirement: Interpretive guides), (Demster Highway-Inuvik = tour guides).

2.2 Regional Considerations

The **general** trends of growth will be apparent to a greater or lesser degree within each region. Some of the influencing factors involve such items as:

- on going **tourism** involvements
- ease of transportation
- desireability** of the region's offerings
- promotional efforts
- existing infra-structure to handle tourism

The following examination will give a regional synopsis of conditions affecting guide requirements, both immediate and projected, to 1992.

2.2.1 Baffin Region

Level 1 Guides Available	43
Level 2 Hunting Guides available	28
Level 2 Fishing Guides available	0
Regional Guide Trainers	1

BACKGROUND:

Baffin responded positively to tourism development. There are now 184 people who are directly employed in the tourism industry, 123 of these are native people in the **Baffin**. Outfitting services have grown the most since 1982, creating 39 jobs in 1986 and an anticipated 45 jobs for 1987.

Revenue generated by ~~the~~ travel industry is 8 million dollars for⁶ 1987. Since 1982 there has been a 100% increase in visitation.

-

" AREAS OF PROJECTED DEVELOPMENT:

FISHING: **Pangnirtung** and **Iqaluit** are the two immediate areas for fishing guides. Industry reports show a 20% yearly increase to a 5 year increment of 100%.

HUNTING: The growth curve for hunting has a flatter curve here, since it is controlled by existing quotas. An immediate 20% yearly increase is seen as tapering to an increment of 60% by 1992. **Pangnirtung** is being prepared with the inclusion of a hunt quota.

WILDERNESS TRAVEL AND INTERPRETATION: These package tours reveal the growth trend in keeping with Territory-wide figures. Industry figures show a modest 25% yearly increase for 1988 with rapid transition to 200% by 1992. Present package tour receipts are over 3 million dollars.

⁶ R. Hamburg, "Tourism Industry Training", presented at R.T.O. - A.G.M., 1987

These figures agree with the Department of Economic Development's view:

"Since 1982 the number of organized tours has increased from 29 to 60 packages including various big game hunting packages. This increase in packaged tours has had an effect on the number of outfitters entering into the marketplace. The more packages that were created, the more outfitters/guides were required to deliver the **experience/product**. We are already experiencing difficulties with the more popular packages. Retailers are delivering more tourists than can be presently handled. In order to maintain a high standard of service, the ratio of guide to tourist should remain in the vicinity of 4 tourists to one guide. We have had one instance where normally the ratio is 3 to 1, but the outfitter was expected to deliver a quality experience at a ratio of 13 to 1.

In the last few years, additional training for guides beyond the Level One course, was focused on the big game guide category in order to meet the demand for sports hunts in the region. The demand for quality guides-and outfitters has increased, especially in the naturalist and cultural interpretation field. To date we have not responded but according to plans, will next year. There is a shortage of trained guides. The region is playing a catch-up game with the rest of the world who have similar experiences in the marketplace and if we are to supply comparable quality, marketable experiences,⁷ our guides must be prepared to deliver packages professionally."

SPECIAL NEEDS: Besides Interpretive guide training, the Baffin also requires training specifically for outfitters (Level 3?), Alpine guides, and field cooks.

⁷ IBID

An interpolation of industry and government figures results in an immediate and projected demand of the following proportions:

COURSE	1988	1989	1990	1991	1992
LEVEL 1	1	1	1	1	1
LEVEL 2 H	1		1		1
LEVEL 2 F	1		1		1
LEVEL 2 INTERP.	1	1	1	1	1
LEVEL 2 ALPINE		1		1	1
FIELD COOK	1	1	1		
OUTFITTER	1	1	1		

2.2.2 KEEWATIN REGION

Level 1 Guides available	40
Level 2 Hunting guides available	5
Level 2 Fishing guides available	0
Regional guide trainer	1

BACKGROUND: The Keewatin has seen rapid growth in all sectors of tourism. In some cases this has exceeded the capabilities of the area to result in disastrous occurrences. Fishing was an immediate growth area; however, this will taper to a flatter rise. The projected growth shows a 5 year 65% increase.

Hunting increases show a dramatic surge since new commercial areas have been opened. Even a 300% growth figure may be conservative since the area has good travel access and high promotion efforts. Polar Bear has a 50% growth figure for the same time frame because of quota restrictions.

General interest tours are a high priority in the region because of package tour efforts. A 100% increase is seen here in a steady growth incline.

Interpretive and special interest guiding is relatively new, so the 200 and 300% increases are based on modest initial

visitations of approximately 80 and 600 individuals,⁸

SPECIAL NEEDS: Interpretive guide course, Fishing Guide Course and Hunting Guide Course.

COURSE DEMAND PROJECTIONS:

COURSE	1988	1989	1990	1991	1992
Level 1	1	1	1	1	1
Level 2 H	1		1		1
Level 2 F	1	1		1	1
Level 2 Interp. 1			1		1
Field Cook		1	1	1	
Outfitter		1	1		1

2.2.3 KITIKMEOT REGION

Level 1 Guides Available	32
Level 2 Hunting guides available	0
Level 2 Fishing guides available	0
Regional Guide Trainer	0

BACKGROUND: The Kitikmeot is presently under-developed; however, several on-going projects and continued promotion should soon have an effect. Fishing in the area focuses on Char--- specifically the Tree river and Coppermine river areas. Local guides often work south of the district on Great Bear Lake.

Hunting involvement has increased with the options of Barren-ground grizzly and Musk-ox. Two species of caribou are also available., while Polar Bear is hunted in the North.

Cambridge Bay is well-established for combination Musk-ox-Caribou hunts, while Gjoa Haven, Spence Bay and Pelly Bay still need exposure to the Level 1 Course.

The turn-over rate for guides in this area can be assumed to be fairly high. Since steady tourism ventures are still in the beginning stages, guides have to resort to other methods to earn

⁸ G.Rowe: "Visitation and Market Segment", Travel Keewatin, 1987.

a living, so they are often unavailable when required.

present growth predictions for this area involved a modest 10% increment.

COURSE	1988	1989	1990	1991	1992
Level 1	1	1	1	1	1
Level 2 Hunting	2		1		1
Level 2 Fishing		1		1	
Level 2 Interp.		1		1	1
Field Cook			1		
Outfitter		1			

2.2.4 INUVIK REGION

Level 1 Guides available	28
Level 2 Hunting guides available	0
Level 2 Fishing Guides available	6
Regional Guide Trainer	0

BACKGROUND: The Inuvik region will experience substantial growth for a number of reasons. Since it has a road link with the Yukon, this will contribute greatly to visitation numbers. However, many of these will be a "non-user" category as far as guides are concerned. The involvement here could be on a local or specialty level for those who wish to hire guides. (interpretive/whale-watching/river-excursion). Variety contributes a great deal to Inuvik's attraction. The topography includes the western mountains, the northern arctic attractions and the eastern fishing activities.

The Inuvik region is still under-utilized since early dependence on the oil patch economy caused tourism development to be over-looked. The change in focus will result in a high activity rate once the economics of tourism are apparent. For example, hunting activities in 1986 contributed 1.57 million dollars; fishing accounted for just under 1 million. These revenues will increase as the industry base becomes more involved. The Yukon generates 200% more revenue with 100% more hunter visitation, simply because there are more activities

developed to augment the main thrust for visitation.⁹

Fishing activity is projected to increase at a modest 10 to 20% yearly to a 5 year growth of 120%.

Hunting has seen a 76% increase in the last two years and is expected to double in the next two. Since the variety of needs and political considerations impact strongly on this category, it will be treated at length in Special Needs.

Interpretive guiding and adventure travel will see the largest growth demands. From an estimated 80 participants in 1988 this is projected to increase to 1500 in 5 years. Hershel Island visitation, whale-watching and local cultural interpretation will be the major focus.

Presently 15 local outfitters are involved in varying degrees in tourism; this number is expected to increase in relation to package tour development.

SPECIAL NEEDS:

FISHING: Established lodges on Great Bear draw upon residents from Fort Norman and the river areas. Future developments of smaller lodges-will compete for the same trained guides.

HUNTING: The complexity of the hunting requirements are enhanced by a North/South--East/West division. The Northern sector (Sachs Harbour) requires guides for Polar Bear/Muskox; the southern interests involve Muskox to Dan Sheep' in terrain that is varied from mountains in th-e West to tundra or forest in the East.

Paulatuk has interests in Muskox, Barren-ground Grizzly and Caribou, while the tree-line communities of Fort Good Hope and Fort Norman have Moose and Caribou, with some interests in Mountain guiding.

The "E" zone mountain outfitting is predominantly done by non-resident outfitters who almost exclusively use non-resident

⁹ Lavalin: Western Arctic: Tourism Development and Marketing Strategy, W.A.V.A.

guides. However, **Fort** Good Hope is negotiating for the purchase of one of these areas and will require guides with horse experience. Lucrative Dan sheep hunting may soon be available in the "D" zone. This **is** a complicated situation since the sheep are also claimed by the Yukon. The allotted tags for Territories use will be distributed between Fort McPherson and **Aklavik**. There **is** no necessity for horses in this area; any planned hunting guide course must include **Aklavik**, Fort McPherson and Fort Good Hope residents in order to achieve the best aims of the course.

COURSES	1988'	1989	1990	1991	1992
Level 1	2	2	1	2	1
Level 2 Big Game		2	1		
Level 2 Fishing	1		1	1	1
Interpretive		1	1	1	1
Field Cook		1	1		
Outfitter		1	1		1

2.2.5 FORT SMITH/NORTH SLAVE/DEH CHO REGIONS

	Fort Smith	North Slave	Deh Cho
Level 1 guides available	3	12	10
Level 2 Hunting guides available	0	0	0
Level 2 Fishing guides available	1	1	1
Regional guide trainer	0	0	0

BACKGROUND: The **Fort** Smith Region has traditionally included those now described as North Slave (**Yellowknife**, Lac La **Martre**, Rae, Snowdrift and Fort Reliance) and Deh Cho (Fort Simpson, Fort Liard, Fort Providence, Kakisa, Jean Marie River, Nahanni Butte and Trout Lake). For the purposes of this report they will be examined as one group.

General growth trends apply throughout this area with

significant increase in Hunting and in the non-consumptive designations Fishing is stable at a 10% growth rate, while interpretive requirements will increase 25% yearly. The Yellowknife area supports 6 Class "B" outfitters who have **strong** requirements for trained guides. As well, 36 established lodges present both fishing and non-consumptive activities. This area is in desperate need of training courses in order to keep themselves competitive in a demanding market.

SPECIAL NEEDS

FISHING: Presently approximately 184 guides are employed by fishing lodges (161 regular employment, 23 sporadic employment) Of this number, only 3 have attended Level 2 Fishing course, and only 25 have attended Level 1.

HUNTING: The 6 Class "B" outfitters have an assumed employment of 36 guides. There are no Level 2 Hunting guide graduates in this region.

Black Bear hunting is proposed; if accepted, this will place another immediate demand on specialized training. Fort Providence also requires specialized training for their Bison hunts.

INTERPRETIVE GUIDES: 74 guides are employed by non-consumptive outfitters in addition to 4 guides employed by non-consumptive lodges

FORT SMITH

COURSE	1988	1989	1990	1991	1992
Level 1	1	1	1	1	1
Level 2 Hunting		1		1	
Level 2 Fishing		1		1	
Interpretive		1	1	1	
Field Cook			1		
Outfitter			1		

10 See: Appendix, item 10 - Report from Gord Connon.

COURSE	1988	1989	1990	1991	1992
Level 1	2	1	1	1	1
Level 2 Hunting	1	1	1		1
Level 2 Fishing		1	1	1	1
Interp.		1	1		1
Field Cook		1			1
Outfitter			1		1

DEH CHO

COURSE	1988	1989	1990	1991	1992
Level 1	2	1	1	1	1
Level 2 Hunting		1	1		1
Level 2 Fishing		1	1		1
Interp.		1		1	1
Field Cook		1	1		1
Outfitter		1	1		1

3.0 Training Requirements

A great deal of continuing effort has assured a high standard of accomplishment within the Guide Development Program. The results are a tribute to the dedication of those involved with the program. Possible changes to the program should attempt to achieve desired goals with-out detracting from the quality evident thus far. This is substantiated in the record of accomplishments by course participants.

3.1 Logistics of Instructors and equipment

Besides the course requirements outlined in 2.2, there is a need for instructor-training efforts. Presently there are 3 qualified Level 1 instructors and 1 Level 2. This is below requirements since each region should have its own instructor.

The ideal instructor-candidate should be a top graduate of

Level 1 and have practical experience in guiding. In addition, he must be a Northern resident, preferably Native, and fluent in the **region's** main dialect.

Although this complicates instructor selection, there are several positive reasons to pursue this path. The trained Native instructor can by-pass double the needed time for information transfer. Not only is this immediately beneficial, but also more efficient, since thought-transfer is in the idiom appropriate to the context of learning, rather than word-for-word transcripts of unfamiliar thought-patterns. The learning needs of the specific culture are more accurately targeted with similar perceptual constructs. Finally, **role-model** imaging is a powerful training device with other positive spin-offs. Student records indicate their positive preference and reveal an increased desire to excel.

One of the greatest difficulties in instructor-training involves the nature of the program itself. The successful candidate is required to spend considerable time away from home and family. This is a job-related stress that has to be anticipated. Other difficulties involve conflicts between his role as a part-time instructor and other potential job offerings. Usually this individual's talents will be demanded by others; why should he turn down several months employment in lieu of one or two as an instructor?

None of these considerations are insurmountable. Three Native instructors have been involved with the program; two have successfully met the challenges and have progressed through them. Both of these instructors have also applied course concepts to their own businesses which act as models for the course students.

The training course involves two 3 week segments. Normally, the candidate attends the **first** course, spends time on Level 1 course delivery with supervision; then, prior to his full acceptance as an instructor attends a final review the following year. This acts as a refresher and motivating stimulus in preparation for his instructional schedule.

During the instructor training, the candidate is exposed to pedagogical methods as well as course set-up demands. He also receives an instructor's rating from St. John Ambulance.

After a successful **year's** teaching, the candidate could progress to level 2 Instructor training in a chosen field.

Assuming that four or more instructors will be delivering simultaneous courses, this now involves substantial capital costs

for course equipment. (See **index:** item 11, Level 1 Class Materials). Other related needs like equipment storage, repair and shipping are part of the logistics of the program.

3.2 Possible alternatives for course presentation

Options for program delivery involve the variables of delivery agent and delivery method. The delivery agent decision falls in the category of College delivery vs. Private sector. The method analysis will present three options:

- Community-based delivery
- Institution-based delivery
- Apprenticeship concept

3.2.1 Arctic College as the Delivery Agent

POSITIVE ASPECTS:

- Priorities are Education-based
- Expertise in Course Delivery
- Support System Options (Adult Ed. Etc.)
- Record Keeping Systems in place
- Established as a certificating entity
- evaluation systems in place
- Qualified instructor

NEGATIVE ASPECTS:

- Slow response record to industry demands
- May not be cost-efficient
- Guide Development viewed as one out of many fields of activity
- Tied to traditional funding sources

3.2.2 Private Sector as the Delivery Agent

POSITIVE ASPECTS:

- Rapid Response capability
- May be more cost-efficient
- Guide Development may be viewed as a major field of activity
- Potential for innovative funding sources

NEGATIVE ASPECTS:

- Priorities are profit-based
- No support system options
- Record keeping (unknown)
- Expertise in course delivery (unknown)
- Not established as a certifying agent
- evaluation systems may be ignored
- instructor qualification (unknown)

The comparison is not intended to be exhaustive; rather, indicative of the two approaches. Positive and negative aspects will also be determined by specific individuals in charge at the time of comparative analysis.

The Level 1 course has been delivered successfully by both options, although the vast amount of exposure has been through Arctic College. This can still be viewed as the best guarantee of course integrity and content.

3.2.3 Community -based course delivery

This has been the traditional method of delivery. There are several positive considerations:

1. STUDENT BENEFIT: Since many students have never had the experience of being a "tourist", this becomes a first. This is advantageous in conceptualizing the feelings of a tourist. The student becomes aware of the obligations of a host since their own needs for assurance, hospitality, friendliness, and information are made apparent. Learning is enhanced since the "big-frog-small-pond" attitude is gone. The guide-candidate is in unfamiliar territory and must rely on new skills (map, compass). He is also introduced into

different styles of travel or tourism-awareness exhibited by the host community. Mutual involvement also paves the way for the concepts of shared responsibility in the ethics of guiding.

2. COMMUNITY BENEFIT: The course is a **micro-cosm** of the tourism industry. The community itself becomes aware of the course aims, by interaction with the **out-of-town** students. Economic benefits are delivered since the course adds to the local cash-flow. In some instances these are very real benefits, enabling a potential entrepreneur to make it through a potentially "lean" time. These economic spin-offs are valuable in an emerging industry, and can be considered an important function of course delivery.

This last aspect is also a drawback, since course delivery costs are high.

COMMUNITY BASED DELIVERY SYNOPSIS

POSITIVE ASPECTS:

- Proven success
- High student satisfaction
- spin-off learning
- experience as a tourist
- economic contributor to the community
- hands on learning in specific environment

NEGATIVE ASPECTS:

- High costs
- course set-up efforts -
- Instructor travel time -
- unexpected variables/travel/accommodation

3.2.4 Fixed Based or Institutionally-based delivery

In this option, the course set-up remains static and all students travel to a specific location. This location may be institutionally (campus) based for the theory aspect, while out-travel would be involved for the hands-on portion. Another variant would be a fixed out-base (on-land large camp set-up) where the theory portion could be delivered within the camp and then the hands-on portion is delivered in the vicinity.

The positive aspects of this involve cost-efficiency and material predictability (i.e. not necessary to rent boats etc.). Instructor travel time would not be a consideration and all materials could remain in place.

The down-side of this option involves student perceptions. It is unlikely that the camp would evoke any similarity concepts with potential tourism attractions in their home area. The stimulus of a new community would be absent, as would the comparison with other local methods. Boredom is a distinct possibility because of the limited social interaction available. Resource personnel would have to be flown out to the camp base; medevac possibilities would **also** be a consideration. Schedules, too, would be influenced by base availability and single-course concepts. Level 2 activities may not be possible.

FIXED BASE SYNOPSIS

POSITIVE ASPECTS:

- cost efficient
- Limited instructor travel
- inventory predictability -(boats etc.)

NEGATIVE ASPECTS:

- less than optimum **setting**
- limited stimulus '
- limited schedule flexibility

3.2.5 Apprenticeship delivery

This option would ~~minimize~~ improper student selection, since the operator would train those he also has chosen to be employees. Course delivery would be through the operator or an on-staff member. Positive aspects include cost effectiveness since the guide-candidates can be used in a work-related role. Scheduling would not be a **factor** since the guide-candidate would be on the job **site**.

Negative aspects raise the question of accountability. Training is implied by those who may have no background in the field. Since is on-going, the risk of paying up lip service to the course is a possibility, if the business demands become priorities. Standards may be difficult, if not impossible, to achieve. This is also **improbable** in areas in which guiding activities are individual efforts rather than lodge based.

APPRENTICESHIP SYNOPSIS

POSITIVE ASPECTS:

- potentially better student selection
- cost effective
- no scheduling conflicts
- job-related experience proposed

NEGATIVE ASPECTS:

- difficulty of accountability
- possible use of unqualified instructors
- potential abuses if business priorities become dominant
- difficulty in administering standards
- not applicable in all cases

3.3 Entry and Exit Standards

Entry standards do not exclude any willing participant. Both males and females are encouraged to use the course to improve their skills. Literacy is also not a criteria. Since guiding can be physically demanding, the candidate should be healthy, alert and interested in people-related work.

Exit standards are stringent. (See: Appendix item 5; evaluation detail). Above all, safety and professionalism are major criteria. A system of observed demonstrations and a formal exam constitutes the level of demand.

A challenge right exists in the case of an experienced guide who wishes to progress to Level 2 without the Level 1 course. To date this has been invoked twice, unsuccessfully. The challenge would be time consuming since the formal exam would only be a part of the over-all evaluation. All other demonstrations would have to be observed by a qualified instructor. In effect, this would constitute a macrocosm of the Level 1 course.

3.4 Responsibilities for Student Selection and Record Keeping

This is an area that can result in a great deal of confusion. At times a 3-ring circus of activity without proper co-ordination, this process has varied between extremes.

Ideally, the major players should follow this pattern:

Economic Development and Tourism should identify the appropriate students; C.E.I.C. should document these individuals and fund the courses; Arctic College should deliver the program. Often this is what occurs and the problems are minor. In this scenario, record keeping is accurate and complete, since Arctic College would maintain the data of course participants.

However, there have been instances where a course demand, student participation and a funding source have been identified, but Arctic College could not deliver the course. This could not be rectified since the course had not been budgeted on the College Training Plan. Any attempt to cycle the funding into the proper coffers would be short-circuited, since those funds would enter general revenue and could not be ear-marked for the specific course. (See 4.1: Funding and its impact on schedules and delivery) .

In these cases, the delivery agent was the program developer, and course records became the property of Economic Development, and the successful guides were not included in Arctic College's records. Record keeping became fragmented since guide badges were often shipped out after the course completion. In this way, the contractor had no knowledge of the serial numbers; and, in some cases these numbers failed to be recorded anywhere.

One other major, but silent, player in this program is Renewable Resources. This department has been unstinting in its moral support of the program--donating resource personnel, course materials, and at times, even, equipment. They too, have often been instrumental in suggesting appropriate student selection.

It is to be remembered that they too are responsible for licencing of guides. Instances have occurred where a field officer has waited for course completion before issuing licenses; in order to use course success as a licencing criteria. (See 4.2: Certification and licensing).

At times this system of student selection is left to either the Adult Education of a locality, or to the local H.T.A. president, or anyone who is handy. At other times, very little has been done by anyone until the eleventh hour. Recruitment of guide candidates in this case -is a cross between finding a warm vertical human and a work-camp roundup. An examination of student lists identifies those instances where less than 9 successful students have graduated from the course.

During this type of system failure, it is understandable

that the person recruiting also has only a vague concept of what the course is about. A prepared student requirement list (See appendix: item 11) is never presented, so students arrive unprepared, confused and at a loss to understand what is going on. Some have been given 1 hour's notice that they were going somewhere for some kind of course for an unknown length of time. Some arrived with cowboy hats and boots, thinking they would be riding horses instead of motorboats.

3.5 The Identification of Types , Numbers and Location of Courses

To state that the course **demand** should be "INDUSTRY DRIVEN" indicates a lack of understanding of the complexities involved. "What Industry?" is a rhetorical indicator. Some guides act entirely on their own; others are required by H.T.A. for Muskox or Polar Bear; others are entrepreneurs in adventure travel; still others work at either consumptive or non-consumptive lodges.

Recognized industry requirements are an identifiable starting point for course delivery patterns; however, other needs must be met also. In some cases, there is no local awareness that a need exists.

Since Economic Development is aware of regional activity levels and marketing plans, they would be in the best position to monitor course need demand. By balancing the variables of guides already trained, industry requests, and local development potentials, a determination of numbers and types of courses can be allocated. (See 2.2: Regional considerations) .

3.6 Determining inputs for Schedule Changes

There are similarities between fishing trips and course scheduling. It seems it would always have been better the week earlier or later. On going business of guiding occurs in the best "nature" time for scheduling courses. The complaint of courses interfering with tourism activity is a common one.

There are more realistic difficulties. The times of break-up, freeze-up and lack of daylight are more positive indicators of scheduling constraints. Level 1 can be delivered successfully from March to October (with a 2-week overlap) in the higher latitudes, excluding times of impossible travel. That some of this available time conflicts with business activity is a fact of life and a decision regarding untrained practitioners will have to be made.

Rather than political pressure, student selection and **site-**appropriateness should influence the potential for change. This then should be negotiated by designated individuals in the delivery side of the equation.

Ultimately, the **R.T.O.** needs to be fully aware of his **region's** requirements and these should be planned with a 1 year lead-time.

4.0 Other Relevant Consideration

The strategy pursued in the continuance of the Guide Development Program will be affected by many considerations. This section examines some of these.

4.1 Funding and its impact on schedules and delivery

Continued course delivery, and perhaps style of delivery, is contingent upon the form of funding. Several options are possible and need to be examined. Broadly interpreted this involves the options of Direct vs. Indirect funding from **C.E.I.C.**, a tuition fee from students, or other forms of government assistance.

4.1.1 Direct Purchase Funding .

This is a traditional form of course funding in which **C.E.I.C.** agrees to purchase a specified number of seats on a specific course. The advantages of this style was a straight-forward and known quantity **funding**.

Two drawbacks exist with this format:

- (a) A limiting of this style with corresponding emphasis on indirect purchase;
- (b) Course cost allotments that are less than actual course cost.

4.1.2 Indirect Purchase Funding

In accordance with the theories in the Canadian Jobs Strategy (CJS), training should **reflect** Industry requirements and "Industry driven". In this concept the employer is expected to contribute to the training of his employees. Since "Guiding" falls under the category of SKILL SHORTAGES, funding includes:

- 60% of wages off the job
- 25% of wages on the job .
- 75% of fixed training costs
- ,-50% of variable costs such as participants travel and living expenses

The difficulty with the CJS in so far as guides are concerned is that it doesn't logically work. Guides are either employed by a lodge or outfitter, or they are self-motivated. If, in the first case, the employer wishes to have guides trained, he would be responsible for 25% of the costs (\$8-10,000). However, this contribution would not assure him of trained employees, since the guides would be free to work for anyone, including his competition. The short work-season and the potential for turn-over also makes this an unworkable concept.

If a guide is an 'outfitter-entrepreneur, he would not qualify for training since he has no industry employer beyond himself.

Presently, joint funding is not an option, so a second federal funding program could not be accessed to make up the deficit from the direct purchase concept. However, other potentials exist. For example, if the employer's contribution were to be re-evaluated and instead it be considered the student's contribution, some interesting ideas surface.

First, an argument could support this change of perspective. Since the recipient of the benefits of the Guide Development Course can be determined to be the guide also--then he should contribute to his own education. Since in reality he is not in a position to do so, there are other potentials for balancing this deficit.

4.1.3 Tuition fees

Tuition fees could be assessed to cover the 25% employer's contribution or to cover a greater amount for other funding strategies.

In the first case, dealing with the indirect purchase concept, the amount necessary to raise is approximately 750.00 per student.

(Assuming a course cost of \$35,000.00 the C.E.I.C. contribution of 75% = \$26,250.00 The amount required per student in a class load of 12 is \$35,000 - 26,250 = \$8,750.00 divided by 12 = \$750.00 approx.)

This could be accessed in different ways:

- (a) Private Contribution funds
- (b) Industry Contribution funds
- (c) Department of Education

(a) PRIVATE CONTRIBUTION FUNDS: A source of supplementary funding may be available through private sources. This includes diverse foundations like the Dormer Foundation or the Safari Club. An appeal to sources like these could create a pool of funds from which guide "scholarships" could be drawn.

(b) INDUSTRY CONTRIBUTION FUNDS: The same concept could be applied through organizations representing the Industry. Either the T.I.A. or the individual zone associations could donate specific funds earmarked for student access.

The industry could be an indirect source of funds through involuntary sportsmen contributions. A surcharge could be collected through the sale of licenses, export permits or trophy fee allocation and directed toward the "scholarship fund".

(c) DEPARTMENT OF EDUCATION: Up to \$2,000.00 per student can be accessed from the Department of Education according to the Student Financial Assistance Act. (See Appendix: Item 12). This can be applied if the course duration is 6 weeks or longer. In order for this to be viable, the concept of a combined Level 1 and Level 2 offering is a possibility.

4.1.4 Other Forms of Government Assistance

The best of all possible worlds would be the creation of core funding for the Guide Development Program. This would eliminate the pillar to post race for funding for each individual course. The **year's** course demand could be pre-determined and costs calculated for this. This amount could be accessed by a combination of potentials. This scenario includes inter-agency contributions from the following:

C.E.I.C. This body would continue in its role as a major contributor towards training needs.

ECONOMIC DEVELOPMENT AND TOURISM: Since the courses benefit not only individuals, but also enhance the total image of N.W.T. tourism, E.D.T. should remain a contributor. It can be further argued that course spin-off benefits do impact on the economy of the host community. This not only supplies **cashflow** for evolving businesses but also demonstrates the potentials available from tourism involvement.

DEPARTMENT OF EDUCATION: Since education and training is the mandate of this body, **their** contribution to the total fund will reflect this.

RENEWABLE RESOURCES: This agency has a peripheral involvement in course presentation. (See 3.4) Their commitment to the principles of guide development should be made more tangible as a direct contributor to the funding process. This is in accord with their perceived-role of Conservation Educator and licencing body.

In addition to these contributors, core funding could be augmented by access to various grants. The E.D.A. sub-agreements and a host of federal programs offer funds. In the past, sources like I.C.H.R.S. have been accessed to provide funds. There are a number of possibilities available; however, the research is time-consuming and the task should be allocated to a person whose responsibility is to locate funding for the courses.

The present system of re-inventing the wheel for each course's funding is contra-productive. At times courses hang in the balance until the last moment before a decision can be made regarding funding. Rather than shift schedules and delivery in an attempt to chase funds, one person should be appointed to arrange the **year's** budget and funding in advance.

4.2 The Maintenance of Standards

Certification is a valid concept only if the evaluation criteria are fixed and adhered to. In the case of College delivery, this is an internal system of checks available to monitor instructor and student performance. If the delivery agent is a private contractor, evaluation will have to be administered by an external means.

In either of these **options**, the position of a Guide Development Co-ordinator would assure ongoing measurements of course standards. This position would also be responsible for maintaining course integrity, professional development of instructors and relating the evaluation standards to the **guide's** performance in the field. This could be done by either employer or visitor reports on a guide's abilities.

The agreement of these standards would be affirmed by direction of the Tourism Training and Manpower Needs Board.

4.3 Implications of Certification and Licencing

One of the main thrusts behind the Guide Development Program is the assurance given to a visitor that his guide meets basic criteria of safety and competence. Ultimately, this **can't** be a hit or miss proposition. Any guide must be capable of keeping this trust. This can only be possible if each guide is aware of the responsibilities of his **profession**.

Presently, there are not sufficient course graduates to meet all guiding needs. However, the process of phasing in graduates and exposing the remainder to the course must be a constant direction.

Since Arctic College certifies those who have successfully met the evaluation criteria, this certificate should be acceptable as proof of this standard. This in turn should be a requirement for **licencing**. Only when all guides have this minimum requirement can the obligation to the visitor be met. In other words, training, certification and **licencing** should be viewed as a linked process. -

Opposition to this view may be voiced by private operators who fear this will bring about a loss of control 'of their own business.

They fear they may have to hire employees they would not have chosen in the first place; they also fear a licenced-body boycott in an effort to raise wages.

The first problem is solved if the employer lists his preferred employees with Economic Development and Tourism to assure their inclusion in scheduled courses. The second problem is emotionally based and harder for logic to dispel. It would be highly unlikely for a guide boycott to emerge unless impossible working conditions prompted it, Since guides are free agents, a "union" mentality is not a likely possibility. However, in either case, a resistance to any change can be anticipated.

4.4 The Badge System

From the inception of the Level 1 course the idea of a badge system was shown to be significant. The graduates were presented with a tangible means of identification. This not only gave ocular proof of an **achievement**, but it fostered pride in the profession and had the added benefit of allowing a casual visitor to identify a guide. This in **itself** has caused many instances of employment on the impulse of suggestion.

The badge is a good idea and it should be retained; however some changes are necessary. The Level 1 badge displays a seal with crossed spears. This is not appropriate to a guide working in the tree line. A re-design is necessary to create a logo appropriate to both East and **West**. The badge should remain a high quality production, but **it should** be lightened and augmented with a sew-on cloth patch for jacket display.

Badges have been serial numbered in order to identify **guide**-allocation. This has created several problems in record keeping and distribution, not to mention replacement difficulties when a badge is lost. In order to simplify the process, the new badge design could eliminate the numbering process. The guide graduate list should be used for **guide/licence** information.

4.5 The Need for Course Awareness

Although 4 complete years of Guide Development have transpired, there is still a lack of knowledge regarding the course curriculum and objectives. This information lack is evident in government agencies responsible for student selection,

industry participants who need to know what is offered, and among guide candidates "drafted" to the course.

An informative video which outlines the process and objectives would be an excellent investment. This could be used as a recruitment tool by H.T.A. IS, **highschools** or communities and as an information source to all involved. It would also be a course resource item to give the guide candidate an overview of what he is expected to accomplish.

Finally, it could be used as a promotional tool. In one sense it could attract tourism activity if shown at sportshows. In another use, it could advertise the course offerings to other interested provinces and become a selling tool for exportation of a N.W.T. commodity.

CONCLUSIONS:

The Guide Development Program has allowed a greater Northern involvement in the profession of guiding and in spin-off tourism involvement. The Baffin success ratio of student-graduate to industry participant of 88% shows the potential for achievement.

Since Tourism is projected to grow 127% in the next 3 years, guide development activity should be calculated to meet these needs equitably on a regional basis.

Decisions regarding schedules of types, numbers and locations of course should use both promotion projections and industry inputs. Using this schedule, an application of cost restraints and desirable course attributes will determine the type of delivery needed.

Besides the schedule of courses, allowance should be made for continuing professional development of Level 1 and Level 2 instructors.

The use of the evaluation criteria needs to be extended to the Level 2 Hunting course. A special "challenge" exam should be created for Level 1 to more fully represent the course curriculum. This can be administered in conjunction with demonstrated competence to those experienced guides wishing to challenge Level 1.

Many of the difficulties in course delivery are a result of

improper co-ordination. Since there is no single **co-ordinator** for the Guide Development Program, decisions are made in discontinuous circumstances. In this way, liaison between all concerned parties is fragmentary at best.

Consideration should be given to appointing one person who will be responsible for this co-ordination.

Student selection should be the responsibility of Economic Development and tourism. All successful students should be on a computer list made available through a designated body. These guides should receive preferential hiring.

An attempt to secure core funding is the most logical basis for course delivery. If this is not possible the CJS proponents should be notified of the difficulties of the situation and those funds redirected to direct purchase. Other innovative strategies at funding should be attempted to augment these funds.

The Tourism Training and Manpower Needs Board should address the direction of certification and **licencing** and create an input listing of desired standards. They could also direct the design of a new badge system.

An informative video describing course curriculum and process needs to be produced. This will aid those responsible for student selection as well as inform potential students of the course structure and goals.

RECOMMENDATIONS:

1. Core funding for the Guide Development Program is a demonstrated requirement. This may be achieved by a variety of methods including a resource pool from various government agencies, or a tuition concept. Since Indirect Purchase and C.J.S. aims are difficult to apply, inaccessible funds should be requested to be funneled into Direct Purchase for this exceptional use. Funding will, in part, determine presentation method.
2. Arctic College should remain the delivery agent. The traditional form of presentation could be augmented with an institution-based delivery for some of the level 1 offerings.
3. Renewable Resources should be involved in closer liaison with course aims, course funding, and course acceptance as a licencing requirement.
4. The Tourism Training and Manpower Needs Board should direct Industry inputs towards a policy of certification and licencing.
5. A training priority is the involvement of native instructors. Ultimately each region should have its own resident instructor.
6. A co-ordinator is to be identified for the Guide Development Program. This position would be the focal point of all inputs and organization. This person would act as a liaison for all agency activities as well as Industry concerns.
7. A guide registry is to be formed. A computer listing of all graduates is to be made available to the tourism industry and relevant government agencies. These guides should receive priority in hiring practices. In case of unsatisfactory or unethical behaviour, the guide's name can be suspended.
8. An in-depth challenge exam and list of required demonstrations is needed for Level 1. This would be a special-case examination for those experienced guides who wish to challenge the Level 1 course in order to gain entry to Level 2.
9. The Level 2 courses need to be extended to a 4 week offering. A comprehensive evaluation criteria and examination is needed.
10. The badge design has to be changed. to reflect the universality of application. The practice of numbering badges is to be discontinued. This creates a needless record-keeping

activity since all graduates will be listed in the registry. The concept of the group photo is useful to enhance the professional bond. A sew-on jacket patch is to be designed to designate successful course completion.

11. An informative video is required to promote the Guide Development Program. This will not only recruit students but also inform government workers what the course needs and aims are.

APPENDIX

ITEM 1

Inquest: PHILLIP **MODESTE**, GREAT BEAR LAKE

Department of Justice
Canada

RE: PHILLIP MODESTE - DROWNING - Inquest at Fort Franklin

I had indicated to you that following the inquest at Fort Franklin into the drowning death of **Phillip Modeste**, I would summarize for you the significant evidence and findings of the jury. Other commitment have prevented me from doing so before now.

As you know, this case involved the drowning death of **Phillip Modeste**, a 19 year-old man from Fort **Franklin, N.W.T.**, on August 10th, 1984 at Neiland Bay, Great Bear Lake, while in the employ of Great Bear Lodge. Because significant concerns had been raised by some tourists at the scene and by other persons who like **Phillip Modeste** were employed as **guides**, concerning the suitability and maintenance of equipment and the supervision and training of guides, it was determined that an inquest should be held to clear the air. Yellowknife lawyer John **Bayly** attended as **counsel** for the estate or family of **Phillip Modeste** and I attended as counsel for the Crown to call and examine the witnesses.

I called Constable Howard **Searle**, a member of the **R.C.M.P.** stationed at Fort Franklin who attended to the scene once report of the drowning had come to hi-s attention. He took photographs of the scene and also took custody of the body of the deceased. His evidence was brief and the only matter of possible significance was that he pointed out that the **R.C.M.** Police at Fort Franklin have neither the responsibility, resources or expertise to properly supervise the various lodges and camps on Great Bear Lake.

The second witness was **Lloyd Bull** whose testimony I will deal with in greater detail in a moment. The third, fourth and fifth witnesses called were Leon Takazo, Jonas Kenny and Charles Beyonnie. In addition, Mr. **Bayly** called Maurice Modeste, the older brother of the deceased.

The evidence of **Lloyd Bull** was essentially as follows: Mr. **Bull**, aged 60 and his wife **Carol** live at **Herkimer**, New York. They are both retired. Mr. **Bull** is an avid and lifelong outdoors-man. He winters in Puerto Rico where he has a large fishing boat and has been for most of his life no stranger to "big water". He first came to Great Bear Lodge some thirteen years ago and has attended there annually ever since. In addition, he has attended at one or two of the other lodges on Great **Bear**, but prefers Great Bear

Lodge. In general, he or one other member of his group arranges to fill the Neiland Bay camp for their week on Great Bear, in order that they have a cohesive group. Because of his long attendance and familiarity with the area of Neiland Bay, many of the landmarks, bays and so forth which do not have any legally recognized names, are nonetheless commonly known by names that Mr. Bull has assigned to them.

On or about Friday morning, August 10th, 1984, Mr. Bull and his party of four boats went from the camp at Neiland Bay and proceeded to Boat Island and Georgers Bay. His statement given to the R.C.M.P. and attached hereto describes the events that followed.

In the course of his testimony Mr. Bull commented upon the fact that the guides almost never wore life jackets. Some of the boats had flotation cushions which guides and passengers sat on. In some cases they were old and weathered and in any event life vests were not consistently carried. Mr. Bull suggested that some of the boats were in need of repair or replacement with such things as excessive flexing occurring due to broken supports. Mr. Bull was asked to state any general concerns he may have with respect to the guiding operation, and his comments included the following. There should be stricter control over the supply and use of life jackets. In addition, he and his wife had close-fitting rain suits which substantially protected them against hypothermia. None of the guides wore sufficient clothing or particularly close-fitting rain suits, and hypothermia and death may have been inevitable in the case of Mr. Modeste even if he had worn a life jacket. Mr. Bull did not believe there was a proper guide training program and thought that a government sponsored and subsidized program would be useful. He felt that greater emphasis on the quality and maintenance of life preservers and inspection thereof should be undertaken. He said the same is true with respect to the boats in terms of repair or replacement. He felt that the guides did not always use the "buddy system" in terms of each boat maintaining another in immediate proximity and maintaining eye contact for purposes of assistance. There did not appear to be any person in charge of the group. There was no particular guide appointed as supervisor in terms of age, seniority or experience. Some of the tourists who in their personal lives may be quite aggressive, appeared occasionally to influence the guides against the latter's better judgement.

The other witnesses called namely Jonas Kenny, Leon Takazo and Charles Beyonnie were all guides from Great Bear Lodge present during the storm. They all agreed that life jackets were generally not work, that most guides were under-dressed for reasonably anticipated cold **weather**, and that without being forced to do so, the situation was unlikely to change in the future. They also agreed that the tourists could occasionally push them around, although Jonas Kenny, who is older, was less likely to be pushed.

The jury was composed of George Gaudet, Joseph Betsidea, Frances Tatty, Vince O'Neil and Ed Phillips, **all** of Fort Franklin. They deliberated for two hours. upon th evidence. They found that **Phillip** Modeste had died between **5:40** a.m. and **6:10** a.m. August **11th**, 1984 at Great Bear Lodge approximately 200 metres from shore near Lighthouse Point. They found that he had died by drowning when the boat capsized while attempting to return to camp at Neiland Bay. Their recommendations were as follows:

1. That a proper training program and refresher course for **guides** should be undertaken by the Government of the Northwest Territories, leading towards certification of guides. The course should include among other things water **safety**, emergency procedures, first aid, **equipment** use, maintenance and repair, and public relations and knowledge of regulations in the industry.
2. The **R.C.M.P.** or some **other** suitable agency should inspect each tourist establishment at least once annually to insure that all equipment facilities and supplies meet minimum legal and sensible standards.
3. Life jackets should be worn at all times on the water.
4. Each tourist establishment should have a program to establish such things as **responsibility** chain of command and knowledge of the local area and water hazards.
5. Guides should be at least 21 years of age at a minimum and licenced.

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ITEM 2

BAKER LAKE: NEWS REPORT

Guides' skill questioned after canoeists drown

By MIKE SADAVA
Journal Staff Writer

The Northwest Territories government is investigating an outfitter after two people drowned during a guided fishing expedition.

Victor Mahoney, 51, of Timmins, Ont. and Peter Qaqimat, 24, of Baker Lake, NWT died Aug. 9 after a freighter canoe capsized in near-freezing water near rapids on the Thelon River about 80 km upstream from Baker Lake, 550 km northwest of Churchill, Man.

Three other fishermen who managed to hang

on to the canoe survived, said Baker Lake RCMP Cpl. John Bruce.

The two men who drowned weren't wearing life jackets although there were some in the = = ! Bruce said.

Don Weisbeck, chief of tourism for the territorial government, said he expects to receive a report on the incident next week.

The mishap has prompted allegations from other members of the 3 & ~ expedition about inexperienced guides and a shoddy camp without any sanitation facilities.

"If it's true, it's something we should be concerned about," Weisbeck said, adding that it was only the second drowning incident involving a guided fishing expedition in recent years.

Joann Johnson, a physical education instructor at the University of Minnesota in Duluth, with 30 years' experience in the wilderness, said the outfitter promised one experienced guide for every two people, but instead there were four fishermen and a guide in each canoe, and most of the guides — including Qaqimat — were inexperienced.

Johnson said Mahoney "was still wearing his sunglasses and there was very little evidence of a struggle" when she helped pull his body out of the river. Qaqimat's body was swept down the river and has not been recovered.

Johnson said Sk was lucky because her guide was experienced, but Qaqimat was only in his second week of working as a guide when he steered his canoe to an area just below a set of rapids, where it she said. Some of the other guides had little more experience than

Her experienced guide told her it was a dangerous area and he refused to take them there, she said.

Johnson also had some concerns about the campsite.

There were no sanitation facilities, and feces and toilet paper from previous expeditions littered the tundra, she said.

And the campsite itself was set up on the south bank of the river, which put it right in the path of the prevailing and incessant wind from the north.

A couple of people had their tents blown down on top of them during the night, and for two days they couldn't even launch their canoes because they were going into such a stiff wind she said.

A lot of these problems could have been avoided if they had set up camp on the north bank, she said.

"I don't have all negative feelings about it — the Canadians on the trip were just great to us. There were 36 men and two women. We loved the country — it was just an operation that was poorly put together."

ITEM 3

NATIVE INSTRUCTOR: COMMENT EXAMPLE

CONCLUSIONS: (see letter 2, appendix)

The Guide Development Course is continuing to produce highly competent guides; and now **is** utilizing Native instructors **to** do SO. Approximately a **100%** increase in course delivery has occurred **in** each year **of** this **course's** existence. Throughout **this**, the target goal-well-trained , safe, competent guides- has never been compromised. The use of native instructors increases the potential of the course in more than one way. During this last on-the-land portion, one of the **Inuit** Guide Candidates approached me with this question: "How come **Joavee is** an instructor?" I replied that it was due to his personal qualities, his dedication, -and three years of very hard study and work-a task so demanding that he almost quit, but persevered to his goal. -

After a few moments of thought, my questioner nodded approval, smiled, and in his second language stated: "It **is good** to have **ESKIMO instructor!**"

RECOMMENDATIONS

1. The present policy of using trained native instructors is to be continued and increased.
2. **Joavee Alivaktuk is** to be used fully **in** his capacity as a trained instructor.
3. **Simeoni Natseck is** to receive the benefit of delivering the Baker Lake course with my supervision and evaluation.

ITEM 4

CURRICULUM: LEVEL 1

Level 1
Guide Development Program
Course Outline

4

MODULE A : INDUSTRY KNOWLEDGE

UNIT ONE: The Components of Tourism

- Lesson 1: Transportation
- Lesson 2: Accommodation
- Lesson 3: Food Services
- Lesson 4: Tourism Activities
- Lesson 5: Promotion

UNIT TWO: The Characteristics' of a Tourist

- Lesson 1: The Tourist as an Individual
- Lesson 2: The Guide as a Tourist
- Lesson 3: Various Categories of Tourists
- Lesson 4: Types of Tourists Within Categories
- Lesson 5: Awareness of Client's Needs and Expectations
- Lesson 6: Tourist Questions and the Importance of Answers
- Lesson 7: Greeting the Client; Finding Likes and Dislikes

UNIT THREE: Tourism and-the Community

- Lesson 1: Identification of Tourism's Effects on the Community
- Lesson 2: Identifying Tourism Potential

UNIT FOUR: Competition in Tourism

- Lesson 1: Identifying Competition Outside of N.W.T.
- Lesson 2: Identifying Competition Within N.W.T.

UNIT FIVE: Tourism and Cash Flow

- Lesson 1: How the Tourist Dollar is Spent
- Lesson 2: Identifying Ways to Give Clients Fair Value
- Lesson 3: The Small Business Concept
- Lesson 4: Revenues, Expenses, Profit and Loss
- Lesson 5: How to Calculate Income Statement
- Lesson 6: How to Decide on a Price for your Service

MODULE B: LEADERSHIP AND COMMUNICATION

UNIT ONE: The Guide's Role

- Lesson 1: Understanding the Guide's Role: Definition and Responsibilities

- Lesson 2: Understanding the Guide's Role: Employer/
Employee Relationships and Employment
Contracts
- Lesson 3: Understanding the Guide's Role: From the
Tourist's Perspective

UNIT TWO: Professionalism and Communication

- Lesson 1: Professional Assertiveness
- Lesson 2: Leadership
- Lesson 3: Developing Judgement in Leadership Situations
- Lesson 4: Maintaining Friendly but Firm Control
- Lesson 5: Communication
- Lesson 6: Using an Interpreter Effectively
- Lesson 7: Professionalism of the Guide

UNIT THREE: Problems, Decisions and Conflict Resolution

- Lesson 1: Problem Solving
- Lesson 2: Logical Steps to Problem Solving
- Lesson 3: Decision Making
- Lesson 4: Logical Steps to Decision Making
- Lesson 5: Resolving Conflict
- Lesson 6: Steps to Resolving Conflict
- Lesson 7: The Belligerent Client
- Lesson 8: Handling Aggression and Belligerence

UNIT FOUR: Promotion of Tourism

- Lesson 1: Promotion of Tourism
- Lesson 2: Promotion of Other Facilities in the Area
- Lesson 3: Promoting Your Own Business
- Lesson 4: Developing Your Own Business

MODULE C: LIFESTYLE AND SERVICE SKILLS

UNIT ONE: Lifestyle Interpretation

- Lesson 1: Lifestyle Interpretation
- Lesson 2: Community Lifestyle
- Lesson 3: Effects of Outside Forces on Lifestyle
- Lesson 4: Area Tradition and Customs
- Lesson 5: Tourism Potential of the Area

UNIT TWO: Travel and Camp Skills

- Lesson 1: Map Reading: Symbols, Contour Lines, Elevations
- Lesson 2: Map Reading: Identifying a Reference Point
- Lesson 3: Direction Finding: Use of the Compass
- Lesson 4: Direction Finding: Using the Sun and a Watch
- Lesson 5: Direction Finding at Night
- Lesson 6: Vehicular Knowledge: Boat
- Lesson 7: Vehicular Knowledge: Snow Machine

- Lesson 8: Creating Guiding Equipment: Collapsible Table
- Lesson 9: Creating Guiding Equipment: Grub Box
- Lesson 10: Shore and Field Lunches
- Lesson 11: Camp Set-Up

UNIT THREE: Additional Service Skills

- Lesson 1: Fish Handling
- Lesson 2: Trophy Fish Handling
- Lesson 3: Proper Catch and Release Methods
- Lesson 4: Knot Tying and Rope Splicing
- Lesson 5: Survival Techniques
- Lesson 6: Survival Signals
- Lesson 7: Photography
- Lesson 8: Technical Aspects of the Camera
- Lesson 9: Posing of Photos

MODULE D: SAFETY AND FIRST AID

UNIT ONE: Safety Awareness

- Lesson 1: Safety Awareness
- Lesson 2: Boat Safety
- Lesson 3: Campsite Safety

UNIT TWO: First Aid

- Lesson 1: Choking -
- Lesson 2: Recovery Position
- Lesson 3: The Unconscious Casualty
- Lesson 4: Artificial Respiration
- Lesson 5: Treatment of Shock
- Lesson 6: Bleeding Wounds
- Lesson 7: Slings
- Lesson 8: Injuries to Bones and Joints
- Lesson 9: Splinting and Bandaging
- Lesson 10: Injuries to Head, Neck and Spine
- Lesson 11: Burns and Scalds
- Lesson 12: Heat Cramps and Exhaustion
- Lesson 13: Diabetes
- Lesson 14: Handling the Injured

UNIT THREE: Hypothermia and Near Drowning

- Lesson 1: Hypothermia - Prevention and Treatment
- Lesson 2: Near Drowning in Cold Water

MODULE E: TOUR ADMINISTRATION

UNIT ONE: Tour Preparation and Regulations

- Lesson 1: Tour Organization
- Lesson 2: Checklist Development
- Lesson 3: Government Regulations

UNIT TWO: Menu Development and Cooking Skills

- Lesson 1: Menu Development
- Lesson 2: Planning Menus
- Lesson 3: Packing and Maintaining a Grub Box
- Lesson 4: Outdoor Cooking Skills
- Lesson 5: Recipes

UNIT THREE: Hygiene Consideration and On-The-Land Training

- Lesson 1: Basic Hygiene
- Lesson 2: Basic Hygiene
- Lesson 3: Proper Sanitation, Hygiene and Cleanliness
Procedures
- Lesson 4: On-The-Land Training
- Lesson 5: Training Considerations

ITEM 5

EVALUATION DETAIL: LEVEL 1 AND LEVEL 2

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LEVEL I GUIDING .
EVALUATION

Goals:

High standards of professionalism and competence are maintained in the Guide Development Program. Both the **test** (written or oral) and observations of hands-on application of principals will be used to determine a pass/fail Status.

Gross breaches of safety, inability to handle emergency situations, lack of ambition, poor hygiene or work habits will be themselves determine a fail grade.

Assessment of student achievement "will be based on the following:

Formal Exam	2	5	%
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Demonstrated Knowledge:

- | | |
|--|-----|
| a) Tourism Industry Knowledge | 5% |
| b) Professionalism & Safety | 20% |
| c) Navigation/Survival | 10% |
| d) First Aid | 20% |
| e) Food Planning, costing,
cooking, hygiene | 15% |
| f) Regulations/Catch & Release | 5% |

● For **added information see:**

"Evaluation detail of Student Assessment"

**LEVEL I GUIDING
EVALUATION DETAIL OF STUDENT ASSESSMENT**

<u>ITEM</u>	<u>DESCRIPTION</u>	<u>O/A VAL'</u>
1. Written/Oral Exam	Level I Guiding Exam	25%
2. Tourism Industry Knowledge	Observations of role-play involvement class assignments and participation will be used to assess the following items: a) Components of Tourism 1% b) Characteristics of a Tourist 1% c) 'Tourism and the Community 1% d) Competition in Tourism 1% e) Tourism and Cash Flow 1%	5%
3. Professionalism and Safety	Demonstrations of ability will be assessed in: ' a) Camp set-up - this includes . camp-site selection, camp set-up organization? human waste and garbage control. Igloo building is also assessed when appropriate. b) Observations of the Leadership abilities (problem solving, discussion making) safety precautions and promotional understanding	20%
4. Navigation & Survival	Demonstrations of compass and map use (5%). Demonstrations of survival knowledge and signals (5%)	10%
5. First Aid	a) St. Johns standard (10%) b) Hypothermia and near drowning(10%) This includes use of basic CPR method as well as demonstrations of proper treatment for both emergencies.	20%
6. Food Management	A) Food planning and costing (5%) The guide will prepare a 5 day menu for 4 people. He will also produce a purchase list for the menu and give a cost estimate. b) by demonstrations, the guide well prepare 1 full day's meals according to the menu (5%) c) By demonst!ration, the guide will be assessed on: - cooking, hygiene' (5%)	15%
7. Regulations	The guide will demonstrate a knowledge 5% of regulations governing: - fish and wildlife - boats - guides and outfitters . This will be determined by oral response to questions or be demonstrated by , , role-play	5%
		<u>100%</u>

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LEVEL II

SPORT FISHING GUIDE EVALUATION

GOALS:

Successful guide candidates shall demonstrate a high level of achievement in the areas of Safety, professionalism and skill competence. Both the test (written or oral) and observations of hands-on application of principles **will** be used to determine a pass/fail status. In the case of candidate illiteracy and/or severe translation difficulties only those elements of the exam which constitute demonstrated ability will be used.

Gross breaches of safety, inability to handle emergency situations, lack of ambition, poor hygiene or work habits will, by themselves, determine a **fail grade**.

Assessment of student achievement will be based on the following:

Formal Exam	25%
Demonstrated knowledge: "	
(a) Tourism and hospitality awareness	10%
(b) Professionalism and safety	10%
(c) Fishing and Boating Expertise	15%
(d) Navigation/survival	10%
(e) Safety and First-aid	15%
(f) Camp set-up/cooking/hygiene	10%
(g) Regulations	5%

*See: Evaluation detail of Student Assessment.

LEVEL II
SPORT FISHING GUIDE EVALUATION

<u>ITEM</u>	<u>DESCRIPTION</u>	<u>O/A VALUE</u>
1. Written/oral exam	Level II Sport Fishing	25%
2. Tourism & hospitality awareness	Class participation, role-play involvement and general observations will be used to assess the following: (a) Understanding the role of fishing lodges (b) Understanding the economics of tourism (c) Understanding competition (d) Business Concepts (e) Greeting & understanding the tourists needs	1%)) 2%) 1%) 1%)10%) 5%)
3. Professionalism & Safety	Demonstrate ability will be assessed for: -Leadership ability (Safety) -control of difficult situations ' -maintaining communication -understanding responsibilities	3%) 2%) 10% 3%) 2%)
4. Fishing Boating Expertise	Ability will be assessed for: -awareness of different fishing styles -tackle familiarity -fish-finding and handling -boat handling and set-up -fish handling procedures -advanced boating -trolling patterns	1%) 1%) 4%) 4%) 15% 1%) 3%) 1%)
5. Navigation and Survival	Proficiency determined in: -Map reading -compass use -other navigational methods -survival signals -hypothermia awareness -control of hazardous situations	2%) 1%) 1%) 10% 2%) 2%) 2%)

6.	Safety and First Aid	Competence in demonstrations of: St. John's Standard C.P.R. Safety awareness	5%) 5%) 15% 5%)
7.	Camp Considerations	Proficiency evaluated in: -camp & shore-lunch sites -hygiene -menu development -packing & pre-organizing -wilderness cooking -photography	 2%) 2%) 1%) 10% 2%) 2%) 1%)
8.	Regulations	Proficiency demonstrated in: -Fishing regulations -Boating regulations	 3%) 5% 2%)

TOTAL ASSESSMENT

100%

ITEM 6

CURRICULUM: LEVEL 2 BIG GAME HUNTING

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MODULE A: THE CONCEPTS OF GUIDING

UNIT ONE: Introduction to Guiding
UNIT TWO: Impacts and Change
UNIT THREE: The Business of Guiding
UNIT FOUR: The Guide Defined

MODULE B: GUIDING SKILLS

UNIT ONE: Firearms
UNIT TWO: Game Animal Knowledge
UNIT THREE: Navigation
UNIT FOUR: Emergency Skills
UNIT FIVE: Safety and First Aid
UNIT SIX: Photography -

MODULE ~~ON~~ THE-LAND CONSIDERATIONS

UNIT ONE: Preparing for the Hunt
UNIT TWO: Transportation
UNIT THREE: Camp Considerations
UNIT FOUR: Outdoor Cooking
UNIT FIVE: Regulations

UNIT **ONE:** INTRODUCTION TO GUIDING

- LESSON 1: Introduction to Big Game Hunting
- LESSON 2: The requirements of the meat hunter
- LESSON 3: The requirements of the adventurer
- LESSON 4: The needs of the trophy hunter
- LESSON 5: Political concerns: anti-hunting groups
- LESSON 6: Political concerns: pro-hunting groups
- LESSON 7: Methods of promotion (introduction)
- LESSON 8: Package tours and booking agents
- LESSON 9: Client needs and expectations
- LESSON 10: Tourists and questions
- LESSON 11: Greeting the client
- LESSON 12: Revenue potential
- LESSON 13: Growth potential

UNIT TWO: IM-PACTS AND CHANGE

- LESSON 1: Foreign competition
- LESSON 2: Internal competition
- LESSON 3: Boundaries and limitations
- LESSON 4: Avenues for change
- LESSON 5: The need for conservation

UNIT THREE: THE BUSINESS OF GUIDING

- LESSON 1: The financial aspects of hunting
- LESSON 2: Cash flow
- LESSON 3: Fair value
- LESSON 4: Small business concepts
- LESSON 5: Accounting terminology
- LESSON 6: Income statements
- LESSON 7: Bookkeeping methods

UNIT THREE: THE BUSINESS OF GUIDING (cont'd.)

- LESSON 8: Setting a price on service
- LESSON 9: The promotion industry
- LESSON 10: Generating repeat business
- LESSON 11: Promoting other facilities
- LESSON 12: Advertising
- LESSON 13: Developing your business

UNIT FOUR: THE GUIDE DEFINED

- LESSON 1: The guide's responsibilities
- LESSON 2: The guide's role
- LESSON 3: The guide, the client, the game
- LESSON 4: The tourist's view of the guide
- LESSON 5: Professionalism
- LESSON 6: Assertiveness -
- LESSON 7: Leadership and good judgement
- LESSON 8: Problem solving
- LESSON 9: The belligerent-client
- LESSON 10: The ethics of a guide

UNIT ONE: FIREARMS

- LESSON 1: Firearms safety
- LESSON 2: Firearm identification
- LESSON 3: Theory of ballistics
- LESSON 4: Trajectory and wind deflection
- LESSON 5: Sight adjustments
- LESSON 6: Shooting positions
- LESSON 7: Close range sighting
- LESSON 8: Long range practice
- LESSON 9: Maintaining zero
- LESSON 10: Cleaning firearms
- LESSON 11: Misfiring
- LESSON 12: Poor accuracy
- LESSON 13: Firearm troubleshooting
- LESSON 14: Introduction to-reloading
- LESSON 15: The six steps in reloading
- LESSON 16: Primitive weapons
- LESSON 17: Archery considerations
- LESSON 18: Limitations of muzzle-loaders

UNIT TWO: GAME ANIMAL KNOWLEDGE

- LESSON 1: Big game anatomy
- LESSON 2: General biological information for:
 - Caribou
 - Moose
 - Muskox
 - Dan's sheep
 - Polar Bear
 - Black Bear .
 - wolf
 - Seal
 - Parasites and Diseases

UNIT TWO: GAME ANIMAL KNOWLEDGE (cont'd.)

- LESSON 3: The philosophy of trophy hunting
- LESSON 4: Trophy measurement
- LESSON 5: Caping horned or antlered game
- LESSON 6: Horn or antler removal
- LESSON 7: Skinning non-antlered game
- LESSON 8: Care and handling of hides
- LESSON 9: Meat handling

UNIT THREE: NAVIGATION

- LESSON 1: Introduction to map reading
- LESSON 2: Use of longitude and latitude
- LESSON 3: Introduction to compass use
- LESSON 4: Direction finding (sun and watch)
- LESSON 5: Direction finding (stars)

UNIT FOUR: EMERGENCY SKILLS

- LESSON 1: Survival techniques
- LESSON 2: Survival signals
- LESSON 3: Knot tying and rope splicing

UNIT FIVE: SAFETY AND FIRST AID

- LESSON 1: Safety awareness
- LESSON 2: Water safety
- LESSON 3: Campsite safety
- LESSON 4: Choking
- LESSON 5: Recovery position
- LESSON 6: The unconscious casualty
- LESSON 7: Artificial respiration
- LESSON 8: Treatment of shock

UNIT FIVE: SAFETY AND FIRST AID (cont'd.)

- LESSON 9: Bleeding wounds
- LESSON 10: Slings
- LESSON 11: Injuries to bones and joints
- LESSON 12: Splinting and bandaging
- LESSON 13: Injuries to head, neck and spine
- LESSON 14: Burns and scalds
- LESSON 15: Gun shot wounds
- LESSON 16: Diabetes
- LESSON 17: Handling the injured
- LESSON 18: Frostbite
- LESSON 19: Hypothermia
- LESSON 20: Near drowning

UNIT SIX: PHOTOGRAPHY

- LESSON 1: Introduction to photography
- LESSON 2: Technical information
- LESSON 3: Posing of photos

UNIT ONE: PREPARING FOR THE HUNT

- LESSON 1: Pre-planning the hunt
- LESSON 2: Booking a client
- LESSON 3: Preparing necessities
- LESSON 4: Checklist development
- LESSON 5: Tour organization
- LESSON 6: Checking the client's equipment

UNIT TWO: TRANSPORTATION

- LESSON 1: Load transportation
- LESSON 2: Client check-out
- LESSON 3: Boats and equipment
- LESSON 4: Snow machines and equipment

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UNIT THREE: CAMP CONSIDERATIONS

- LESSON 1: On-the-land training
- LESSON 2: Preparations for-the trip
- LESSON 3: Campsite selection
- LESSON 4: Camp set-up
- LESSON 5: Hygiene considerations

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UNIT FOUR: OUTDOOR COOKING

- LESSON 1: Menu development
- LESSON 2: Food requirements-
- LESSON 3: Packing and maintaining a grub-box
- LESSON 4: Outdoor cooking skills
- LESSON 5: Recipes

UNIT FOUR: OUTDOOR COOKING (cont'd.)

- LESSON 6: Field lunches
- LESSON 7: Creating guiding equipment (table)
- LESSON 8: Grub-box construction

UNIT FIVE: REGULATIONS

- LESSON 1: Firearms regulations
- LESSON 2: Wildlife regulations
- LESSON 3: Guide and outfitter regulations
- LESSON 4: Vehicular regulations

ITEM 7

OBSERVERS ASSESSMENT: LEVEL 2 HUNTING

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September 3, 1987

EVALUATION OF "BIG GAME GUIDING COURSE LEVEL II"

The above course was established to provide training and knowledge for students who are interested in embarking out or providing guided hunts for big game, caribou, polar bear and muskox. The course in general, it was felt, provided a very good basis for starting out in these activities. Below are various points which come to mind regarding the areas of strengths and weaknesses as seen on this course.

Strengths

1. **Overall** content - was very good it appeared to focus on all facts of guiding hunts from the minute they arrive to the time they depart.
2. Personal Improvements - various aspects forced the students to look at **it's** own ability and knowledge and how these could be improved or changed.
3. Firearm safety - to make the **NWT** Firearm Safety Course mandatory was excellent and should be so in every such cause of this type.
4. Marksmanship and field gun safety instructions - "Excellent" All students **became** more aware of these aspects ten fold and much more confident in sighting in their firearms. Proven by the caribou harvested during the field trip.
5. Camp meals and **meal** planning - "Excellent". The whole process was well organized and in some cases students had to learn to cook themselves before they could cook for others. This was proven **successful** by the meals prepared on the field trip.
6. Focus in preparation of meals and use of kitchen cooking equipment - very good an important aspect of any guided hunt and the students learned a great deal in these areas.
7. **Regs** and enforcement - the amount of time and focus on these items was very **well** done. Students seemed to become much more aware of various **regs** which were straight forward and others which were very complicated.
8. The encouragement and advise to learn and check into various **regs** was very well handled.

3. The equipment usage and care was well stressed and some good demonstrations given.
10. The breakdown of time from class sessions to field time was good as it was nicely intermixed with theory and practical activities.
11. Field camps - well chosen and **allowed** the field activities to be demonstrated and carried out.

Weaknesses

1. Firearm Safety Course - appeared to be somewhat spread out over the whole course. It was felt some continuity was lost by jumping from the Firearms Safety Course to menu planning.
2. A few more equipment items could have been useful in teaching some of the lessons, namely shotguns. Also practice on the use of shotguns.
3. Time - 3 weeks was **somewhat** short for the material covered. Four weeks would be much more suitable for all the items covered. Translating time would double everything.
4. Field camp - could have **been** improved somewhat if enough time was **alloted** for each student to be head guide for 2 consecutive days instead of one.
5. Translations - at times the English used was too lengthy a dialogue to allow for greatest ease in translating.

All in all the contents 'were well planned and organized, only time was the greatest drawback to enhance all aspects.

Roger Toews
Renewable Resource Officer
Baker Lake

ITEM 8

CURRICULUM: LEVEL 2 SPORT FISHING GUIDE

INDEX

MODULE A: TOURISM AND HOSPITALITY AWARENESS

UNIT ONE: UNDERSTANDING TOURISM

- LESSON 1: Seeing the tourist as an individual
- LESSON 2: Identifying needs and problems
- LESSON 3: The Role of Tourism
- LESSON 4: Economics of Tourism
- LESSON 5: Industry Involvements
- LESSON 6: The role of the fishing Lodge
- LESSON 7: Growth potential

UNIT TWO: UNDERSTANDING COMPETITION

- LESSON 1: Business and competition
- LESSON 2: International competition
- LESSON 3: Canadian competition
- LESSON 4: N.W.T. competition
- LESSON 5: Resource pressure
- LESSON 6: Consumptive vs. non-consumptive activities

UNIT THREE: BUSINESS CONCEPTS=

- LESSON 1: Promotion
- LESSON 2: Marketing
- LESSON 3: The profit motive
- LESSON 4: Cash flow
- LESSON 5: Contracts

MODULE A: TOURISM AND HOSPITALITY AWARENESS (CONTINUED)

UNIT FOUR: PROFESSIONALISM

- LESSON 1: The professional **guide**
- LESSON 2: The professional **image**
- LESSON 3: Responsibilities to the client
- LESSON 4: Responsibilities to the law
- LESSON 5: The responsibility to the resource
- LESSON 6: Ethics of conservation
- LESSON 7: The responsibilities to the employer
- LESSON 8: Professional assertiveness
- LESSON 9: The necessity for communication
- LESSON 10: Leadership
- LESSON 11: Control
- LESSON 12: Decisions and problems
- LESSON 13: Settling conflict
- LESSON 14: Conflict **role-play**
- LESSON 15: Handling belligerent people
- LESSON 16: The guide conference

MODULE B: GUIDING SKILLS

UNIT ONE: FISHING EXPERTISE

- LESSON 1: Different fishing styles
- LESSON 2: Fly fishing **equipment**
- LESSON 3: Bait-casting equipment
- LESSON 4: Spin fishing equipment
- LESSON 5: Trolling equipment
- LESSON 6: Lines and knots
- LESSON 7: End tackle
- LESSON 8: Handling lures
- LESSON 9: Landing net use
- LESSON 10: Technical fishing aids
- LESSON 11: Knife selection and sharpening
- LESSON 12: Ropes and knots
- LESSON 13: Area familiarity
- LESSON 14: Finding fish
- LESSON 15: Fish handling
- LESSON 16: Trophy fish

MODULE B: **GUIDING** SKILLS (CONTINUED)

UNIT TWO: FISH INFORMATION

- LESSON 1: AREA SPECIFIC FISH - Their histories and parasites
- LESSON 2: Proper catch and release methods

UNIT THREE: NAVIGATION

- LESSON 1: Map symbols
- LESSON 2: Longitude and latitude
- LESSON 3: Compass bearings
- LESSON 4: Compass - land use
- LESSON 5: Compass - map use
- LESSON 6: Sun and watch for navigation
- LESSON 7: Navigation at night

UNIT FOUR: SURVIVAL TECHNIQUES

- LESSON 1: Cold water immersion
- LESSON 2: Survival **attitude**
- LESSON 3: Survival - case study
- LESSON 4: Survival signals
- LESSON 5: Equipment -
- LESSON 6: Appropriate clothing

UNIT FIVE: SAFETY AND FIRST-AID

- LESSON 1: Safety attitudes
- LESSON 2: Water Safety
- LESSON 3: Boat and fuel safety
- LESSON 4: Case study - **N.W.T.** tragedies
- LESSON 5: Examining various flotation devices
- LESSON 6: **Lifejackets** and survival rates
- LESSON 7: Fish hook hazards
- LESSON 8: Campsite safety
- LESSON 9: Treatment for choking
- LESSON 10: " Recovery position
- LESSON 11: Treating the unconscious person
- LESSON 12: Artificial respiration (3 methods)

UNIT FIVE: SAFETY AND **FIRST** AID (CONTINUED)

- LESSON 13: Shock
- LESSON 14: Bleeding
- LESSON 15: Slings
- LESSON 16: Bone and joint injuries
- LESSON 17: Splinting and bandaging
- LESSON 18: Neck, head and spine injuries
- LESSON 19: Burns and scalds
- LESSON 20: Heat cramps and exhaustion
- LESSON 21: Diabetic coma and Insulin shock
- LESSON 22: Transportation
- LESSON 23: Hypothermia
- LESSON 24: Near-drowning

UNIT SIX: PHOTOGRAPHY

- LESSON 1: Basic photography
- LESSON 2: Principles of photography
- LESSON 3: Photo composition
- LESSON 4: Trophy photography
- LESSON 5: Technical photography

MODULE C: ADMINISTRATION AND PRESENTATION

UNIT ONE: PRACTICAL EXPERTISE

- LESSON 1: Understanding the training considerations
- LESSON 2: Administration requirements
- LESSON 3: Planning the event
- LESSON 4: Confirmation of requirements
- LESSON 5: Checklist development
- LESSON 6: Client **preparation**

UNIT TWO: BOATING KNOWLEDGE

- LESSON 1: **Pre-boating** check
- LESSON 2: Cleaning and maintaining the boat
- LESSON 3: Cleaning and maintaining the motor
- LESSON 4: Boat set-up and loading
- LESSON 5: Consideration for client safety and comfort
(Case study)
- LESSON 6: Advanced boat handling
- LESSON 7: Trolling pattern and methods
- LESSON 8: Fish-on boat handling

MODULE C: ADMINISTRATION AND PRESENTATION (CONTINUED)

UNIT THREE: ON-THE-LAND CONSIDERATIONS

- LESSON 1: Camp set-up introduction
- LESSON 2: Consideration for campsites or shore-lunch sites
- LESSON 3: Organization of the campsite
- LESSON 4: Introduction to hygiene
- LESSON 5: The needs for proper hygiene
- LESSON 6: Sanitation, hygiene and cleanliness procedures

UNIT FOUR: WILDERNESS COOKING

- LESSON 1: Introduction to camp cooking
- LESSON 2: Menu development
- LESSON 3: Packing and pre-organization
- LESSON 4: Cooking-box considerations
- LESSON 5: Food preparation
- LESSON 6: Shore-lunch considerations
- LESSON 7: Basic recipes -

UNIT FIVE: REGULATIONS -

- LESSON 1: Introduction to regulations
- LESSON 2: Fishing regulations
- LESSON 3: Boating regulations
- LESSON 4: Catch and release
- LESSON 5: Identification-of tagged fish

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ITEM 9

INPUT REQUEST: SCHEDULING

September 8, 1987

^F1^
^F2^
"F3"
"F4"

Dear ^F5^:

RE: INFORMATION LEADING TO THE SCHEDULING OF
GUIDE TRAINING COURSES

I need your inputs in order to prepare a report that will have a direct bearing on the positioning of Guide Training Courses. Any reports, data or other pertinent information that you feel are relevant should be included. The following avenues are indicative of the types of information needed.

1. What is the projected tourism growth in your area for:
(a) the immediate year?
(b) a five year estimate?
2. What types of activities do you see as having guide involvements? (i.e. fishing, hunting, mountain hunting, interpretation etc.)_
3. What is the number of guides required for each category in your area? (immediate and five year estimate)

I realize this is a tall order, however, without the proper inputs, schedules and positions of courses can't truly reflect the needs of the area. I'd also be interested in long-range developmental marketing plans, so training could be prepared with these considerations in mind.

Deadlines are hard task masters, but I certainly do have one. Please give this your immediate attention so your views can be included.

The following pages will give you more details about the course itself.

Yours truly,

Wes. Werbowy

ITEM 10

FORT SMITH REGION REPORT

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Economic Development & Tourism

November 20, 1987

Wilderness Consultants
Box 1183
Fort Smith, N.W.T.
XOE OPO

Dear Wes:

INFORMATION LEADING TO THE SCHEDULING OF GUIDE TRAINING COURSES

Through various avenues of investigation, we have managed to put together this report to assist you in the scheduling of guide training courses. Unfortunately, there are no recent relevant studies that directly relate to the needs of your overall request.

Projected tourism growth 'for the immediate year and a five year estimate?

Based on project-ions from the TravelArctic 3 Year Marketing Strategy and Plan (1987 - 90), Tourism growth¹ from the demand side is expected to increase by the following:

1986 - 87 (GNWT fiscal year)	29.6 %
88	67.7 %
89	127'.0 %

At this time we do not have 5 year growth projections, but for our use the 3 year demand projection should suffice. The response time of the supply side tends to lag a couple of years behind that of demand.

The number" of guides required for each category in the Fort Smith Region (immediate and five year estimate).

¹ Using a year 1 base of 17,000 tourists and realizing an increase in the aggregate number of visitors to the NWT over 3 years by 38,142.

Attached are lists of outfitters (nonconsumptive)² and lodges (tourist establishments) that our office licenses. The number of guides generally employed by each specific operator is indicated.

Please be aware that estimates were made for some of the operations, but they were only attached to small operations where inaccurate information would not tend to skew the data significantly. For instance, some of the lodges do not supply a guide on a regular basis, but upon demand the manager or camp attendant will generally guide the client. Based on our knowledge of the operation, we attached the requirement of either 1 or 2 guides.

LODGES - SPORT FISHING

There are 36 lodges in the Fort Smith Region and of these 33 are presently licensed. The other 3 have building permits and it is expected that 1 of them will be licensed and operating by this spring (Nahanni Mountain Lodge; naturalist lodge requiring 1 or 2 guides). The other two, for various reasons, should be discounted from any projections.

Of the 188 guides listed for lodges, 184 work for lodges that primarily promote sport-fishing experiences. Of the 184 guides, 161 are employed at lodges that operate on a regular basis throughout the summer (approx. 60 - 70 day season) months. That equates to steady summer jobs for these guides. The remaining lodges employ 23 sport-fishing guides at various times throughout the summer. Work at these lodges is sporadic.

As an extra note, a significant portion of the 23 guides was estimated by us based on the knowledge that some of the lodges from this population provide attendants when the lodges are occupied.

In summary, 161 sport-fishing guides work on a steady basis during the summer months and the remaining 23, work on a somewhat sporadic basis. If guide training was to become mandatory, somewhere between 161 and 184 guides would require immediate training for the Fort Smith Region.

LODGES - NATURALIST

²For the purposes of clarification, outfitters that are not licensed to hunt big-game will be referred to as non-consumptive outfitters.

There are 2 lodges in the Region that are nonconsumptive in nature. One lodge is presently licenced and employs 3 guides and the other will probably employ one guide when it is licenced this spring. Both of these lodges need interpretive training courses for their guides.

NON-CONSUMPTIVE OUTFITTERS

Presently, there are 26 non-consumptive outfitters licenced in the Region and they employ an estimated 74 guides. Of these 25 outfitters, 5 are "Southern" owned operations that primarily employ "Southern" residents as guides.

It is believed that the 5 outfitters would not participate in the Guide Development Program unless it became mandatory. Assuming this is correct, then 28 of the 74 guides would not be interested in training at this time.

We believe that the training path for all of the guides in this category should eventually culminate with an interpretive-guiding course.

If guide training was to become mandatory, then 74 guides in this category would require immediate training. Interpretive guiding would be desirable for all of this category as well as some whitewater canoeing skills for a portion of the group.

BIG GAME HUNTING

The Department of Renewable Resources licenses the outfitters that fall in this category. All guides employed by outfitters are required to have licenses and therefore, by compiling the licenses, a fairly accurate picture of immediate requirements could be painted. The Yellowknife office has done this, but unfortunately they were having computer problems and could not access the information for us.

There are 6 licensed Class "B" Outfitters and one licensed Class "A" Outfitter who operate in the Region. We did manage to contact 3 of the Class "B" Outfitters and, all combined, they employ a total of 18 guides. Therefore, at present, we will have to assume that there are 36 Class "B" guides in need of immediate training. We have no information on the Class "A" Outfitter who also happens to be a 'Southern Resident' and employs "Southern" residents in his other business which is nonconsumptive outfitting.

There are no Class "C" Outfitters licenced to Operate in the Region.

Apart from the licenced operators mentioned above, there are some new operations where immediate training could and should become a high priority.

The Fort Providence Dene Band are requesting immediate training for 12 - 15 guides. They are moving towards a big game hunting operation that would be focused at the Wood Bison in the Providence area.

Renewable Resources are on the verge of amending their regulations to allow licenced hunting for black bear. The Fort Smith Hunters' and Trappers' Association wish to pursue an outfitting business in this area and have indicated that they would be able to field 12 candidates for training.

If licensing for black bear is realized, then Lac La Martre is interested in pursuing outfitting in this area as well. There is also a chance that Fort Liard may wish to pursue the same.

FIVE YEAR ESTIMATE OF GUIDES REQUIRED

Because of the present lack-of base data, addressing this area will be somewhat speculative to say the least. None the less, we shall make the effort.

If we were to create a theoretical assumption that supply will increase to meet projected demand and that supply would lag 2 years behind, then we would arrive at the following conclusions:

1. For sport fishing guides we would require 238 (134 * 1.296) by 1989, 308 (184-* 1.677) by 1990 and 417 (184 * 2.27) by 1991. --
2. For interpretive guides (74 + 4) we would require 101 (78 * 1.296) by 1989, 131 (78 * 1.677) and 177 (78 * 2.27) by 1991.
3. For big 'game hunting guides (36 + 24) we would require 77 (60 * 1.296) by 1989, 100 (60*1.677) by 1990 and 136 (60 * 2.27) by 1991.

In theory the exercise is useful, but the reality is that in our area, we are dealing with limited human and renewable resources. These limited resources could limit the ability of the supply side (new or expanded

operations) to match that of demand.

Based on specific knowledge of the industry, we can make some projections that must be considered highly subjective in nature. To do this we will make the assumption that the turnover of trained guides will be nonexistent.

LODGES

There are approximately 9 lodges that are operating near their capacities for guests and thus, guides. Because of limited fish stocks there is no opportunity for these lodges to expand. These lodges employ 157 guides. Therefore, 31 (188 - 157) guides are employed by other lodges that are running below their capacities and employment potentials. Based on our subjective knowledge of the industry, we will estimate that the lodges are running at 30 % of their potential. We should assume that because these lodges are operational, there will be no time lag for supply to match demand (staying within the capacities of the lodges). Based on TravelArctic's projections that visitation will increase by 67.7 % in 1988, the lodges should be running near capacity. Lets use a more modest figure of 75 % capacity to insert into the following formula:

$$31 \text{ (guides)} / (75\% - 30\%) = 69 \text{ guides}$$

Therefore an additional 38 (69-31) guides would need training to address increased utilization of the lodges.

OUTFITTERS (NONCONSUMPTIVE)

There is room for new operations and expansion of existing operations in this area. Expansion in this area is market driven and the -2 year supply lag is fairly accurate. Therefore, the theoretical exercise done earlier could apply, but it should be tempered to reflect a more modest increase.

BIG GAME OUTFITTERS

As mentioned earlier, there is a desire for some new operations in this category. We have little available data on growth potential of the existing operators. If they are running near capacity, which we know some are, then the opportunities for increases in tags would have to be projected first.

PROJECTION CONSTRAINTS

A mechanism to track the turnover rate and travel or work patterns of guides is required to facilitate training projections. Because of the industries easy entry and exit characteristics for guides, it is impossible to calculate the true turnover rate of the guiding population.

If licenses were issued to guides of all disciplines, then guides could be tracked effectively. Compilations and comparisons of all the licenses would disclose the patterns of guides changing activities (i.e., lodges to outfitters) , changing operators, and moving in and out of the guiding industry (i.e., 1 year guiding, the next driving truck).

In conclusion, we hope that our input will assist you in your program. As we are sure you realize, to accurately respond to your request would require a resource demanding study of no small proportion. Undoubtable, such a study seems to be warranted as interest for the Guide Development Program is increasing by geometric proportions.

In conversations with several operators we have become aware that they have not read the course manuals. In some cases, inaccurate criticisms of the course have arisen for this reason. May we suggest that manuals are printed and distributed to all licenced operators in the N.W.T. This would undoubtable create an environment for meaningful input, an awareness and probably an enthusiasm about the course. If operators are excited about the course they will encourage their guides to take it.

Yours sincerely,

Gordon Connon
Tourism Marketing
and Development Officer

Attachments

cc: Peter Neugebauer

Appendix "A"

LODGES

Name	Guides
----- Arctic Circle Lodge **	27
Appleby Point (OP)	
The Cove OP	
Kendall River OP	
Melville Creek OP	

Bransons Lodge **	25
Char Outpost OP	
Katseyedie Outpost OP	

Great Bear Lodge **	20
Explorers' Club	
Neiland Bay OP	

Great Bear Lake Lodge **	36
Tree River Outpost OP	

Great Bear L. Subtotal - (Excludes GBL Tropy Lodge)	108

Stagg Lake Lodge	0

Great Slave Lake Lodge **	24

Trophy Lodge	0

Prelude Lake Lodge	1

Namushka Lodge	0

Frontier Fishing Lodge **	12

Hearne Lake Lodge	0

Brabant Lake Lodge **, ,	8

Trout Lake Dene Lodge	0

Indian Mountain - Fishing Lodge	0

Yellowknife Lodge	5

Deegahni Lake Camp	1

----- Blachford Lake Lodge	0
----- Rutledge Lake Lodge E. Rutledge Lake Lodge W.	0 "
----- Pilot Lake Cabins	1
----- Nonacho Lake - Fishing Camp	1
----- Hanging Ice - Fishing Lodge Hawk's Roost Outpost OP	1
----- Katimavik Lodge	2
----- Lady Grey Lake Outftrs. Big Pine Narrows - Camp	2
----- Lynx Tundra Lodge "	3
----- Watta Lake Lodge **	- 4
----- Thuban Lake Lodge	1
----- Moraine Point Lodge	3
----- Mackay Lake Lodge	3
----- Whitewood Lodge	0
----- Jim Harrisonts - Northern Outpost	0
----- Camp Lockhart (Echo Bay)	0
----- North Star Resort	0
----- Meni Dene Lodge ** Meni Dene Tent Camp	5
----- Hottah Lake Outpost Camp	2
----- Nahanni Mountian Lodge	1
----- Total Guides for Lodges	188

Note: "**", denotes lodges operating on a regular basis

Appendix "B"

Non-Consumptive Outfitters

Name	Guides
Aurora Sportfishing	2
Northwest Expeditions Ltd.	7
Canoe Arctic Inc.	2
Mackenzie River Cruises	1
Blackfeather Wilderness - Adventure Tours	12
Snowcraft Cruises - Great Slave Lake Outfitters	2
Arctic Waterways	5
Big River Service- Centre Limited	1
Subarctic Wilderness- Adventures	-18
Great Slave Lake- Sledging Company Ltd.	3
Nahanni National - Park Tours	0
Yellowknife Traders	1
East Wind Arctic Tours- and Outfitters Ltd.	3
Bluefish Services	2
Simpson Air	0
Sail North	2
Nahanni River - Adventures Ltd.	2
Nahanni Rafting and -	2

Page 2
Outfitters

Wilderness Adventures “	
Meni Khon Outfitters	0
Great Slave Lake Cruises	1
Roven Raven Boat Tours	1
Tucho Tours	2
Tochatwi Outfitters	1
Deh Cho Air Ltd.	0
Rabesca Company Outfitting	2
Muriel Betsina	2

Total Guides -	74
(Non-consumptive Outfitters)	-----

ITEM 11
EQUIPMENT LISTING
-

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Class Material
Level I

<u>ITEM</u>	<u>QTY</u>	<u>DATE</u>						
T.V. Monitor	1							
O.H. Projector	1	"						
spare bulbs	2							
slide projector	1							
spare bulbs	2							
video camera	1							
batteries	3							
V.C.R.	1							
set of wires	1							
V.H.S. tape	1							
set of tapes (instructional)	1							
35 mm camera -	1							
rolls film	2							
tripod	1							
polaroid	1							
films polaroid)	2							
first aid books(inuk/English)	set							
F.A. equipment	1 set							
F.A. forms	set							
Arctic College forms	set							
ONE MASTER SET (15 copies-of each handout)								
table plans"								
grub box plans								
transparencies								
student list								
account sheets								
pens	12							
pencils	12							
student folders	15							
file folders and container	10							
envelopes	10							
pcs chalk	10							
flip chart	1							
felt pens	3							
pkgs writing paper	3							
compasses	3							
area maps ,	5							
world map								
brochures	1 set							

Signature

**GRUB-BOX
Level I**

<u>ITEM</u>	<u>QTY</u>	<u>DATE</u>							
MOD 431 + 1 single burner	1								
Coleman stove	1								
412A-262 for each extra generator									
MOD 22A Coleman lamp (small) . .	1								
extra generator	1								
funnel	1								
pks mantles	1								
cutting board (small)	1								
dish pans	2								
utensil tray	1								
knives	6								
soup spoons	6								
tea spoons	6								
forks	6								
can opener	1								
large knife	1								
small knife									
large spoon	1								
egg flipper	1								
plates	6								
cups	6								
bowls	6								
spice ctr and spices	1								
large frying pan (cast iron)	1								
small frying pan (cast iron)	1								
cooking pots	set								
tea kettle	1								
flint striker	1								

Signature

**LEVEL I
TOOL BOX LIST**

<u>ITEM</u>	<u>QTY</u>	<u>DATE</u>				
Skil saw	1					
ply blade	1					
jig saw	1					
blades	5					
drill	1					
wood bits	set					
extension cord (20 foot)	1					
multi-plug	1					
goggles	4					
multi-bit screw driver	4					
volt meter	1					
metric socket set	1					
13/16 spark plug wrench	1					
vise grip	1					
pliers	1					
wood rasp	1					
axe file	1					
hammers	2					
squares	2					
adj. wrench	1					
tape measure	4					
sand paper	1					
paint brush	2					
glue 4 oz.	-4					
wood screws #8x3/4"	200					
1" nails	1/2 lb					
1/2" wood chisel	1					
tin snips	2					

Signature .

OUTDOOR EQUIPMENT

<u>ITEM</u>	<u>QTY</u>	<u>DATE</u>					
tents	4						
poles (optional)	4						
radio/antenna	1						
battcries (for radio)	set						
small shovel	1						
3/8" rope	200'						
floater jacket							
Instructors survival gear							

Signature

SURVIVAL PACK EQUIPMENT

- compass with mirror
- flare gun and flares (small) .
- 50' nylon parachute cord .
- lighter and waterproof matches
- mini-first aid kit
- knife {swiss army with saw}
- small flashlight
- small candle
- small file and crock-sticks
- snare wire
- needle and thread
- mini fishing gear (line, hooks lures) .
- space blanket .
- garbage bag
- aspirins and tooth drops
- lypsyl
- boot laces .
- boot repair
- 2 granola bars, 3 tea bags, 3 sugar pack*
- heat tables
- tin cup
- small bar soap/alcohol wipes .

Signature

STUDENT'S EQUIPMENT LIST

You are required to bring the following items:

1. Sleeping bag.
2. Air or foam mattress.
3. Rain gear.
4. Fishing equipment.
5. Bush clothes (suitable for 1 week on the land).
6. Boots (suitable for season).
7. Eating utensils (plates, cups).
8. Personal toiletries (toothbrush, towel, soap, medicine, shaving kit).
9. Pack sack.
10. Camera and film (if desired).

Do not bring:

1. Stereo tape decks.
2. Playboy magazines.
3. Alcohol or other intoxicants.

- ITEM 12

STUDENT FINANCIAL ASSISTANCE

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Student Financial Assistance Act and Regulations — Summary of Benefits

	Eligibility	Details
<p>Basic Grant Tuition, transportation, books and supplies **(Taxable Income)**</p>	<p>Students year of schooling taken between grades 1-12 in the N.W.T. One year of grant for every 3 years of N.W.T. schooling.</p>	<p>Regulations, Section 7 and 8.</p>
<p>Supplementary Grant Living allowance for students and dependants other expenses. **(Taxable Income)**</p>	<p>Born in the N.W.T., ordinarily resident in N.W.T. and descendant of one of Northern Native groups. If eligible for Supplementary Grant then automatically eligible for Basic Grant.</p>	<p>Regulations, 9.</p>
<p>N.W.T. Student Loan Forgivable if student resides in N.W.T. upon completion of studies. With Basic Grant: \$3,200. - single; \$4,000. - one dependant plus \$500. each additional dependant. Loan only: \$4,400. - single; \$5,200. - one dependant plus \$500. each additional dependant. **(Non-Taxable Income)**</p>	<p>Resident of N.W.T. for minimum of 2 years immediately prior to enrollment in post-secondary institution.</p>	<p>Regulations, Sections 3 through to 28.</p>
<p>Scholarships N.W.T. Grade 12 - \$500. 1st year Masters - \$1,000. 2nd year Masters - \$1,000. 1st year Doctoral - \$1,500. 2nd year Doctoral - \$1,500. **(Taxable Income)**</p>	<p>Resident of N.W.T. for minimum of 2 years immediately prior to enrollment. Grade 12 - 80% average; Masters - A average; Doctoral A average.</p>	<p>Regulations, 10 and 11.</p>
<p>Correspondence \$250./course. Maximum 3 courses per year. **(Taxable Income)**</p>	<p>Resident of N.W.T. for minimum of 3 immediately prior to enrollment.</p>	<p>Regulations, Sections 29 and 30.</p>
<p>Post-Secondary Incentive Number and value of awards designated by Minister of Education each year. Forgivable if student returns to N.W.T. upon completion of studies. **(Non-Taxable Income)**</p>	<p>Resident of N.W.T. for minimum of 2 years immediately prior to enrollment. Award is over and above other types of assistance a student may receive.</p>	<p>Section 2</p>