

July 2021

JWG Monthly Update

In July, the following topics were discussed:

- Traditional economies
- Wage economies
- Opportunities for future engagement activities

Rook I Project Site Exploration Camp

NexGen Energy is pleased to present this update to communities on the discussions that took place as part of the July 2021 Joint Working Groups.

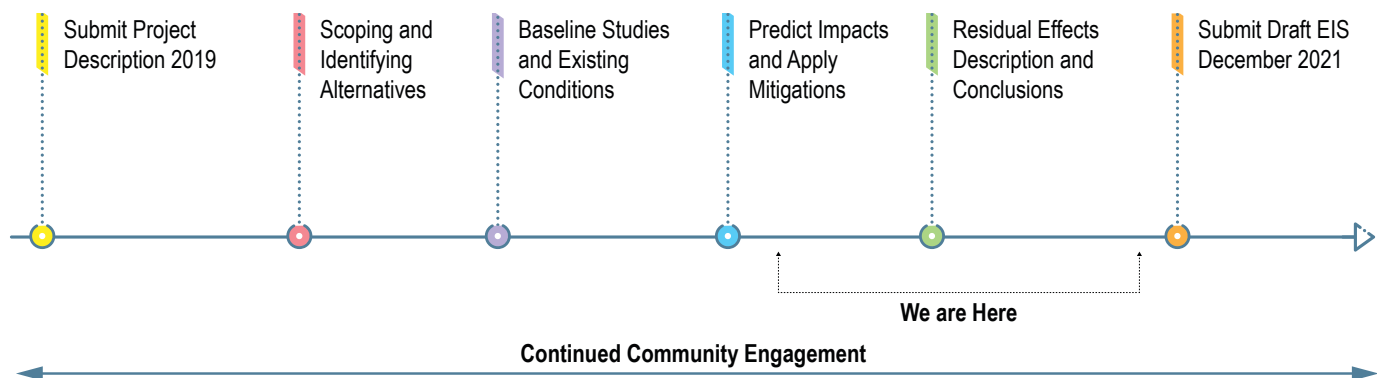
WHAT WE DISCUSSED

In the July 2021 Joint Working Group (JWG) meetings, we discussed two key topics:

- Traditional and wage economies are present within local communities. Our conversations included:
 - the types of activities included in each economy,
 - changes to both economies through time,
 - level of participation in each type of economy by community members,
 - effects of government transfers, and
 - community aspirations.
- Opportunities for future engagement activities and what the JWG members felt would be of interest to communities.



Environmental Impact Statement (EIS) Process



JWG Tour of Rook I Project Site

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Meeting Summary

Communities Have Multiple Types of Economies

Traditional Economy

- The traditional economy is sometimes referred to as the sharing economy, subsistence economy, or non-market economy.
- This economy includes activities such as hunting, fishing, trapping, plant harvesting, and crafting. The traditional economy largely occurs outside the market or wage economy, though sometimes items are sold, like furs.

Wage Economy

- The wage economy is sometimes referred to as the market economy, or the modern economy.
- This economy refers to employment (part-time, full-time, or temporary) in industries and businesses in exchange for a wage or salary.

Other Sources of Income

- Government transfers include the cash benefits received from federal, provincial, territorial, and municipal governments.
- These transfers include subsidies, income assistance, social and welfare services, or benefits that are not associated with either economy but contribute to individual or family incomes.

Economy Study Areas

The economic assessment is being conducted at two spatial scales:

- The Local Study Area (LSA) includes the assessment of potential Rook I Project (Project) effects on the economies of the communities included in NexGen's Local Priority Area for employment, training, and income opportunities. These communities are along Highway 155 or have close ties to Patterson Lake.
- The Regional Study Area (RSA) includes Census District No. 18, which includes all of northern Saskatchewan. This region is expected to experience some direct employment, income, and training benefits from the Project.

Local Priority Area



Wage Economy

To describe the wage economy, available statistics on the population, economy, and labour force in the study areas were compiled and analyzed. These statistics were supplemented by other studies that have been conducted, including the primary research collected for the Project.

Average Annual Household Income



Note: lighter blue bars are a subset of the total LSA.

Source: Statistics Canada, 2016 Census of Population

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Traditional Economy

- This economy includes activities such as hunting, fishing, trapping, plant harvesting, and crafting. The traditional economy largely occurs outside the market or wage economy, though sometimes items are sold, like furs.
- Participation in the traditional economy is not typically captured by sources like Statistics Canada.
- NexGen would like to work with communities to better understand the traditional economy, including how it may be positively or negatively affected by the Project.
- NexGen would also like to fully understand the mixed economy (the combined participation in both the traditional and wage economies) to assist in planning for future workforce and business opportunities with communities.



Preparing Dry Meat (ëgëne)

Describing the Wage and Traditional Economies

NexGen would like to better understand the wage and traditional economies in your community.

- How do community members describe the traditional economy, including the types of activities conducted?
- Has the traditional economy changed over time?
- What portion of the community is active in the traditional economy, wage economy, both (mixed), or neither? How does this vary by age and gender?
- What are the challenges that prevent people from participating in the traditional economy?
- What are the challenges or competing interests that prevent people from participating in the wage economy?
- How can the current situation be improved to support participation in the traditional and wage economies?



Wage Employment at the Rook I Project

Community Engagement Activities to Date

- The JWG meetings have resulted in strengthening the relationships between NexGen and the communities.
- NexGen has provided JWG meeting summaries to communities in addition to conducting interviews and workshops.
- Four community information sessions were held in 2019; more are being planned.
- NexGen engaged early with community Leadership before exploration programs began in 2013, and has continued this relationship throughout.



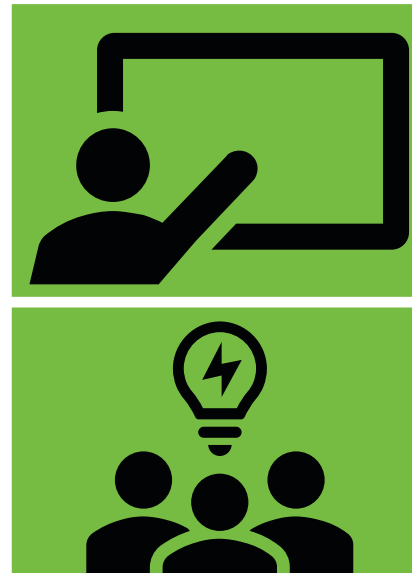
La Loche Friendship Centre

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Opportunities for Future Community Engagement

In addition to JWG meetings, we are also planning additional opportunities to engage with communities. These opportunities include:

- Community Information Sessions: currently being planned for fall 2021.
- A new, dedicated Project website, which is coming soon.
- A digital Environmental Impact Statement (EIS) is being developed that will electronically present the EIS online for public viewing (once the draft EIS is complete).
- Introducing a dedicated community-based Project Liaison Manager based in La Loche (Robert St. Pierre).
- Breakout sessions will be scheduled with JWG members who request further discussion on certain topics or with particular groups in the community (e.g., Elders and youth).
- Guided tours of the Rook I Project site can be explored through the JWGs.



WHAT WE HEARD FROM THE JOINT WORKING GROUPS

- Educational and training opportunities are very important, but the need to travel outside the community is a challenge; training should be provided locally where possible.
- Social barriers prevent some people from leaving the community for education (e.g., child care and other family responsibilities, social issues).
- Further improvements are needed to increase high school completion rates (to get basic education before pursuing specialized training).
- There has been some past success in designing and delivering training, but it has not been as successful in linking individuals to jobs.
- The traditional economy includes most of the community's population and generally includes hunting, trapping, fishing, wild rice, harvesting firewood, and arts and crafts (for sale and subsistence). However, it is difficult to make a living with trapping these days because of low fur prices.
- More young people are starting to participate in the traditional economy. There has been an increase in the number of people going out on the land and many people are building cabins. Land-based programs in schools, and more ATVs and trucks have contributed to the increased participation in the traditional economy.
- The land-based teaching programs through the schools and crafts programs for women have increased the transfer of traditional skills to younger generations and have been very successful.
- There is a need to continue developing and promoting land-based education programs to encourage youth to participate in the traditional economy.
- Information from Statistics Canada may not be complete because a large share of community members did not complete the 2021 Census (estimate about 50%); however, the data generally seemed accurate. In the communities there are more employment opportunities for women than men.
- Wage employment may limit the time that community members have available to go out on the land; people that are currently unemployed may go out onto the land for a month at a time.

QUESTIONS TO THINK ABOUT

- How would you best like to be kept up to date about the Project?
- What are the most important things you would like us to know about your community and how the Project may create change (both positive and negative)?
- When we describe the effects of the Project, what type of information would be most useful to help you understand the effects?
- What specific topics are important to you?

Please contact us by any of the means below if you wish to ask questions or discuss anything – we look forward to hearing from you!