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Asked by: John Main, MLA for Arviat North – Whale Cove

Asked of: Hon. David Akeeagok
Minister of Economic Development and Transportation

Number: 31-5(2)

Date: March 12, 2019

Subject: Mine Training

Question 1:

For the following fiscal years, how much funding from the Department of Economic Development and Transportation's budget was allocated to mine training activities and/or programs.

- a. 2016-2017;
- b. 2017-2018; and
- c. 2018-2019 to date?

Response:

Department of Economic Development and Transportation supports mine training initiatives through the Nunavut Mine Training Fund with \$200,000 per year. The Nunavut Prospector Program (NPP) and Introduction to Prospecting Course (IPC) given in all communities since 1999 is another initiative that is supported by up to \$150,000 per year. In addition, the Department also supports a variety of other community and institutional-based mine training projects through its Strategic Investments Program (SIP) and Community Capacity Building (CCB) fund. By fiscal year these programs provided:

- a.) \$657k in 2016-17 (\$500,000 from SIP, \$87,000 from NPP, and \$70,000 from CCB).
- b.) \$355k in 2017-18 (\$151,000 from SIP, over \$120,000 from CCB, and approximately \$84,000 from NPP).

c.) \$282k in 2018-19 (\$200,000 from SIP, more than \$50,000 from CCB, and \$32,000 from NPP).

Question 2:

For the following fiscal years, what mine training programs and/or mining-targeted courses did Department of Economic Development and Transportation support?

- a. 2016-2017;
- b. 2017-2018; and
- c. 2018-2019 to date?

Response:

Specifically,

- a.) In 2016-17, the SIP supported the Kivalliq Mine Training Society. 16 prospectors were supported and 7 IPC training courses were given across all regions through the NPP. Arviat, Baker Lake and Rankin Inlet received Work-Readiness training, Class 3 and Class 5 Driver training support from the CCB program.
- b.) In 2017-18, the SIP provided funding to the Hamlet of Arviat for Heavy Equipment Operator training, and 14 prospectors and 10 IPC training given across all regions supported by the NPP. CCB supported Arviat, Baker Lake and Rankin Inlet with Work-Readiness training, Class 3, Class 5 and Class 7 Driver training and Heavy Equipment Operator training in Naujaat.
- c.) In 2018-19, the SIP provided support for Heavy Equipment Operator training in Arviat, 4 prospectors were supported and IPC training courses, given across the territory from NPP, and Arviat held various Work-Readiness training courses supported by the CCB program.

Question 3:

Since 2016, what specific needs have been communicated in meetings or by other means to the Department of Economic Development and Transportation from mining industry partners?

Response:

Various needs have been communicated over the past few years through direct contact and in meetings with company representatives.

One major concern often raised is the uncertainty of land access and the pressing need for the timely completion of the Nunavut Land Use Plan. Another concern is the need for a modern map staking process that can be done electronically through on-line map staking. Manual staking of claim posts in remote regions like Nunavut is extremely costly. The concept dates back to the turn of the previous century. Almost every jurisdiction in Canada and around the world has a digitally enabled on-line mineral tenure system. The absence of both of these basic functions is a significant deterrent to mineral exploration in a modern economy. In recent years we believe it has directly correlated to a decline in new mineral exploration activity in Nunavut. This is what we have heard.

Mining companies indicate that there is a gap between their Inuit employment targets and the availability of skilled people to be hired to meet their IIBA requirements. Increased training needs is required to build skills capacity. It has been a challenge, especially because it takes time to build capacity. Other concerns identified are the importance of streamlining the permitting process and the need for basic infrastructure development.

Question 4:

How does the Department of Economic Development and Transportation work with Nunavut Arctic College to specifically address mine training needs?

Response:

The Department has initiated discussion with NAC to participate as a new Stakeholder going forward for students interested in pursuing further education and training in the resource sector.

Question 5:

What lessons has the Department of Economic Development and Transportation learned from its involvement with the Kivalliq Mine Training Society?

Response:

Many lessons have been learned from the Department's support and engagement in the Kivalliq Mine Training Society (KMTS), which was active for almost a decade. A few of note are listed below:

- The KMTS brought stakeholders together to invest in a common cause – mine training in the Kivalliq. How to engage stakeholders to come to the same table was successful and partnership was key to the successful development and delivery of mine training programs.
- We learned that by investing in this common cause, stakeholders were able to deliver their respective programs more effectively and efficiently as well as leverage much needed federal government dollars for mine training in Nunavut.
- We learned valuable lessons about how federal government funding works, how to access, and properly account for that funding.
- We used the KMTS to learn about other stakeholder involvement in mine training and about needs and opportunities in delivering mine training. The direct connection in responding to IIBA requirements, for example, illustrated how training programs can directly benefit Inuit.
- We learned about developing mine training programs that are designed by Inuit for Inuit by modifying existing programs to suit the unique situations experienced in Nunavut.
- We realized that training participants also require upgrading in the most basic literacy and life skills necessary to secure and sustain employment. This led to the creation of work readiness, life skills, literacy and family support network programs being created to help people prepare for jobs in the mining sector.

Question 6:

How would a sector council approach, similar to the Nunavut Fisheries and Marine Training Consortium, benefit the Department of Economic Development and Transportation in its efforts to address the need for mining sector driven training?

Response:

According to the Mining Industry Human Resources Council's 2013 report "Managing Through The Cycle – A Strategic Approach to Workforce Planning in the Mining Industry", significant misconceptions and a lack of awareness about career opportunities continue to plague the mining sector. Increasing awareness is a significant strategy for the industry as it serves to develop a positive image and a broad, skilled talent pool. The Department is developing a proposal for the Nunavut Sector Council for a Minerals Advisory Council which includes a task force for minerals education and mine training. Building solid networks that outlast individual champions, mines or organizations has the potential to produce strong long-term results.

Question 7:

In terms of employment potential, which ten specific professions are the most important for developing Nunavut's mining-related labour pool?

Response:

By employment potential, we understand the question to ask about professions with the largest number of potential employees required by the mining sector. Fifteen categories (in no particular order) are below:

1. Construction Labourer, Structural Welder
2. Drill Operator, Mine Operator, Machine Operator (Remote)
3. Road Construction/Maintenance
4. Haul Truck and Excavator Operator
5. Warehouse/supplies Stock Keeper; Materials Coordinator
6. Mechanics (General, Heavy Duty)
7. Fleet Service
8. Administrative Assistant
9. Accountant
10. General Maintenance Services
11. Security Officer
12. Janitorial/Housekeeping Service
13. Cook/Food Services (Helper, Catering, Chef, Baker)
14. Water, Land and Environmental Monitoring/Sustainability; Field Technician; Permitting
15. IT (Generalist and Specialist)/Instrumentation

Others careers of importance for those interested in employment in the resource sector include (in alphabetical order) Aircraft Maintenance, Chemical and Processing Engineer, Community Outreach and Relations / Liaison Officer, Driver, Electrical, Emergency Services, Environmental or Water Resource Engineers, Geologist,

Geotechnical, Human Resources/Recruitment, Plumber, Laboratory Geochemist, Land Manager/Surveyor, Managers/Managerial Assistant, Medical Services, Millwright, Mine Engineer, Pipe Fitter, Pipe Welder, (Electrical) Power Engineer.

Question 8:

What are the specific educational requirements for each of the ten professions identified in the answer to Question 7 above?

Response:

Similar minimum education requirements are common throughout. High School Diploma is essential in order to gain entry and qualify to apply for higher education. Apprenticeship or Journeyman programs are where High School graduates may turn to next to become skilled tradespersons. A two-year College degree is beneficial to gain entry to technical assistant and support positions. University degrees (B.Sc., B.A. or Engineering degree) are required for more specialized jobs. The mining sector is a large employer of higher skilled and engineering personnel. Co-op style apprenticeship programs (partnerships between industry and colleges for example) appear to have the greatest success as they enable students to receive work income during placements and receive education an in school. Co-op programs also help to ensure that students are work-ready and have some experience when they graduate.