NORTHWEST TERRITORIES INDUSTRIAL MINING SKILLS STRATEGY

PREPARED FOR:
THE NWT MINE TRAINING COMMITTEE

PREPARED BY:
NORTHWAYS CONSULTING

DECEMBER, 2002

ACKNOWLEDGEMENT

The NWT Industrial Mining Skills Strategy could not have been completed without the direction, advice and input of the members of the NWT Mine Training Committee. The Committee Members provided invaluable time, resources and energy to the completion of the strategy. Each of the Members has also shown a dedication to the objectives and principles of the strategy, particularly to the goal of providing the industrial skills required for Aboriginal and other Northerners to access jobs and careers in the mining industry. The Members of the NWT Mine Training Committee are:

Industry Partners

- The NWT and Nunavut Chamber of Mines
- Diavik Diamond Mines Inc.
- BHP Billiton
- De Beers Canada Mining Inc.
- ProCon Mining and Tunnelling
- KeTe Whii Ltd.

Aboriginal Partners

- Aboriginal Summit (Representing Aboriginal Governments)
- Yellowknives Dene First Nation
- Lutsel K'e Dene Council

Government Partners

- The Government of the Northwest Territories
  - Department of Education, Culture and Employment
  - Aurora College
- The Government of Canada
  - Human Resources Development Canada
  - Indian and Northern Affairs Canada

A special acknowledgement must go to Mr. Altaf Lakhani, Project Advisor to the NWT Mine Training Committee, Department of Indian and Northern Affairs. Without Mr. Lakhani's energy and guidance the strategy could not have been completed. The Industrial Mining Skills Strategy was prepared by NorthWays Consulting of Yellowknife.

BACKGROUND

Although the mining industry has been active in the Northwest Territories (NWT) for more than a century, there has been a marked increase in the participation of Aboriginal peoples in the industry over the last decade. Much of the increase is attributed to the collaborative efforts of communities, governments, educational institutions and the mining industry to build local capacity. In order for the progress to be sustained, the growth in capacity and skill development of Aboriginal and other Northerners must continue on a long-term and sustained basis.

The recent experience of the mining industry in the NWT offers insights for communities, governments and the mining industry operating around the world. In Canada's north, the mining industry has shown that it is possible, and profitable, to work in partnership with local communities. Forging a lasting partnership requires mutual respect, active participation and long-term commitment.

Much of the mining activity in the NWT over the last decade is related to diamonds. The discovery of diamonds in the early 1990s reinvigorated the northern mining industry and created an unprecedented level of mining investment. The local capacity that has been developed will benefit the mining industry, other resource development activities, governments, Aboriginal partners and, most importantly, the people, families and communities of the NWT. Continuing to build local capacity is essential to the future of the mining industry and the economic, social and environmental well-being of the north.

Following is a description of the social and economic trends and the challenges and opportunities to capacity building as well as the skill development initiatives that have been developed in collaboration with industry members, Aboriginal partners, governments and educational institutions.

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EXECUTIVE SUMMARY

The economy of the Northwest Territories is growing at an unprecedented rate.

The economy is being fuelled by the non-renewable resource sector through exploration and development activities in the mineral, oil and gas and pipeline industries.

Economic growth in the NWT has been of tremendous benefit to all Canadians, not just the peoples of the Northwest Territories. Canadians have benefited through increases in the Canadian Gross Domestic Product, government revenues, total revenues/investments, labour income and direct and incidental business and employment opportunities. These benefits have been widespread throughout all regions and provinces.

For the Northwest Territories, economic growth has resulted in substantial benefits including a dramatic increase in employment

opportunities, particularly in the skilled and trades occupations.

However, the lack of a readily available, skilled, northern industrial workforce has meant that many Aboriginal and other Northerners are not able to take advantage of the burgeoning northern economy. There are considerable barriers facing Aboriginal and other Northerners wanting to work in the non-renewable resource sector. Traditional methods of skill development have not significantly increased the number of Aboriginal people working in skilled and trades occupations. Alternative, "made-in-the-north" solutions for skill development are therefore required to

meet the growing northern labour market demands.

The NWT Industrial Mining Skills Strategy is just such a solution.

The strategy is specifically designed to build capacity and ensure that Aboriginal and other Northerners have the skills required to become employed in long-term and meaningful jobs and careers. The strategy uses a partnership model based on the best practices of other, proven industrial skills development programs. The strategy will be directed by the NWT Mine Training Committee which consists of partners from Industry, Aboriginal Governments and the Federal and Territorial governments.

The strategy will take a considerable investment on the part of all partners in terms of time, expertise and financial resources. However, the anticipated return on investment will be dramatic. It is anticipated that approximately 645 Aboriginal and other Northerners will become employed in the mining or residual industries as a direct result of the initiatives and programs laid out in this strategy. Many of the people that will directly benefit from the strategy are currently marginalized and reliant on social assistance for income. Providing these people with the skills required for meaningful and long-term employment will result in a net benefit of millions of dollars in increased labour income and decreased social assistance payments in the north.

The success of the strategy, and the subsequent return on investment, will therefore greatly benefit all Canadians, the strategy partners and - most importantly - the people, families and communities of the Northwest Territories.

INTRODUCTION

The Northwest Territories mining industry, lead by the NWT diamond mines, has truly taken off. Unparalleled growth in the NWT mining sector has lead to tremendous economic benefits for both Canada and the Northwest Territories.

For Canada, the direct benefits of the NWT mining industry include significant increases in:

- the Canadian Gross Domestic Product
- government revenues through income and other taxes
- federal government resource royalty payments
- total revenues/investments, and
- labour income.

For example, for the period 1999 to 2026 it is estimated that the NWT diamond mining industry will generate 155,000 person years of employment across Canada. The impact of these jobs will be substantial through increases in core and disposal income; income tax; and decreased reliance of social assistance.

Direct economic benefits of the mining industry to the Northwest Territories have been generated through:

- impact benefit and participation agreements for land claimant groups
- community and economic development activities, and
- the growth of Aboriginal and other Northern based businesses providing goods and services to the mines.

Unlike mining operations of the past, these benefits have come with minimized environmental impacts and designated and resourced plans to mitigate environmental effects once the mines have ceased operations.

While each of these benefits has had a significant and positive impact on the

north, the primary benefit of the mining industry has been the creation of over 1,000 new jobs in the Northwest Territories with the potential for hundreds more in the near future. The creation of new jobs has resulted in a substantial multiplier effect through:

- Ä increased core and disposable incomes for workers and their families
- Ä increased revenues and buying power in all affected communities
- Ä increased payroll and income taxes for governments, and
- Ä decreased dependence on income assistance payments.

Increased employment has been the biggest single contributor to overall increases in northern economic gains as a result of the mining industry.

However, the pool of readily available, skilled northerners is quickly running dry. In order to ensure that maximum benefits from the mining industry accrue to the people of the Northwest Territories, it is critical to provide them with the skills needed to fully participate in the industry now, and in the foreseeable future.

To date, significant work has been done by all partners to build capacity in the northern labour force. For example, the Northwest Territories Mine Training Committee - and in particular Diavik Diamond Mines Inc. who have taken a lead role in skills development programming - in collaboration with Aurora College have developed a number of highly successful industrial skills development programs. These pilot projects have demonstrated that "made-in-the-north" solutions that address specific labour market needs, build capacity at the community level, and that are sensitive to the cultural and academic milieu of the north, have the highest level of success in preparing Aboriginal and other Northerners for the jobs at hand.

The information and knowledge gained through these pilot projects has been

invaluable. However, it no longer makes sense to develop the northern mining labour market on an ad hoc, project-by-project basis. There is a clear need for a comprehensive, coordinated and long term approach to northern capacity building in the mining sector.

The NWT Industrial Mining Skills Strategy is just such an approach. The strategy has been developed and designed by the key partners in the mining sector including industry representatives, Aboriginal Governments and organizations, and the Federal and Territorial Governments. The primary objective of the strategy is to provide Aboriginal and other Northerners who lack the necessary skills with the required capacity to access industrial based jobs in the mining industry.

Through implementation of this strategy it is estimated that hundreds of people will be exposed to the possibilities of the mining industry. More importantly, over 645 Northerners

will be trained and provided with direct employment opportunities, the vast majority of which will be Aboriginal persons who are not currently employed.

The strategy includes direct benefits for all of the partners. Through implementation of the strategy, the Federal and Territorial Governments will demonstrate a firm and sustained commitment to Aboriginal and Northern capacity building. The strategy will also enable both levels of government to

better plan for, and allocate, labour market and skill development resources. Rather than dealing with proposed projects on an ad hoc basis, both levels of government will have a strategic plan that clearly identifies their responsibilities and commitments over a sustained period of time. The strategy will also include monitoring and evaluation methods to ensure that public funds are being spent in an appropriate and beneficial manner.

The mining industry will directly benefit from implementation of the strategy by being assured of committed skill development resources to help meet their own labour market needs. Industry has had a direct say in the development of the strategy and have identified employment opportunities and skill development needs.

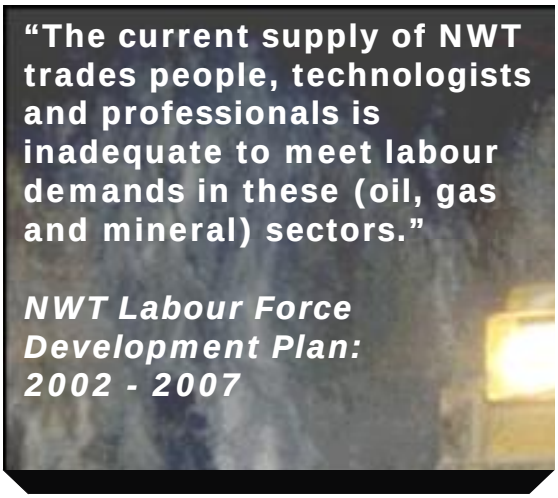
Aboriginal Governments will benefit through the knowledge that Aboriginal peoples will be targeted for skill development. Aboriginal Governments have had substantive involvement in the development of the strategy and will be given a significant role in managing, administering and evaluating resources and programs.

Most importantly, Aboriginal and other Northerners will benefit from clearly identified and fully resourced skill development initiatives and programs. Aboriginal and other Northerners will also benefit from the knowledge that the strategy is addressing their own core labour market and capacity building needs.

LABOUR MARKET ANALYSIS

The NWT mining industry is facing a labour crisis. The number of current and planned mining jobs is quickly exceeding the capacity of the northern-based, skilled workforce. Already there are insufficient numbers of skilled workers in the north to assume the available industrial jobs. This problem will only be exacerbated as more projects in and out of the mining industry come on stream.

At the same time, there are significant numbers of Aboriginal and other Northerners that do not have jobs because they lack the requisite skills to access employment opportunities even at the entry level. This group is specifically targeted by the NWT Industrial Mining Skills Strategy. Given the current situation, it is absolutely critical to train and prepare these people to ensure that there is a sufficient labour supply to meet industry demands.



Labour Market Needs

Once the Diavik Diamond Mine is fully operational, the diamond mining industry will have created approximately 1,100 direct jobs. Another estimated 500 direct jobs are scheduled to be created over the next five years as a third major diamond mine begins operations. As demonstrated in Chart 1, these jobs are in a number of areas including entry level, skilled, trades, administrative, semi-professional and professional occupations.

Chart 1 – Jobs in the Mining Industry

In addition to direct mining jobs, a proportionate number of indirect jobs have been created in a wide range of businesses providing goods and services to the mines. The number of overall mining jobs will continue to grow with the pending approval of the De Beers Canada Snap Lake Project as well as other prospective mines throughout the Northwest Territories and Nunavut. In order to fill these jobs, specific industrial skills development programs are desperately needed.

The NWT mining labour market will also change significantly over the next five years. In future, a significant proportion of diamond and other mining jobs will be in underground mining. The BHP Billiton Ekati Diamond Mine, for example, has just recently begun underground mining operations. Underground operations will also begin at the Diavik Diamond Mines Inc. Lac De Gras mine-site within the next three years. Pending approval, the De Beers Canada Snap Lake Diamond Mine will be an entirely underground operation. Between the three mines, approximately 500 new underground mining jobs will be created over the next five years. As a result, specific programs aimed at training Aboriginal and other Northerners for underground jobs are also required.

Labour Market Supply

The current supply of skilled northern workers is seriously limited. The majority of Aboriginal and other Northerners with the required skills for mining jobs are already working.

As demonstrated in Chart 2, the November 2002 employment rate in the NWT was 70.7% with an unemployment rate of 6.3% - slightly below the national average. The NWT has an approximate population of 29,700 people aged 15 years and older. In

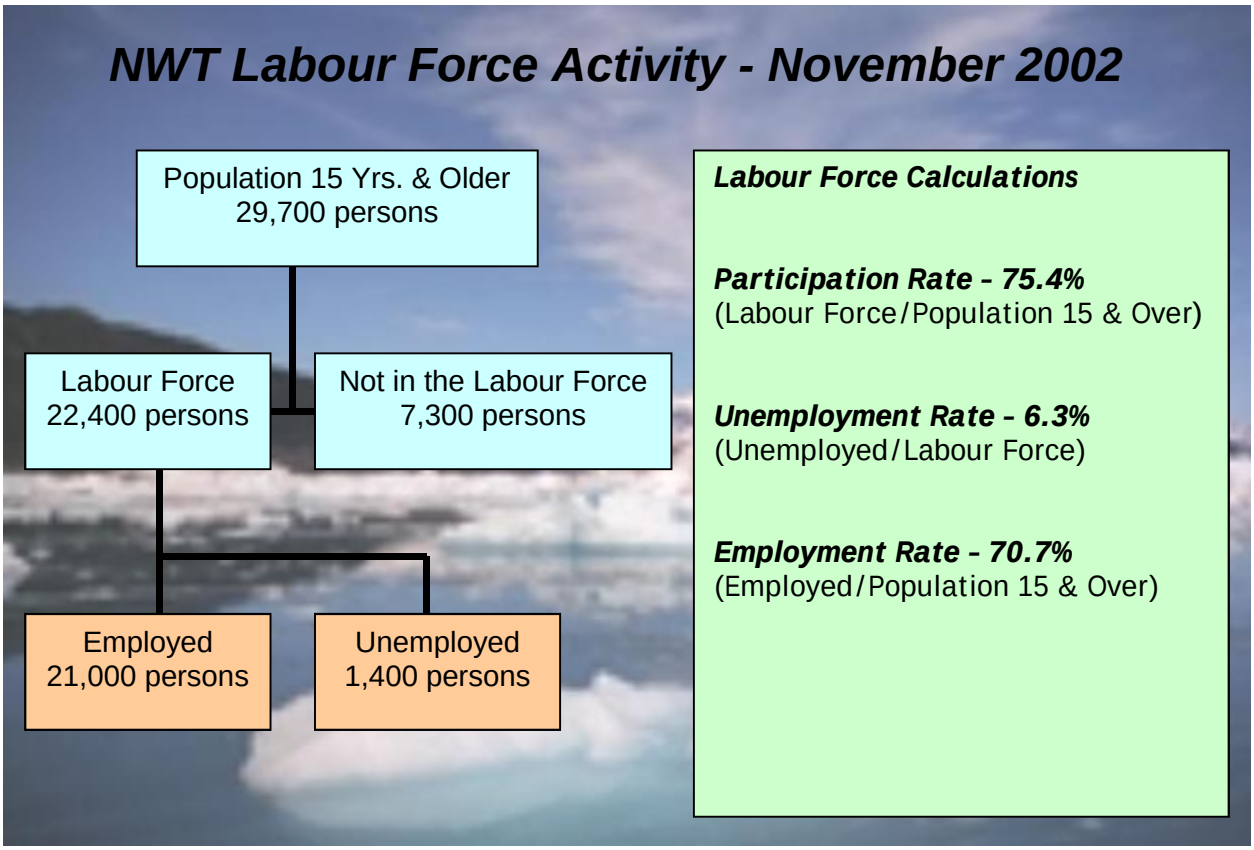
November, approximately 22,400 people participated in the labour force with 21,000 of those employed. This left approximately 1,400 unemployed persons and a further 7,300 people not participating in the labour force.

The majority of persons who are unemployed, underemployed or not participating in the labour force share a number of common characteristics including that they:

- are Aboriginal persons
- have education levels of grade 10 or less, and
- lack industrial or other required skills to enter the workforce.

Many also live in smaller communities where the unemployment rate is significantly higher than in regional centres. Based on these numbers it is clear that there are Aboriginal and

Chart 2 – NWT Labour Force Activity



other Northerners available that could assume jobs given the right skills and opportunities.

The labour force will also continue to grow. There are currently approximately 520 students enrolled in grade 12 in the NWT indicating an increase in overall high school enrolment. While a significant proportion is likely to go on to post-secondary education, a significant number will require skills development upon completion of their secondary education.

The lack of a skilled, available workforce is having serious consequences for the mining industry. The industry has been very successful at finding and hiring Aboriginal and other Northerners for mining jobs so far. From 1999 to the end of 2001 Northerners accounted for approximately 46% of all employment. For the same period Aboriginal persons accounted for approximately 21% of all employment. However, the shrinking skilled labour pool combined with increased competition for workers makes it increasingly difficult for industry partners to meet negotiated employment targets. Providing the required industrial skills to unemployed persons, those not currently participating in the labour force and those that will be joining the labour force over the coming years will be critical to filling the industrial labour force needs of the future.

Labour Market Gaps

While gaps exist in all areas of the northern labour market, the most significant gaps for the mining industry

are in industrial and underground mining occupations.

In general, the largest current gap is in trades, skilled and semi-skilled occupations. It is becoming increasingly difficult to find and hire Aboriginal and other Northerners for either entry level or trades positions. Entry level positions in high demand include labourers, driller's assistants and equipment operators. Even though these positions are considered entry level, they still require a specific level of literacy and skill. Trades occupations in high demand include mill operators, electricians, welders, carpenters and machinists.

There is also a substantial future demand for underground miners. A significant proportion of the jobs in the diamond mining industry will be underground. Despite a long history of underground mining in the NWT, many Aboriginal and other Northerners have not participated in underground mining operations. Unfortunately, this has lead to a general lack of understanding and capacity within the northern workforce for underground mining jobs.

Underground mining has also changed substantially over the past two decades. As a result, those employed in underground operations require specific training in order to operate in a safe, effective and efficient manner. Changes in underground mining can be attributed to three key factors:

1) Advances in Mining Techniques

Underground mining techniques have changed dramatically over the past two decades due to advances in mining and geological sciences and in mine related technologies. Scientific innovations have meant that underground mining is now safer, more environmentally friendly and much more efficient than in the past. It has also meant that underground mine workers must be familiar with, and operate under, strict operational policies, procedures and guidelines appropriate to the selected type of mining. The level of training required for new mining techniques is

therefore much greater than in the past.

2) Advances in Technology

Closely tied to advances in mining techniques are advances in mining technologies. The mining industry uses highly sophisticated, computerized machinery and equipment to extract and transport ore. In order to use this equipment, mine workers must have the required literacy skills to understand basic safety and operational instructions. They must also have training and on-the-job experience in the safe and effective operation of mine equipment. This training can only be obtained through on-site instruction, demonstration and practice.

3) Legislative and Liability Issues

Legislative and liability issues have also resulted in the need for a highly trained, sophisticated work force. Mine workers must be provided with a minimum of training before accessing the work site. In many cases, such as with First Aid or Workplace Hazardous Materials Information System (WHMIS), training must be updated on a regular basis in order to comply with legislation and guidelines.

Mines are held accountable for ensuring that mine workers have the requisite training for underground mine operations. The social, emotional and financial consequences of using under-trained workers are too much of a risk for any operation. Underground mine workers must therefore have the requisite safety and operational training in order to be eligible for underground mining jobs. Presently, there are not sufficient numbers of Aboriginal and other Northerners to fill these jobs prompting the need for additional skill development programs.

Labour Market Analysis

Through agreements with the Government of the Northwest Territories and Aboriginal groups in the NWT, mining companies have made firm commitments to hire Aboriginal and other Northerners. These companies - in partnership with Aboriginal Governments and organizations, community groups, training institutions, the Government of the Northwest Territories, the Government of Canada and other industry partners - have made a significant attempt to find, train and hire Aboriginal and other Northern workers. However, an analysis of the current labour market clearly demonstrates that these companies are now facing a major challenge. The lack of a skilled and available northern workforce is seriously limiting the ability of Aboriginal and other Northerners to access even entry level positions. It is also limiting the ability of mining companies to hire northern peoples. There is, therefore, a desperate need to increase basic and industrial skills development programs in order to meet northern mining labour force needs.

CHALLENGES TO NORTHERN EMPLOYMENT

Aboriginal and other Northerners face a myriad of unique challenges to skill development and employment. It is important to fully understand these challenges in order to develop industrial skills programs that overcome the barriers to employment. The challenges to employment for Aboriginal and other Northerners have been well documented and can be categorized as follows:

@ Individual and Community Wellness

Wellness issues continue to plague the north. The NWT has one of the highest rates of alcohol and substance abuse in the country. Along with these come other problems including physical abuse, FAS/FAE and medical problems that relate to the abuse of alcohol, drugs and tobacco. All of these problems have a direct impact on the ability of Aboriginal and other Northerners to access and retain jobs.

Individual and community wellness issues must be considered in the development of non-traditional industrial skills programs. Aboriginal and other Northerners must be given the opportunity and skills to overcome issues that may be preventing them from accessing and/or keeping jobs.

@ Education and Literacy Skills

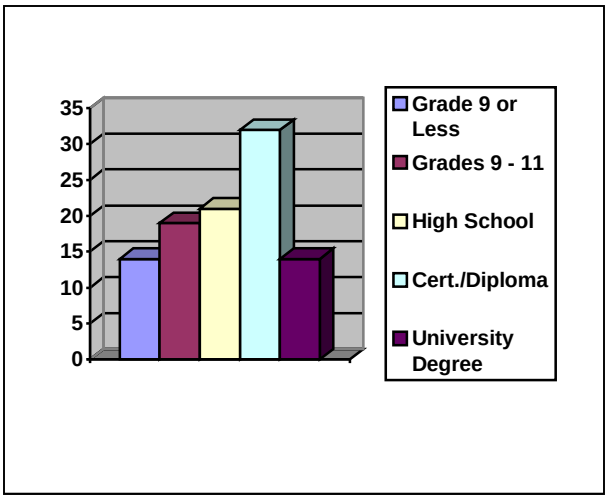
Both educational enrolment and graduation rates are on the rise in the Northwest Territories. While this is highly encouraging for the future, the fact is that the Northwest Territories has one of the lowest education, graduation and literacy rates in the country. Many Aboriginal and other Northerners lack the literacy and

numeracy skills required for positions in the mining industry.

The lack of education combined with low literacy and numeracy rates has had a tremendous impact on the ability of many Aboriginal and other Northerners to access jobs at all levels. It is very difficult for those who lack these capabilities to gain basic employment skills. Many have experienced failure within the traditional education system and may be reluctant to resume their education and training.

It is therefore critical to develop non-traditional and/or alternative industrial skills programs that encourage people to revitalize their perspective on skill development. Industrial skills development programs must focus on pre-employment initiatives such as literacy and numeracy programs at the community level. These programs must also make accommodation for the literacy and numeracy levels of participants and ensure that participants are given the tools to build their own capacity and be successful in job and career pursuits.

Chart 3 – Population 15 & Older by Highest Level of Schooling (%), 1999



@ Job/Life Skills

Many Aboriginal and other Northerners have historically not fully participated in the wage economy. As a result, many do not have the job skills necessary for positions in the mining industry. These job skills include both the technical skills needed to perform specific job functions and the life skills required to be successful in an industry based job.

The transition from traditional life skills to those required for the wage economy has not always been easy. These skills include personal financial management, time management and interpersonal relationships in the work place. Traditional educational and training programs have not always resulted in Aboriginal and other Northerners gaining these job/life skills. Alternative industrial skills programs must therefore incorporate "life skills" into the learning process to ensure that Aboriginal and other Northerners are successful in not only getting jobs, but at keeping jobs.

@ Job Specific Skills and Access to Training Facilities

A key problem for many is the lack of access to job specific skill programs and infrastructure. Aurora College continues to do a very good job of providing both basic and program specific skill development and diploma programs. However, the size and remoteness of most northern communities seriously limits access to training facilities and job specific skills development programs.

Many Aboriginal and other Northerners do not have either the resources or the ability to attend education or training institutions in locations outside their home communities for extended periods of time. Strong family and community relationships and ties to the land make leaving the community for extended periods very difficult. Many also do not have the basic education levels required to immediately enter into trades, administrative or professional programs. While distance education holds some promise for the future, higher levels of education and literacy are required in order for

people to fully take advantage of this form of learning.

As a result, industrial skills programs must be flexible, portable and community-focused. In order for skills programming to be successful, they must be delivered in a way that makes sense to the participants and so that people whose first language is not English can easily understand the concepts being discussed. They must also be delivered in a manner that recognizes the sophistication and deep level of understanding of northern people.

Most importantly, skill based programs must be delivered in the communities where feasible, or, delivered in such a way that Aboriginal and other Northerners can easily access their home communities on a regular basis. For example, modeling training programs on real-life work rotations (i.e. two weeks in and two weeks out) provides participants with an understanding of "mining life" combined with the opportunity to return to their communities and families on a regular basis.

@ Employment Support

Just as important as training people for jobs is helping people to access and retain employment. The distance and remoteness of many northern communities has resulted in serious labour force mobility issues. Addressing transportation and scheduling concerns will be critical to ensure that Aboriginal and other Northerners can access the worksite. As well, northern workers must be provided with the skills to deal with situations of isolation from family, friends and community and to make smart decisions concerning social and financial issues that result from employment. Support systems must be put in place to ensure that Aboriginal and other Northerners are provided with the counselling necessary to maintain an active and healthy lifestyle, reduce staff turn-over and advance in their chosen field.

THE NEED FOR "MADE-IN-THE-NORTH" INDUSTRIAL SKILLS PROGRAMS

Overcoming the barriers to employment is critical. Unless the barriers can be eliminated, Aboriginal and other Northerners will not be able to take full advantage of the growing economic and employment opportunities. It is also not enough to merely provide access to entry level positions. Aboriginal leaders and people at the community level have clearly stated that they want sustainable and meaningful employment with the opportunity for advancement in the future.

Most Aboriginal and other Northerners who have achieved success through the traditional education system have gained access to, and greatly benefited from, employment and business opportunities. Unfortunately, those who did not achieve this level of success have often been left behind, despite the fact that many have the aptitude and the ability to engage in good paying, long-term jobs.

The key to overcoming these barriers is to establish alternative forms of skill development. Of particular concern is the need for industrial skill capacity building, as the majority of the jobs in the mining industry are in underground, skilled labour and trades occupations. It is imperative for industry, Aboriginal Governments and organizations and other Governments to work together in order to develop innovative, successful and "made-in-the-north" solutions.

Such made-in-the-north solutions must address:

- specific job skills needed for employment
- literacy and numeracy rates
- job/life skills required in the mining industry, and
- individual and community wellness.

Industrial skills development programs must be meaningful and tied to the communities to ensure the greatest level of access and impact. Programs must address participant needs at all levels including in pre-employment, skills development and employment support. Industrial skills development programs must also lead to sustainable, long-term employment.

The responsibility and task of developing these programs falls to all interested parties including Aboriginal Governments and organizations; members of the primary and secondary industries; communities; training institutions such as Aurora College; the Government of the Northwest Territories; and the Federal Government primarily through the Departments of Human Resources Development Canada and Indian and Northern Affairs Canada.

As described in the following section, the NWT Industrial Mining Skills Strategy is just such an approach. Through the strategy, Aboriginal and other Northerners will have access to industrial skills development programs that prepare them for the mining jobs that are, and will be, available.

STRATEGY IMPLEMENTATION

The NWT Industrial Mining Skills Strategy was developed by the Northwest Territories Mine Training Committee to ensure that Aboriginal and other Northerners have the required capacity to meet current and future labour force needs. The strategy combines a unique, made-in-the-north approach with best practices of skill development programs from other regions of Canada, particularly from similar programs in Newfoundland and Labrador and Saskatchewan. The strategy is industry driven and designed to meet the labour force needs of industry partners as well as the skill development needs of Aboriginal and other Northerners.

The strategy is based on a partnership model. The Mine Training Committee consists of representatives from Industry, Aboriginal Governments and organizations and both the Territorial and Federal governments.

All partners have had a direct say in how the strategy was developed. Each partner has also committed to providing the time, expertise and resources to ensure that the strategy has the greatest impact on the people who need the training most. Through implementation of this strategy, Aboriginal and other Northerners will be provided with access to skills for real, identified jobs in the mining industry.

STRATEGY MODEL

As mentioned, the NWT Industrial Mining Skills Strategy is based on a partnership model. Establishing strong partnerships with defined responsibilities and commitments is critical to the success of the strategy. The key partners involved in developing, implementing and resourcing the strategy are:

Industry Partners

- The NWT Mine Training Committee
- The NWT and Nunavut Chamber of Mines
- Diavik Diamond Mines Inc.
- BHP Billiton
- De Beers Canada Mining Inc.
- ProCon Mining and Tunnelling
- KeTe Whii Ltd.

Aboriginal Partners

- Aboriginal Summit (Representing Aboriginal Governments)
- Yellowknives Dene First Nation
- Lutsel K'e Dene Council

Government Partners

- The Government of the Northwest Territories (Department of Education, Culture and Employment)
- The Government of Canada (Human Resources Development Canada and Indian and Northern Affairs Canada)
- Aurora College

Each of these partners has gone to great lengths to ensure that Aboriginal and other Northerners have been provided with access to employment. While there has been significant success, it is clear that the northern labour supply does not meet the current or future labour market needs of the mining industry. Without significant and immediate capacity development, Aboriginal and other Northerners will not have the opportunity to take full advantage of mining jobs.

Through the partnership model, the NWT Industrial Mining Skills Strategy will ensure maximized, shared resources and skill development opportunities as well as a reduction in the duplication of costs and efforts. The partnership approach will ensure that skill development programs are delivered in a strategic, integrated and coordinated manner and provide all partners with responsibility for, and a share in, the success of the program.

PAST SUCCESSES

The development of the strategy has not happened overnight. It is based on the past successes of the NWT Mine Training Committee in developing and implementing a variety of industrial skills development pilot projects.

Diavik Diamond Mines Inc. (DDMI) in particular has taken a leadership role in the development and implementation of pilot projects. DDMI has proven how a partnership model can work by providing time, expertise, leadership and significant resources to each of the pilot projects mentioned on the following page. Through the efforts of DDMI, in collaboration with other Committee partners including Aurora College, many Aboriginal and other Northerners are now gainfully employed in the mining or related industries.

These successes have demonstrated a true commitment by all partners to play a role in the development, implementation and resourcing of industrial skills programs. The past successes have also provided the Committee with an understanding of the most effective means of delivering programs in the north. As demonstrated in Table 1, 180 participants have already received training through these programs, the majority of whom are currently working in the mining industry.

Using the information gained through these pilot projects, the NWT Industrial Mining Skills Strategy targets specific skills deficiencies and uses an approach that has already proven highly successful in the north. The strategy allows the partners to implement these and other required programs in a strategic, systematic and sustained manner.

Table 1 - Mine Training Committee Programs

Program	Participant Communities	Number of Participants
Trades Helper Training Program (Delivered 4 times)	Dettah Rae-Edzo Fort Smith Gameti Lutsel K'e Wekweti Wha Ti Yellowknife	75
Heavy Duty Equipment Operator (Specialized)	Dettah Rae-Edzo Lutsel K'e N'dilo Wha Ti	13
Construction Training Program	Lutsel K'e Fort Resolution	14
Construction Trades Helper Program	Kugluktuk	12
Camp Cook Program	Kugluktuk	8
ATCO Structures Trades Training Program	Lutsel K'e Fort Resolution	4
Side Door Youth Development Program	Rae-Edzo Wha Ti	28
Mill Operator Program	Various	26
Total		180

STRATEGY OBJECTIVES

The primary objective of the NWT Industrial Mining Skills Strategy is to ensure that Aboriginal and other Northerners receive the industrial skills needed to access jobs in the mining sector.

A second objective is to ensure that industrial skill development programs are delivered in a strategic, integrated and coordinated manner. Ad hoc programs have been successful at filling short term and immediate labour market needs, however, a long-term strategy is required to ensure that gaps in the labour market are filled through a sustained and fully resourced approach.

A third objective is to form lasting and meaningful partnerships with all concerned parties. Without the input and commitment of all of the major partners in the mining sector, the strategy will not result in the desired outcome of jobs for Aboriginal and other Northerners.

STRATEGY PRINCIPLES

From the outset, the development of the strategy has been based on five very clear principles. These principles have been established to overcome the employment barriers faced by Aboriginal and other Northerners and to meet the primary strategic objectives in an effective and efficient manner.

The strategy principles are:

1) The strategy is directed at industry identified jobs

Industrial skills development programs will be job specific and directed at industry identified jobs. Industry representatives have therefore provided the labour market information required to ensure that participants receive the required skills for designated jobs.

2) The strategy is industry driven

History in the north has shown that skill development must be industry driven. Industry has the best understanding of their own labour force needs. Industry has therefore played a key and guiding role in the development of the strategy.

3) The strategy is community-focused

Northern people have very strong, traditional ties to their families, communities and the land. Relocating Aboriginal and other Northerners for skill development over extended periods of time has met with limited success.

Best practices in the north have demonstrated that training that is delivered in, and/or directly linked to, communities has been very successful. Where possible, training will be delivered in the communities. In many cases, training will be delivered in specified facilities or on-site, however, there will be a continuous and direct connection to the communities throughout the training. Training will

also be designed and delivered in such a way as to recognize the strong cultural and familial ties of participants to their communities.

Where possible, training outside of the community will be modeled on the rotational schedule of the mines. This will allow participants the opportunity to experience mine-like living conditions and allow them to return to their communities and families on a regular basis.

4) The strategy will be based on job assurances

Everyone will benefit from higher levels of employment among Aboriginal and other Northerners in the mining industry. In order for everyone to make a solid commitment to skill development and capacity building, participants will be provided with job assurances upon successful completion of specified industrial skills development programs.

5) The strategy will focus on job skills

The strategy will focus on specific job skill development. These skills may include literacy, upgrading or life skills, however, the focus will be on providing participants with the industrial skills needed for identified jobs.

STRATEGY DEVELOPMENT

The strategy has been developed with the input of each of the key partners. The methodology used to develop the strategy included:

Background Research

Background research involved analyzing data on the current and future situation in the NWT including a review of labour market conditions, an analysis of the current and proposed mining job market and an identification of labour market needs. Research was conducted through a study of available information as well as consultations with Industry and other partners on their human resource needs and priority areas.

Strategy Workshops

Successive workshops with representatives of each of the key partnership groups were conducted. The purpose of the workshops was to gain consensus on:

- key labour force issues to be addressed through the strategy
- strategy principles, goals and objectives
- initiatives to be included in the strategy
- partner groups and responsibilities, and
- a proposed cost sharing arrangement for the strategy.

Through the workshops, consensus was reached on industry needs, northern skill deficiencies and the most urgently needed incremental programming to fill identified skill development gaps.

Cost/Benefit Analysis

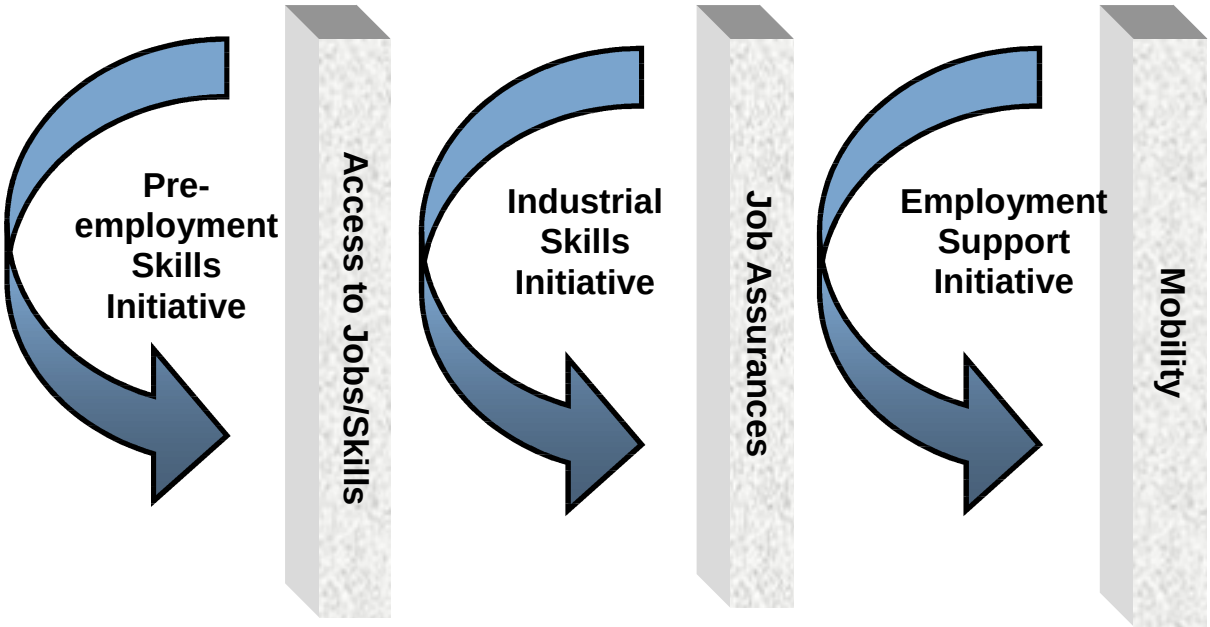
A cost/benefit analysis of the potential shared initiatives and programs was also undertaken. This involved identifying the estimated resources for each program, identifying the potential net benefits and determining the value of the program results in comparison to overall costs.

As a result of this multi-phased process, each of the partner groups has had significant opportunity for input into the strategy and are fully committed to its implementation. The strategy is now before the various partners for final decision concerning commitments of time, expertise and resources.

STRATEGIC INITIATIVES

The NWT Industrial Mining Skills Strategy is a three-tiered approach to skill development. Each tier, or initiative, is designed to address an identified gap in the labour market and to ensure that Aboriginal and other Northerners have the pre-requisite literacy, education, life and job skills to be successful in the mining industry. The strategy consists of the following complimentary, but separate initiatives:

1) Pre-employment Skills Initiative
2) Industrial Skills Initiative
3) Employment Support Initiative



1.0) PRE-EMPLOYMENT SKILLS INITIATIVE

The Pre-employment Skills Initiative will represent the first step on the road to a mining job and career. The Pre-employment Skills Initiative is designed to address the challenges of education and literacy skills and job and life skills. The Initiative will also incorporate programs that attempt to address wellness issues in relation to employment in the north.

Pre-employment skills programs are critical to ensure that Northerners and Aboriginal persons have the basic literacy, numeracy and educational requirements to access jobs. As this will be the first step in the process to gaining employment, it is essential that pre-employment programs be meaningful, accessible and delivered in the community whenever possible. Participants must be able to access pre-employment programs with a minimum of disruption to their family, social and community lives.

Innovative pre-employment programs will make learning desirable for participants, making it easier to transition into skill specific programs and eventually into jobs and careers.

Many highly respected pre-employment programs have already been established in the north and are administered and delivered by such organizations as Aurora College. The strategy will therefore make use of these programs and tailor them to the specific needs of the mining industry.

The Pre-employment Skills Initiative also includes an education and awareness component aimed at increasing the understanding of, and interest in, the mining industry.

The industry has changed substantially over the past twenty years and it is clear that there is a lack of understanding of the types of jobs available and the requirements for those jobs. Education and awareness programs will be directed at both adults and school-aged students who will form the future northern workforce.

Pre-Employment Initiative – Basic Skills Component

Through the Pre-employment Skills Initiative – Basic Skills Component, Aboriginal and other Northerners with minimal education, literacy and job skills will be given the opportunity to gain the basic skills required to access entry level positions and/or continue their training in order to develop more sophisticated industrial job skills. Aboriginal and other Northerners will also gain a better understanding of the mining industry and the significant and varied possibilities for employment. Following are brief descriptions of each of the proposed programs under the Pre-employment Initiative – Basic Skills Component. Detailed budgets and program schedules have been provided under Appendices 1.1 to 1.3.

1.1) Mine Literacy Program

The Mine Literacy Program will provide adults who have minimal literacy or numeracy skills with the basic capacity required to work in some entry level positions in the mine and/or the basic skills required for further upgrading, training and development.

There are already a number of highly valued literacy programs, many of which have been developed in the Northwest Territories. These include literacy programs designed by Aurora College as well as workplace literacy programs designed by individual mining companies.

The Mine Literacy Program will incorporate best practices from these programs as well as new literacy tools designed specifically for the mining industry.

Measurable Results

The program will be delivered in as many as four communities per year on a rotational basis. It is anticipated that 6 to 10 people may be accepted into the program in each community. Over the five year program it is anticipated that up to 150 people will receive basic literacy training.

Lead/Partners

Responsibility for the Mine Literacy Program falls mainly with the Territorial, Federal and Aboriginal governments in collaboration with Aurora College and other potential delivery agencies. The Intergovernmental partners will take the lead in the program with input from Industry partners.

1.2) Mine Upgrading Program

The Mine Upgrading Program will be similar to, but more academically focused than, the Mine Literacy Program. The Mine Upgrading Program will be targeted at those who have basic literacy skills, but require further academic upgrading in order to qualify for an entry level position or to continue with their training in such areas as pre-apprenticeship. The program will be specific to the mining industry and aimed mostly at mine-related English and math skills.

Measurable Results

The program will be delivered in as many as four communities per year on a rotational basis. It is anticipated that 6 to 10 people may be accepted into the program in each community. Over the five year program it is anticipated that up to 150 people will receive upgrading.

Lead/Partners

Responsibility for the Mine Upgrading Program falls mainly with the Territorial, Federal and Aboriginal governments in collaboration with Aurora College and other potential delivery agencies.

The Intergovernmental partners will take the lead in the program with input from Industry partners.

1.3) Job/Life Skills Program

Just as important as providing literacy and upgrading skills is the development of job and life skills. The mining industry represents a unique work environment because the mine sites are isolated and because workers, in general, must be away from their families and communities for two week periods at a time. While the two week rotational schedule allows workers to continue with their education and training and to pursue traditional lifestyles during off-work periods, it has also caused some anxieties among workers and their families. It is critical to prepare people and their families for this work-style and to give them effective strategies to cope with the unique work environment.

Skills to be developed through the Job/Life Skills Program may include:

- personal financial planning

- time management
- interpersonal skills in the workplace
- dealing with absence from the family and community
- dealing with substance abuse

Measurable Results

The program will be delivered in as many as four communities per year on a rotational basis. The program will likely be delivered in conjunction with either the Mine Literacy Program or the Mine Upgrading Program in order to maximize resources.

It is anticipated that 6 to 10 people may be accepted into the program in each community. Over the five year program it is anticipated that up to 150 people will receive job and life skills training.

Lead/Partners

Responsibility for the Job/Lifeskills Program falls mainly with the Territorial, Federal and Aboriginal governments in collaboration with Aurora College and other potential delivery agencies. The Intergovernmental partners will take the lead in the program with input from Industry partners.

Pre-Employment Initiative - Education and Awareness Component

Based on community and school visits throughout the Northwest Territories, it is clear that many people do not have a full understanding of the mining industry. Many adults in the NWT have not participated in, or fully understand, the modern mining industry. Many educators are also not clear on what is required in order to enter into the mine workforce. Many students are not aware of the employment possibilities offered by the mining industry. As the future workforce of the NWT, students must be made aware of the possibilities and what is required in order to take advantage of the promising future.

The Education and Awareness Component is intended to provide a better understanding of the possibilities of, and requirements for, working in the mining industry. Following are brief descriptions of each of the proposed programs under the Pre-employment Initiative – Education and Awareness Component. Detailed budgets and program schedules have been provided under Appendices 1.4 to 1.8.

1.4) Mining Careers Program

The Mining Careers Program will provide in-depth information on jobs and careers in the mining industry. The Program will be aimed at both the general public and school aged students and will include such elements as:

- development and distribution of mining careers promotional and display materials
- development and distribution of information on educational, training and development materials

- production of a video on mining careers
- development and maintenance of a mining careers website, and
- translation of the video, website and materials into appropriate languages.

The materials will be made available to both school and community groups. Mining Industry, government and Aboriginal partner representatives will use the materials when conducting community and school visits as well as for career and trade shows. The materials will also be made available to other groups for presentation and display purposes.

Measurable Results

Through this program it is estimated that hundreds of people per year will be provided with information on careers in the mining industry.

Lead/Partners

Responsibility for the Mining Careers Program falls to all partners. The Intergovernmental partners will take the lead in the program with significant input from Industry partners.

1.5) Role Modeling/Mentorship Program

A key way to increase understanding and interest in the mining industry is to develop role models of community people. The Role Modeling/Mentorship Program will involve selecting people from the communities who have been successful in the mining industry. These individuals will become the focus of a promotional campaign which includes print, radio, television and internet advertising.

The selected role models will have the opportunity to speak to community and school groups about the advantages and disadvantages of working in the mining industry and what they had to go through in order to become successful. Role models will also be given the time and resources to mentor others in the community through the training and development process. The mentoring program will provide Aboriginal and other Northerners with access to a familiar person to discuss the challenges, frustrations and triumphs of the skill development process. Role models will also be given the opportunity to adopt or mentor school classes to provide students with on-going contact with a community member who has been successful in the mining industry.

Measurable Results

The Role Modeling/Mentorship Program will be used to inform or mentor approximately 100 people per year on the mining industry.

Lead/Partners

Responsibility for the Role Modeling/Mentoring Program falls to all partners. The Intergovernmental partners will take the lead in the program with significant input from Industry partners.

1.6) Stay-In-School Program

The Stay-in-School Program will be a key component of the Education and Awareness Program. The Stay-in-School Program will be a way to reinforce to students that education is the best way to access careers in the mining industry. The Program will include the development and distribution of age

appropriate Stay-in-School materials directed at the elementary, middle and high school levels. These materials will be distributed to schools across the Northwest Territories. A Stay-in-School Website will also be developed with fun and interesting activities intended to spark interest in the mining industry.

As part of the Stay-in-School Program, industry, government and Aboriginal representatives will routinely visit schools and classrooms across the NWT to fully explain the mining industry and the opportunities for employment. A Stay-in-School Toolkit will be developed to assist visitors with making presentations. During school visits, representatives will also meet with administrators, teachers and guidance counsellors to provide a better understanding of what is required to be employed in the mining industry. Specific information will be developed

for educators so that they are provided with up to date materials.

The Stay-in-School Program will also include an Educator's Symposium where educators can find out more information on the industry and have greater input into materials designed for school-age students.

Measurable Results

By the completion of the strategy, it is anticipated that every school in the Northwest Territories will be exposed in one way or another to the Stay-in-School Program.

Lead/Partners

Responsibility for the Stay-in-School Program falls to all partners. The Intergovernmental partners will take the lead in the program with significant input from Industry partners.

1.7) School Based Curriculum Program

Closely tied to the Stay-in-School Program will be the development of mining related, school based curriculum. A similar project has proven extremely successful in British Columbia. Specific curriculum will be developed for the following age groups:

- elementary (grade 4 or 5) – introduction to mining
- middle school (grade 7 or 8) – science based curriculum
- senior (grade 11 or 12) – careers in the mining industry

The curriculum will be used to assist in the overall education and awareness of the mining industry and to encourage students to seriously consider employment opportunities in the mining sector.

Measurable Results

By the completion of the strategy, curriculum will be introduced to every high school as well as many middle and elementary schools in the NWT.

Lead/Partners

Responsibility for the Curriculum Development Program falls mainly with the Territorial, Federal and Aboriginal Governments in collaboration with Aurora College and other potential delivery agencies. The Intergovernmental partners will take the lead in the program with input from Industry partners.

1.8) Mining Scholarship Program

Scholarships will be awarded by the NWT Mine Training Committee to NWT students interested in post-secondary education related to the mining industry. This will include academic programs such as mining engineering as well as trades and technical programs.

Measurable Results

Ten students per year will be selected for scholarships. Scholarship criteria will be determined by the members of the NWT Mine Training Committee.

It is anticipated that 35 people will become employed in the mining or a residual industry as a result of this program.

Lead/Partnerships

Responsibility for the Scholarship Program falls to all partners. Industry will take the lead in the program with considerable input from all levels of government.

2.0) INDUSTRIAL SKILLS INITIATIVE

The Industrial Skills Initiative is designed to provide Aboriginal and other Northerners who have the pre-requisite education and literacy skills with the job specific knowledge and skills required for the mining industry.

Since the Industrial Skills Initiative will be directly linked to developing job specific skills, it is critical that the skill development also be linked to specified jobs. Successful completion of specified programs will therefore lead to job assurances on the part of Industry partners.

The Industrial Skills Initiative will include short term programs that provide Aboriginal and other Northerners with access to entry level positions as well as longer term programs aimed at increasing the number of skilled and journeyman tradespersons in the north.

While the involvement of various levels of governments and Aboriginal organizations is crucial, it is the Industry that must take the lead in the development of this initiative. Industry members know the jobs that are, or will be, available. They also understand the skills required to ensure that participants are successful in obtaining jobs.

Through the Industrial Skills Initiative, Aboriginal and other Northerners will receive the direct skills and knowledge needed to access jobs and careers in the mining sector. Following are brief descriptions of each of the proposed programs under the Industrial Skills Initiative. Detailed budgets and program schedules have been provided under Appendices 2.1 to 2.9.

2.1) Basic Skills Program

Before entering into a position in the mining industry, workers require a basic understanding of the mining process as well as fundamental safety and operational skills. The basic skills program will introduce potential workers to the mining industry and provide them with such required training as:

- First Aid
- Workplace Hazardous Materials Information System
- Transportation of Dangerous Goods, and
- Mining Terminology.

Measurable Results

Approximately 40 students per year will be enrolled in the Basic Skills Program. The Program will be delivered in various locations.

Lead/Partnerships

Responsibility for the Basic Skills Program falls to all partners. Industry will take the lead in the program with considerable input from all levels of government.

2.2) Pre-apprenticeship Program

There is a critical shortage of tradespersons in the north. The lack of tradespersons has had a dramatic impact on the ability of all industries to complete projects and maintain operations. It has also resulted in the import of tradespersons from other regions of Canada instead of job opportunities going to Aboriginal and other Northerners.

Many people in the north are interested in trades positions, however, a significant percentage need academic upgrading and/or refresher courses in order to pass the Trades Entrance Exam. Providing assistance to these people is a critical step in increasing the number of journeymen in the Northwest Territories.

The Pre-apprenticeship Program is designed to provide this assistance to interested candidates. A significant amount of work has already taken place in terms of development of northern specific Pre-apprenticeship Curriculum. The Pre-apprenticeship Program will provide resources to implement the curriculum and assistance to candidates enrolled in the curriculum. The program will also include training in the job and life skills necessary to be successful in the mining industry.

Measurable Results

Approximately 20 students per year will be enrolled in the Pre-apprenticeship Program. Many of these will continue on to trades apprenticeships while others may be able to access entry level jobs.

Lead/Partnerships

Responsibility for the Pre-apprenticeship Program falls to all partners. The Intergovernmental partners will take the lead in the program with significant input from Industry partners.

2.3) Apprenticeship Partnership Program

The Apprenticeship Partnership Program is also aimed at increasing the number of northern journeymen. Despite a desperate need for tradespersons, many companies that provide services to the mining industry do not have either the time or resources to take on trades apprentices.

The Apprenticeship Partnership Program will provide a forum for mining representatives to meet with service business representatives to develop a partnership strategy. As part of the strategy, mining companies may hire apprentices with the intent of having those persons work in the service industries once they have completed their training. The Apprenticeship Partnership Program will also provide resources to assist both small businesses and the mines to hire, train and mentor apprentices and therefore increase the number of northern tradespersons over time.

Measurable Results

Through the Apprenticeship Partnership Program approximately 15 apprentices will be hired each year.

It is anticipated that 53 people will become employed in the mining or a residual industry as a result of this program.

Lead/Partnerships

Responsibility for the Apprenticeship Partnership Program falls to all partners. Industry will take the lead in the program with significant input from Intergovernmental partners.

2.4) Prior Learning Assessment Program

Many Aboriginal and other Northerners already possess very good industrial skills that are not recognized through formal training and education. It is important to find ways to recognize the capacity of these people and give them credit for their abilities. It is also important to develop methods to assess their capabilities and possibly be given credit for skilled, semi-skilled or trades training.

Through the Prior Learning Assessment Program methods will be developed to assess the industrial skills capabilities of Northerners. As a result, Aboriginal and other Northerners will be provided with credit for the skills they have as well as training plans that provide specific information on what is required in order to gain employment in the mining industry.

Measurable Results

It is anticipated that 50 people per year will be provided with Prior Learning Assessments and Individualized Training Plans through this program.

Lead/Partnerships

Responsibility for the Prior Learning Assessment Program falls mainly to the Intergovernmental partners. The Intergovernmental partners will take the lead in the program with input from Industry partners.

2.5) Underground Mine Training Program

The Underground Mine Training Program is a key element of the Industrial Skills Initiative. It is anticipated that there will be as many as 700 underground jobs created over the next five years. Due to changes in

underground mining, miners now require specific training in order to access the worksite, let alone operate highly sophisticated equipment in a safe and efficient manner. The opportunities in underground mining are extensive and it is essential to provide training to Aboriginal and other Northerners in this area as soon as possible. Trainees who successfully complete the training program will be qualified for entry-level positions in an underground mine. They will be provided with the knowledge and tools that will allow them to work in an underground setting in a safe and effective manner.

Measurable Results/Impacts

Through this program up to 60 people per year will be provided with underground mine training and job assurances upon successful completion of training.

It is anticipated that 210 people will become directly employed as a result of this program.

Lead/Partnerships

Responsibility for underground mine training falls mainly to industry. Industry will take the lead in the program with considerable input from all levels of government.

2.6) Mining Technology Program

Technology plays a critical role in modern mining. Technology-based occupations offer opportunities for Aboriginal and other Northerners to gain access to further career growth. There is a critical need to fill these positions, particularly in Instrument and Environmental Technology.

Measurable Results

Through the Mining Technology Program approximately 20 students per year will receive skill development and job assurances upon successful completion of training.

It is anticipated that 70 people will become employed in the mining or a residual industry as a result of this program.

Lead/Partnerships

Responsibility for technology programs falls mainly to Industry. Industry will take the lead in the program with considerable input from all levels of government.

2.7) Mining Administration Program

Mining Industry partners have also indicated a shortage of workers in administrative areas, particularly in clerical, financial and human resource positions. Aurora College already offers programs in each of these areas. The Aurora College programs will therefore be expanded and specific mining industry related curriculum will be developed in each area.

Measurable Results

Approximately 20 people per year will be educated through the Mining Administration Program.

It is anticipated that 70 people will become employed in the mining or a residual industry as a result of this program.

Lead/Partnerships

Responsibility for mining administration programs falls mainly to Industry. Industry will take the lead in the program with considerable input from all levels of government.

2.8) Established Programs

The NWT Mine Training Committee has already developed and implemented a number of highly successful programs. Many of these programs are in areas where there remains a high labour market need. Resources are required to ensure that these programs are allowed to continue.

The on-going programs include:

- Mill Operators Program
- Camp Facilities Program
- Construction Helper Program
- Heavy Duty Equipment Program
- Trades Helper Program.

Measurable Results

Approximately 30 people per year will be trained and provided with job assurances upon successful completion of these programs.

It is anticipated that 105 people will become employed in the mining or a residual industry as a result of this program.

Lead/Partnerships

Responsibility for established programs falls mainly to industry. Industry will take the lead in the program with considerable input from all levels of government.

2.9) Database Program

A critical component of all programming will be identifying and tracking the skills of Aboriginal and other Northerners as they progress through the various skill development opportunities associated with this strategy. Therefore a highly sophisticated database program will be required to track and report on:

- the progress of each participant on an individual basis
- the skills and credentials obtained by participants
- the number and location of programs
- the success of each program and initiative, and
- the overall success of the strategy.

Measurable Results

A database system will be established that provides information on an individual, program, initiative and strategic basis.

Lead/Partnerships

Responsibility for the database falls equally to all partners. Intergovernmental and Industry partners will share the lead in the database system.

3.0) INDUSTRIAL MINING FACILITY PROGRAM

The need for underground mining skill development has already been established. The problem for Aboriginal and other Northerners is that, at present, the only underground mine training schools in Canada are located in British Columbia and Ontario.

Many people from the NWT do not have either the resources or the ability to attend training institutions outside of their home communities - let alone outside the Territory - for extended periods of time. It is therefore highly unlikely that significant numbers of Aboriginal and other Northerners will leave their home communities for such periods to receive the necessary training for jobs in underground mining.

A northern based industrial mining facility is desperately needed. A northern facility will eliminate many of the barriers to employment by:

- being accessible to Aboriginal and other Northerners
- being culturally and linguistically appropriate and comfortable for participants
- providing northern based programming at the appropriate literacy and numeracy levels, and
- incorporating curriculum designed to overcome job and life skill requirements and wellness issues.

The Industrial Mining Facility Program will provide resources to fully investigate possible sites, and, should a suitable site be identified, provide capital costs for the development of the facility. It will also include resources for much needed skill development equipment such as mining equipment simulators.

Measurable Results

If successful, as many as 100 people per year will be trained for mining jobs at the Industrial Mining Facility over the life of the strategy.

Lead/Partnerships

Responsibility for development of the Industrial Mining Facility falls equally to government and Industry. Industry and Indian and Northern Affairs Canada will cost-share funding the program with considerable input from all levels of government.

4.0) EMPLOYMENT SUPPORT INITIATIVE

The purpose of the Employment Support Initiative is to ensure that Aboriginal and other Northerners have access to work through economical, reliable and feasible transportation systems. Mobility is a critical issue, particularly in the north where many people live in small isolated communities that do not have daily transportation systems and where the costs of transportation are considerable.

Many people in a number of communities in both the Northwest Territories and Nunavut have the skills and experience to participate in the mining industry. However, without some form of assistance, the cost of travel outweighs the benefits of work. As a result many are forced into a situation where they must rely on income support even though they are willing and able to work. Previous mobility studies have clearly demonstrated the economic, financial, social and emotional benefits of providing mobility assistance to workers. However, new analysis is warranted and new and creative approaches must be found for the mobility issue.

The Mobility Program will involve a study on the benefits of mobility and how to increase access to work sites for all Aboriginal and other Northerners located in remote communities.

Through the study new ideas on how to create and resource mobility will be analyzed. The study will engage the transportation industry in an attempt to find viable and economically beneficial options to this problem. The Program will also provide resources to establish an on-going mobility fund to ensure that Aboriginal and other Northerners have access to mining worksites.

Measurable Results

Measurable results will be determined once the Program study has been completed.

It is anticipated that 100 people will become employed in the mining or a residual industry as a result of this program.

Lead/Partners

Responsibility for the Mobility Program falls equally to all partners. Intergovernmental and Industry partners will share the lead in the program.

5.0) ADMINISTRATION, MONITORING AND EVALUATION

Administration, monitoring and evaluation of the NWT Industrial Mining Skills Strategy will be critical to ensure that both public and private funds are spent appropriately. Administration will also be required to keep track of each of the programs and initiatives; conduct research, gather statistics and prepare reports; track individuals as they progress through the training programs; and determine the level of success of each program.

Administrative services will be needed so that payments are made and tracked, for accounting and bookkeeping purposes, and to cover the costs of any required audits or financial or program reviews.

Administrative resources will also be required to ensure that built-in evaluations are conducted and program targets are met. Human and financial resources, facilities and equipment will all therefore be required in order to ensure the strategy is managed and administered in an effective, efficient and proper manner.

Measurable Results

This program will ensure that administrative functions and evaluations are maintained in an effective and orderly manner.

Lead/Partners

Responsibility for the administration, monitoring and evaluation of the strategy falls equally to all partners. Intergovernmental partners will take the lead in the administration with considerable input from industry.

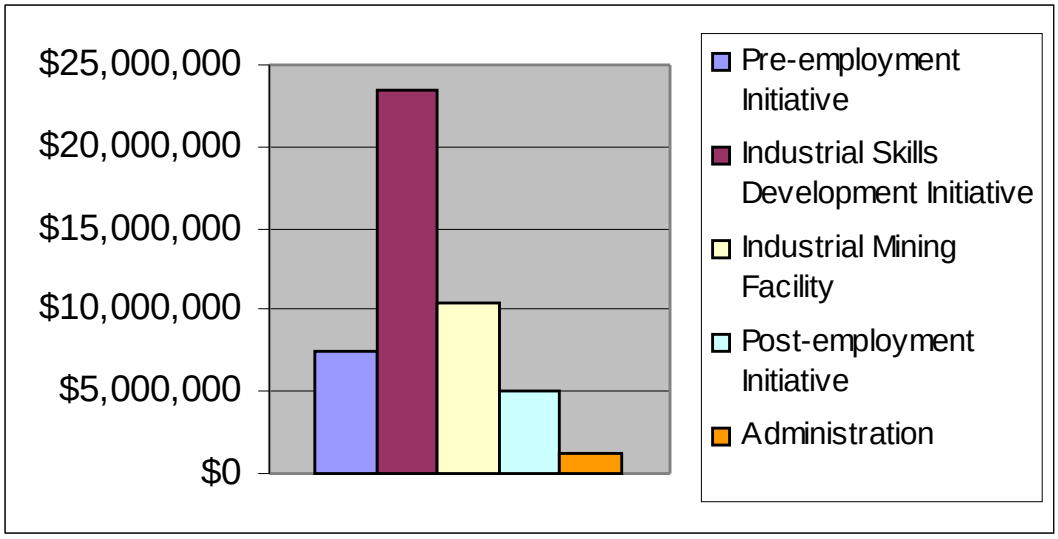
OUTCOMES

The NWT Industrial Mining Skills Strategy is a comprehensive program aimed at ensuring that Aboriginal and other Northerners have the capacity to meet mining labour market needs. The strategy will require a substantial investment by all partners, however, the return on that investment will be significantly higher levels of employment in the mining industry, particularly for Aboriginal persons in the Northwest Territories.

Investment

A significant investment will be required by all partners in terms of time, expertise and financial resources to ensure the success of the strategy. The anticipated cost of the strategy is approximately $47,645,000 over the five year period. The breakdown of these costs by program area is represented in Chart 5.

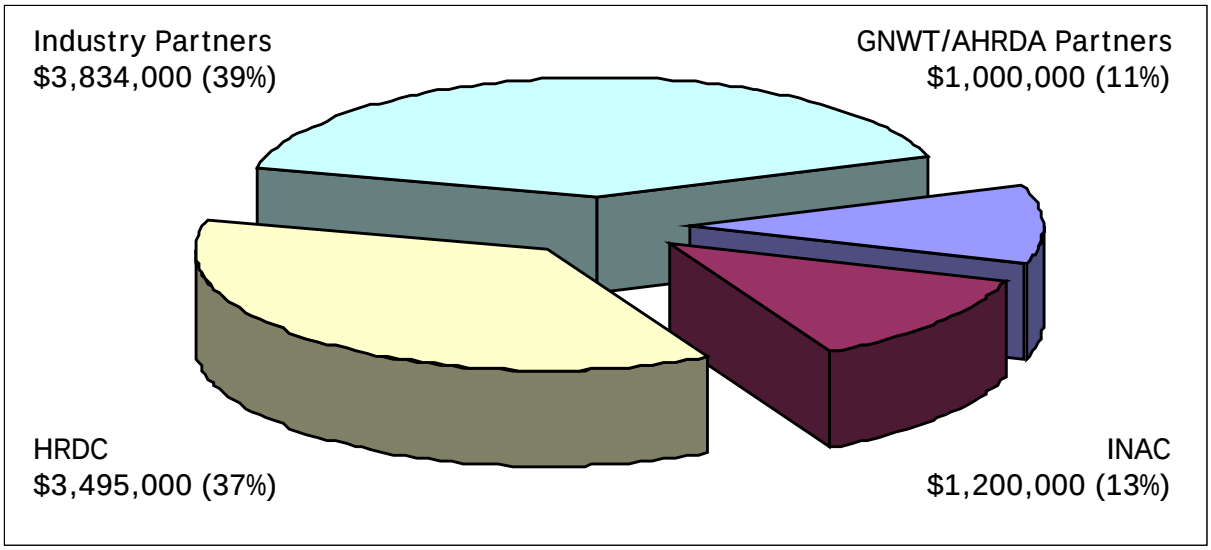
Chart 5 - Proposed Strategy Costs by Initiative



The majority of the funds are directed at initiatives and programs that will lead to direct employment. A significant proportion will also be directed at preparing Aboriginal and other Northerners for work in the mining industry through literacy, upgrading and lifeskills programs and education and awareness programs.

The required investment will be shared by all partners, either through existing or incremental funding. For example, the strategy will require $17,475,000 in incremental funding from Human Resources Development Canada over the five year period. Each partner is fully committed to the objectives and principles of the strategy, and each has a directed and vested interest in increasing employment for Aboriginal and other Northerners. Chart 6 demonstrates the proposed cost-sharing arrangement on an annual basis between each of the partners.

Chart 6 - Proposed Annual Averaged Strategy Costs by Partner



Primary Return On Investment

While the overall investment in the strategy may be substantial, it is marginal in terms of the overall benefits of the NWT Mining Industry to Canada. As stated earlier, it is estimated that 155,000 person years of employment will be generated in Canada over the period 2002 to 2026 as a result of the diamond mining industry alone. This is expected to increase as other mining operations come on stream. It is also anticipated that royalties from the diamond mines will generate approximately $1.5 billion in government revenues over the next 15 years. It is essential to reinvest a portion of the economic gains from the NWT mining industry into skill development programs in order to ensure that maximum benefits from the industry accrue to Aboriginal and other Northerners.

The direct return on investment from the strategy can best be described in terms of jobs. It is anticipated that approximately 645 people will receive employment in the mining or residual industries as a result of this strategy. Of the anticipated 645 people to be employed, at least 470, or 70%, will be Aboriginal persons.

As demonstrated in Table 2, the number of persons employed is based on the anticipated total of participants in programs that lead directly to employment. It is anticipated that 70% of the participants in each of these programs will be successful and 70% of those will be Aboriginal. The exception is in the Employment Support Initiative where it is anticipated that 90% of the participants will be Aboriginal. This does not include participants in Pre-employment Programs who may also become employed directly.

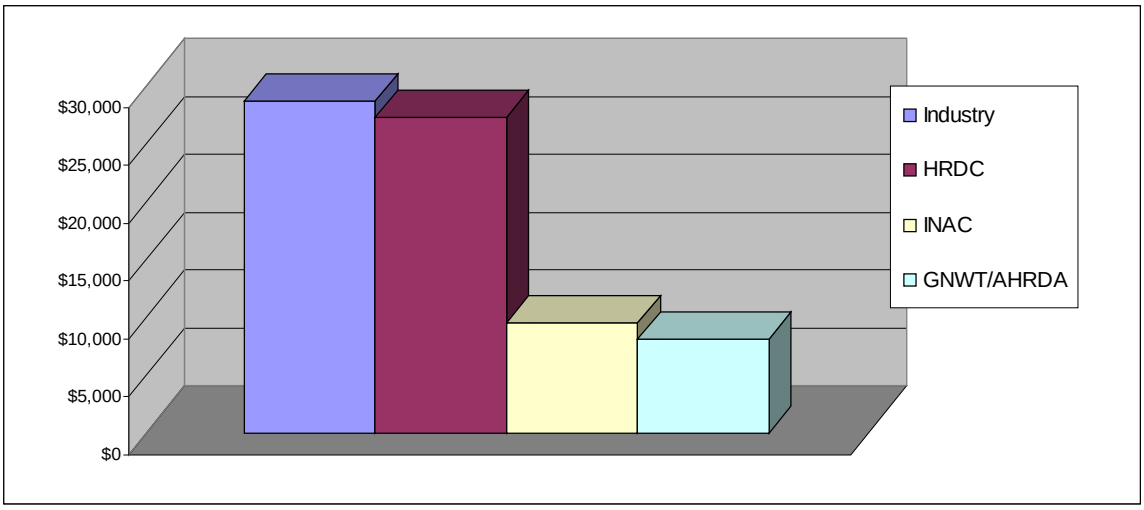
Table 2 - Anticipated Levels of Employment By Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total Trained	Total Employed	Aboriginal Employed
Scholarship Program	10	10	10	10	10	50	35	25
Apprenticeship Partnership	15	15	15	15	15	75	53	37
Underground Mining	60	60	60	60	60	300	210	147
Technology Programs	20	20	20	20	20	100	70	49
Administration Programs	20	20	20	20	20	100	70	49
On-going Programs	30	30	30	30	30	150	105	74
Mobility Program							100	90
Total							643	470

On a cost per employed person basis, this equates to approximately $73,868 per employed person.

Chart 7 demonstrates the approximate cost per employed person by partner.

Chart 7 - Anticipated Cost/Employed Person By Partner



Overall, the anticipated return on investment over a ten year period is approximately $1,000,000 per employed person. This is based on an annual average salary of $65,000 combined with a reduction of $35,000 in social assistance through Income Support, Housing Subsidies and so on.

It is also important to note that the majority of people who will gain employment through this strategy currently rely on income assistance. Helping these people transition from a circumstance of reliance to one of independence will make a tremendous financial, psychological and emotional impact on their lives, the lives of their families and on their communities as a whole.

Other Returns On Investment

While the number of jobs and employed persons will be the key indicator of the success of the strategy, the return on investment will be generated in several other ways. As a result of the Pre-employment Initiative, it is anticipated that 450 Aboriginal and other Northerners will receive basic literacy, upgrading and/or life skills. Many of these people may find immediate employment in the mining industry. Many more will be given the essential skills required to engage in more advanced skills development programming or to engage in employment opportunities in other fields.

In addition, the Education and Awareness Component will result in literally hundreds of people from across the NWT being exposed to opportunities in the mining sector. This includes both adults who may wish to upgrade their skills capacity as well as students who are the workforce of the future. It is anticipated that many of these people will become interested and engaged in the mining industry.

Through the Industrial Skills Development Initiative, participants will also gain employment skills that are directly transferable to jobs in other sectors including local and regional governments; oil and gas exploration and development; and pipeline construction.

It is also anticipated that the momentum generated by the strategy will result in increased employment in the mining sector over the long-term. As Aboriginal and other Northerners become engaged in the mining industry, and as mining becomes part of the northern culture, fewer efforts will be required to engage Aboriginal and other Northerners in the mining sector. As literacy and graduation rates continue to increase, it is also anticipated that the level of basic and pre-employment training required will also be reduced over time.

Finally, the establishment of a world class Industrial Mining Facility will ensure that the programs are delivered in an accessible environment and in a northern context which will significantly increase the levels of success for participants.

In short, the returns on investment far outweigh the costs of this strategy, while the cost of doing nothing is prohibitive in both financial and human terms.

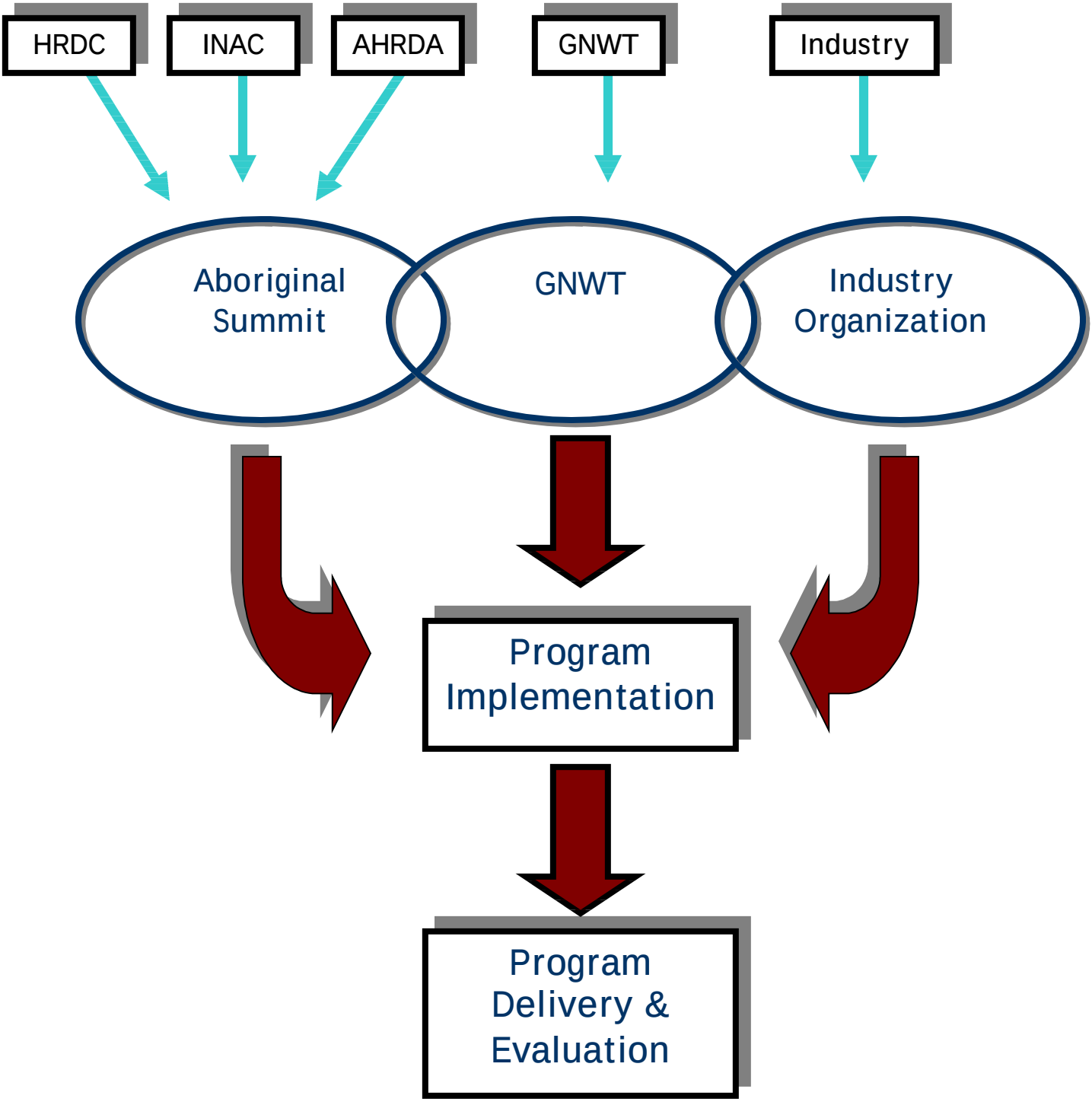
IMPLEMENTATION

Implementation of the NWT Industrial Mining Skills Strategy is going to require the utmost co-operation and collaboration of all partners. Aboriginal Governments and organizations and Industry must have a direct and meaningful say in how the strategy is implemented, managed and evaluated. It is also clear that while the strategy is directed at all Northerners, the majority of the benefits and resources must be targeted at Aboriginal persons.

It is therefore recommended that Federal Government and Aboriginal financial resources flow through an Aboriginal controlled organization such as the Aboriginal Summit in order to ensure that Aboriginal persons receive direct benefits from the strategy.

The Aboriginal organization, in collaboration with Industry representation through the NWT Mine Training Committee and GNWT representation, will be responsible for approving and allocating funding on a program-by-program basis within the auspices of each Initiative. The following diagram demonstrates how such a model may be implemented.

NWT Industrial Mining Skills Strategy



CONCLUSION

The NWT Industrial Mining Skills Strategy represents a very real and substantial opportunity for Aboriginal and other Northerners to receive the specific skill development they need to access jobs in the mining industry. It is a strategic approach that uses best practices from the north and other parts of Canada. The strategy is based on a number of key elements that will ensure its overall success including:

- a sound partnership model
- industry specified jobs
- very clear objectives and principles
- job assurances for those who are successful in specified industrial skills training programs
- specific initiatives and programs developed and validated by all of the partners, and
- evaluation methods and targets to ensure that both public and private funds are used in an effective, efficient and appropriate manner.

While the investment in the strategy is substantial, the return on the investment will significantly outweigh any associated costs. The benefits of the northern mining industry have been felt by all Canadians through increased revenue royalties and the creation of thousands of person years of employment in the Provinces.

The NWT Industrial Mining Skills Strategy simply ensures that maximum benefits are rightly accrued to Aboriginal and other Northerners. The benefits of the strategy will be equally shared by all partners including Aboriginal Governments and organizations, Industry and the Federal and Territorial Governments. Most importantly, the strategy will provide skill development, and therefore hope and assistance for a better future, to those who need it most.

Appendix 1 – NWT Industrial Mining Skills Strategy Budget by Category

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Pre-employment Initiatives	$2,120,000	$1,395,000	$1,315,000	$1,510,000	$1,070,000	$7,410,000
Industrial Skill s Initiative	$4,695,000	$4,860,000	$4,410,000	$5,010,000	$4,410,000	$23,385,000
Industrial Mining Facility Program	$1,500,000	$5,000,000	$2,000,000	$1,000,000	$1,000,000	$10,500,000
Employment Support Initiative	$1,250,000	$1,200,000	$1,000,000	$1,025,000	$600,000	$5,075,000
Administration Programs	$255,000	$255,000	$255,000	$255,000	$255,000	$1,275,000
Total Costs	$9,820,000	12,710,000	$8,980,000	$8,800,000	$7,335,000	$47,645,000

Funding – Intergovernmental (61%)	**$6,150,000**	**$7,238,750**	**$5,322,500**	**$5,406,250**	**$4,357,500**	**$28,475,000**
Funding – Industry (39%)	**$3,745,000**	**$5,396,250**	**$3,607,500**	**$3,468,750**	**$2,952,500**	**$19,170,000**

Appendix 1.0 – Pre-employment Skills Initiative

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Mine Literacy Program	$260,000	$110,000	$110,000	$135,000	$110,000	$725,000
Mine Upgrading Program	$260,000	$110,000	$110,000	$135,000	$110,000	$725,000
Mine Lifeskills Program	$260,000	$110,000	$110,000	$135,000	$110,000	$725,000
Mining Careers Promotion	$385,000	$345,000	$250,000	$145,000	$205,000	$1,330,000
Role Modeling	$185,000	$135,000	$110,000	$185,000	$110,000	$725,000
Stay in School	$510,000	$315,000	$335,000	$455,000	$315,000	$1,930,000
Curriculum Development	$200,000	$220,000	$240,000	$270,000	$60,000	$990,000
Scholarship Program	$60,000	$50,000	$50,000	$50,000	$50,000	$260,000
Total Pre-employment	$2,195,000	$1,320,000	$1,265,000	$1,585,000	$1,045,000	$7,410,000

Funding – Intergovernmental (74%)	**$1,575,000**	**$1,033,750**	**$973,750**	**$1,120,000**	**$790,000**	**$5,492,500**
Funding – Industry (26%)	**$545,000**	**$361,250**	**$341,250**	**$390,000**	**$280,000**	**$1,917,500**

Appendix 1.1 – Mine Literacy Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Mine Literacy Curriculum And Resources	**$100,000**					**$100,000**
research and incorporate other literacy programs including workplace literacy programs	$25,000					$25,000
develop new resources and materials as required	$75,000					$75,000
Develop And Deliver Train The Trainer Workshop	**$75,000**					**$75,000**
develop and deliver train-the-trainer materials and workshop	$20,000					$20,000
travel costs for workshop participants	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
Implement Pilot Project in 3 Communities	**$85,000**					**$85,000**
instructor fees and travel	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
prepare and provide course materials	$10,000					$10,000
make necessary revisions to curriculum	$20,000					$20,000
Deliver Mine Literacy Project In Up To 5 Communities		**$110,000**	**$110,000**	**$110,000**	**$110,000**	**$440,000**
instructor fees and travel		$80,000	$80,000	$80,000	$80,000	$320,000
coordinate logistics (time, place, rent space, etc.)		$10,000	$10,000	$10,000	$10,000	$40,000
prepare and provide course materials		$20,000	$20,000	$20,000	$20,000	$80,000
Evaluate Mine Literacy Project				**$25,000**		**$25,000**
evaluate Mine Literacy Project and make revisions to curriculum as required				$25,000		$25,000
Total	**$260,000**	**$110,000**	**$110,000**	**$135,000**	**$110,000**	**$725,000**

Funding – Intergovernmental (75%)	**$195,000**	**$82,500**	**$82,500**	**$101,250**	**$82,500**	**$543,750**
Funding – Industry (25%)	**$65,000**	**$27,500**	**$27,500**	**$33,750**	**$27,500**	**$181,250**

Appendix 1.2 – Mine Upgrading Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Mine Upgrading Curriculum And Resources	**$100,000**					**$100,000**
research and incorporate other upgrading programs including workplace upgrading programs	$25,000					$25,000
develop new resources and materials as required	$75,000					$75,000
Develop And Deliver Train The Trainer Workshop	**$75,000**					**$75,000**
develop and deliver train-the-trainer materials and workshop	$20,000					$20,000
travel costs for workshop participants	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
Implement Pilot Project in 3 Communities	**$85,000**					**$85,000**
instructor fees and travel	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
prepare and provide course materials	$10,000					$10,000
make necessary revisions to curriculum	$20,000					$20,000
Deliver Mine Upgrading Project In Up To 5 Communities		**$110,000**	**$110,000**	**$110,000**	**$110,000**	**$440,000**
instructor fees and travel		$80,000	$80,000	$80,000	$80,000	$320,000
coordinate logistics (time, place, rent space, etc.)		$10,000	$10,000	$10,000	$10,000	$40,000
prepare and provide course materials		$20,000	$20,000	$20,000	$20,000	$80,000
Evaluate Mine Upgrading Project				**$25,000**		**$25,000**
evaluate Mine Upgrading Project and make revisions to curriculum as required				$25,000		$25,000
Total	**$260,000**	**$110,000**	**$110,000**	**$135,000**	**$110,000**	**$725,000**

Funding – Intergovernmental (75%)	**$195,000**	**$82,500**	**$82,500**	**$101,250**	**$82,500**	**$543,750**
Funding – Industry (25%)	**$65,000**	**$27,500**	**$27,500**	**$33,750**	**$27,500**	**$181,250**

Appendix 1.3 – Job/Lifeskills Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Mine Life Skills Curriculum And Resources	**$100,000**					**$100,000**
research and incorporate other Life Skills programs including workplace Life Skills programs	$25,000					$25,000
develop new resources and materials as required	$75,000					$75,000
Develop And Deliver Train The Trainer Workshop	**$75,000**					**$75,000**
develop and deliver train-the-trainer materials and workshop	$20,000					$20,000
travel costs for workshop participants	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
Implement Pilot Project in 3 Communities	**$85,000**					**$85,000**
instructor fees and travel	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
prepare and provide course materials	$10,000					$10,000
make necessary revisions to curriculum	$20,000					$20,000
Deliver Mine Life Skills Project In Up To 5 Communities		**$110,000**	**$110,000**	**$110,000**	**$110,000**	**$440,000**
instructor fees and travel		$80,000	$80,000	$80,000	$80,000	$320,000
coordinate logistics (time, place, rent space, etc.)		$10,000	$10,000	$10,000	$10,000	$40,000
prepare and provide course materials		$20,000	$20,000	$20,000	$20,000	$80,000
Evaluate Mine Life Skills Project				**$25,000**		**$25,000**
evaluate Mine Life Skills Project and make revisions to curriculum as required				$25,000		$25,000
Total	**$260,000**	**$110,000**	**$110,000**	**$135,000**	**$110,000**	**$725,000**

Funding – Intergovernmental (75%)	**$195,000**	**$82,500**	**$82,500**	**$101,250**	**$82,500**	**$543,750**
Funding – Industry (25%)	**$65,000**	**$27,500**	**$27,500**	**$33,750**	**$27,500**	**$181,250**

Appendix 1.4 – Mining Careers Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop And Produce Mining Careers Promotional Materials	**$150,000**	**$150,000**	**$50,000**	**$75,000**	**$25,000**	**$450,000**
develop, produce and distribute posters, pamphlets and other print materials	$75,000	$75,000				$150,000
translate materials into appropriate languages	$25,000	$25,000				$50,000
develop careers promotional displays	$50,000	$50,000				$100,000
update and reproduce materials			$50,000	$75,000	$25,000	$150,000
Develop Mining Careers Website	**$75,000**	**$20,000**	**$20,000**	**$20,000**	**$20,000**	**$155,000**
develop website	$50,000					$50,000
translate content into appropriate languages	$25,000					$25,000
maintain website		$20,000	$20,000	$20,000	$20,000	$80,000
Produce Mining Careers Video		**$125,000**				**$125,000**
produce and distribute mining careers video		$125,000				$125,000
Conduct Up To 7 Community Visits Per Year	**$50,000**	**$50,000**	**$50,000**	**$50,000**	**$50,000**	**$250,000**
coordinate community visits program	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
costs for travel, accommodation, etc.	$35,000	$35,000	$35,000	$35,000	$35,000	$175,000
costs for community visit materials	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Hold Symposium	**$110,000**		**$110,000**		**$110,000**	**$330,000**
coordinate symposium/final report	$25,000		$25,000		$25,000	$75,000
participant travel and accommodation fees	$75,000		$75,000		$75,000	$225,000
logistics (meeting rooms, equipment, etc.)	$10,000		$10,000		$10,000	$30,000

Appendix 1.4 – Mining Careers Program (Cont.)

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Evaluate Mining Careers Program			**$20,000**			**$20,000**
evaluate Mining Careers Program			$20,000			$20,000
Total	**$385,000**	**$345,000**	**$250,000**	**$145,000**	**$205,000**	**$1,330,000**

Funding – Intergovernmental (75%)	**$288,750**	**$258,750**	**$187,500**	**$108,750**	**$153,750**	**$997,500**
Funding – Industry (25%)	**$96,250**	**$86,250**	**$62,500**	**$36,250**	**$51,250**	**$332,500**

Appendix 1.5 - Role Modeling/Mentoring Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop And Produce Role Model/Mentorship materials	**$75,000**	**$25,000**		**$75,000**		**$175,000**
develop, produce and distribute posters, pamphlets and other print materials	$75,000					$75,000
translate materials into appropriate languages		$25,000				$25,000
update and reproduce materials				$75,000		$75,000
Provide opportunities for role models to visit communities	**$110,000**	**$110,000**	**$110,000**	**$110,000**	**$110,000**	**$550,000**
coordinate role model/mentorship program	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000
role model travel and accommodation fees	$75,000	$75,000	$75,000	$75,000	$75,000	$375,000
logistics (meeting rooms, equipment, etc.)	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Total	**$185,000**	**$135,000**	**$110,000**	**$185,000**	**$110,000**	**$725,000**

Funding – Intergovernmental (75%)	**$138,750**	**$101,250**	**$82,500**	**$138,750**	**$82,500**	**$543,750**
Funding – Industry (25%)	**$46,250**	**$33,750**	**$27,500**	**$46,250**	**$27,500**	**$181,250**

Appendix 1.6 – Stay-in-School Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Stay In School Materials	**$150,000**	**$10,000**	**$10,000**	**$150,000**	**$10,000**	**$330,000**
hold focus group session with educators	$50,000			$50,000		$100,000
develop, produce and distribute posters, pamphlets and other print materials	$75,000	$10,000	$10,000		$10,000	$105,000
translate materials into appropriate languages	$25,000			$25,000		$50,000
update and reproduce materials				$75,000		$75,000
Develop Stay in School Website	**$75,000**	**$20,000**	**$20,000**	**$20,000**	**$20,000**	**$155,000**
develop website	$50,000					$50,000
translate content into appropriate languages	$25,000					$25,000
maintain website		$20,000	$20,000	$20,000	$20,000	$80,000
Conduct School Visits	**$50,000**	**$50,000**	**$50,000**	**$50,000**	**$50,000**	**$250,000**
coordinate school visits program	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
costs for travel, accommodation, etc.	$35,000	$35,000	$35,000	$35,000	$35,000	$175,000
costs for community visit materials	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Conduct Up To 7 Mine Visits Per Year	**$80,000**	**$80,000**	**$80,000**	**$80,000**	**$80,000**	**$400,000**
coordinate mine visits program	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
costs for student travel, accommodation, etc.	$75,000	$75,000	$75,000	$75,000	$75,000	$375,000

Appendix 1.6 – Stay-in-School Program (Cont.)

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Hold Annual Student Mining Symposium	**$155,000**	**$155,000**	**$155,000**	**$155,000**	**$155,000**	**$775,000**
coordinate symposium/final report	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000
presenter travel, accommodation and fees	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000
participant travel and accommodation fees	$75,000	$75,000	$75,000	$75,000	$75,000	$375,000
logistics (meeting rooms, equipment, etc.)	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
symposium materials, etc.	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
Evaluate Stay in School Program			**$20,000**			**$20,000**
evaluate Stay in School Project			$20,000			$20,000
Total	**$560,000**	**$365,000**	**$385,000**	**$505,000**	**$365,000**	**$2,180,000**

Funding – Intergovernmental (75%)	**$382,500**	**$236,250**	**$251,250**	**$341,250**	**$236,250**	**$1,447,500**
Funding – Industry (25%)	**$127,500**	**$78,750**	**$83,750**	**$113,750**	**$78,750**	**$482,500**

Appendix 1.7 – Mining Curriculum Development Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop And Produce Senior School Curriculum	**$200,000**	**$20,000**	**$20,000**	**$125,000**	**$20,000**	**$385,000**
develop curriculum and curriculum materials	$50,000					$50,000
develop methods to train educators	$50,000			$50,000		$100,000
produce and distribute curriculum materials	$100,000	$20,000	$20,000		$20,000	$160,000
update and reproduce materials				$75,000		$75,000
Develop And Produce Middle School Curriculum		**$200,000**	**$20,000**	**$125,000**	**$20,000**	**$365,000**
develop curriculum and curriculum materials		$50,000				$50,000
develop methods to train educators		$50,000		$50,000		$100,000
produce and distribute curriculum materials		$100,000	$20,000		$20,000	$140,000
update and reproduce materials				$75,000		$75,000
Develop And Produce Elementary School Curriculum			**$200,000**	**$20,000**	**$20,000**	**$240,000**
develop curriculum and curriculum materials			$50,000			$50,000
develop methods to train educators			$50,000			$50,000
produce and distribute curriculum materials			$100,000	$20,000	$20,000	
Total	**$200,000**	**$220,000**	**$240,000**	**$270,000**	**$60,000**	**$990,000**

Funding – Intergovernmental (75%)	**$150,000**	**$165,000**	**$180,000**	**$202,500**	**$45,000**	**$742,500**
Funding – Industry (25%)	**$50,000**	**$55,000**	**$60,000**	**$67,500**	**$15,000**	**$247,500**

Appendix 1.8 – Mining Scholarship Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Scholarship Program	**$60,000**	**$50,000**	**$50,000**	**$50,000**	**$50,000**	**$260,000**
develop scholarship requirements	$10,000					$10,000
implement scholarship program	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Total	**$60,000**	**$50,000**	**$50,000**	**$50,000**	**$50,000**	**$260,000**

Funding – Intergovernmental (50%)	**$30,000**	**$25,000**	**$25,000**	**$25,000**	**$25,000**	**$130,000**
Funding – Industry (50%)	**$30,000**	**$25,000**	**$25,000**	**$25,000**	**$25,000**	**$130,000**

Appendix 2.0 – Industrial Skills Initiative

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Basic Skills Program	$180,000	$110,000	$110,000	$135,000	$110,000	$645,000
Pre-apprenticeship	$160,000	$110,000	$110,000	$135,000	$110,000	$625,000
Apprenticeship Partnership	$700,000	$650,000	$650,000	$675,000	$650,000	$3,325,000
Prior Learning Assessment	$130,000	$90,000	$90,000	$115,000	$90,000	$515,000
Underground Mine Training	$2,010,000	$2,010,000	$2,010,000	$2,060,000	$2,010,000	$10,100,000
Technology Programs	$205,000	$205,000	$205,000	$205,000	$205,000	$1,025,000
Administration Programs	$410,000	$410,000	$410,000	$410,000	$410,000	$2,050,000
On-going Programs	$750,000	$1,200,000	$750,000	$1,200,000	$750,000	$4,650,000
Database Development	$150,000	$75,000	$75,000	$75,000	$75,000	$450,000
Total	**$2,010,000**	**$2,010,000**	**$2,010,000**	**$2,060,000**	**$2,010,000**	**$10,100,000**

Funding – Intergovernmental (57%)	**$2,640,000**	**$2,670,000**	**$2,445,000**	**$2,770,000**	**$2,445,000**	**$12,970,000**
Funding – Industry (43%)	**$2,055,000**	**$2,190,000**	**$1,965,000**	**$2,240,000**	**$1,965,000**	**$10,415,000**

Appendix 2.1 – Basic Skills Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Basic Skills Program And Resources	**$50,000**					**$50,000**
research and incorporate basic skills program WHMIS, First Aid and Transportation of Dangerous Goods	$25,000					$25,000
develop new resources and materials as required	$25,000					$25,000
Develop And Deliver Train The Trainer Workshop	**$45,000**					**$45,000**
develop and deliver train-the-trainer materials and workshop	$20,000					$20,000
travel costs for workshop participants	$20,000					$20,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
Implement Pilot Project in 3 Communities	**$85,000**					**$85,000**
instructor fees and travel	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
prepare and provide course materials	$10,000					$10,000
make necessary revisions to curriculum	$20,000					$20,000
Deliver Basic Skills Program In Up To 4 Communities		**$110,000**	**$110,000**	**$110,000**	**$110,000**	**$440,000**
instructor fees and travel		$80,000	$80,000	$80,000	$80,000	$320,000
coordinate logistics (time, place, rent space, etc.)		$10,000	$10,000	$10,000	$10,000	$40,000
prepare and provide course materials		$20,000	$20,000	$20,000	$20,000	$80,000
Evaluate Basic Skills Program				**$25,000**		**$25,000**
evaluate Basic Skills Program and make revisions to curriculum as required				$25,000		$25,000
Total	**$180,000**	**$110,000**	**$110,000**	**$135,000**	**$110,000**	**$645,000**
Funding – Intergovernmental (75%)	**$135,000**	**$82,500**	**$82,500**	**$101,250**	**$82,500**	**$483,750**
Funding – Industry (25%)	**$45,000**	**$27,500**	**$27,500**	**$33,750**	**$27,500**	**$161,250**

Appendix 2.2 – Pre-apprenticeship Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop And Deliver Pre-apprenticeship Train The Trainer Workshop	**$75,000**					**$75,000**
develop and deliver train-the-trainer materials and workshop	$20,000					$20,000
travel costs for workshop participants	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
Implement Pre-apprenticeship Pilot Project in 3 Communities	**$85,000**					**$85,000**
instructor fees and travel	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
prepare and provide course materials	$10,000					$10,000
make necessary revisions to curriculum	$20,000					$20,000
Deliver Pre-apprenticeship Training In Up To 4 Communities		**$110,000**	**$110,000**	**$110,000**	**$110,000**	**$440,000**
instructor fees and travel		$80,000	$80,000	$80,000	$80,000	$320,000
coordinate logistics (time, place, rent space, etc.)		$10,000	$10,000	$10,000	$10,000	$40,000
prepare and provide course materials		$20,000	$20,000	$20,000	$20,000	$80,000
Evaluate Pre-Apprenticeship Program				**$25,000**		**$25,000**
evaluate Pre-apprenticeship Program and make revisions to curriculum as required				$25,000		$25,000
Total	**$160,000**	**$110,000**	**$110,000**	**$135,000**	**$110,000**	**$625,000**

Funding – Intergovernmental (75%)	**$120,000**	**$82,500**	**$82,500**	**$101,250**	**$82,500**	**$468,750**
Funding – Industry (25%)	**$40,000**	**$27,500**	**$27,500**	**$33,750**	**$27,500**	**$156,250**

Appendix 2.3 – Apprenticeship Partnership Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Apprenticeship Partnership Strategy	**$50,000**					**$50,000**
hold Apprenticeship Partnership Forum	$25,000					$25,000
develop Apprenticeship Partnership Strategy	$25,000					$25,000
Implement Apprenticeship Strategy	**$650,000**	**$650,000**	**$650,000**	**$650,000**	**$650,000**	**$3,250,000**
hire apprentices	$500,000	$500,000	$500,000	$500,000	$500,000	$2,500,000
provide mentorship	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
provide training opportunities	$100,000	$100,000	$100,000	$100,000	$100,000	$500,000
Evaluate Apprenticeship Strategy				**$25,000**		**$25,000**
evaluate Apprenticeship Strategy				$25,000		$25,000
Total	**$700,000**	**$650,000**	**$650,000**	**$675,000**	**$650,000**	**$3,325,000**

Funding – Intergovernmental (75%)	**$525,000**	**$487,500**	**$487,500**	**$506,250**	**$487,500**	**$2,493,750**
Funding – Industry (25%)	**$175,000**	**$162,500**	**$162,500**	**$168,750**	**$162,500**	**$831,250**

Appendix 2.4 – Prior Learning Assessment Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Prior Learning Assessment Systems	**$175,000**					**$175,000**
develop competency profiles for specified positions	$100,000					$100,000
develop testing methods	$50,000					$50,000
develop standards for prior learning assessments	$25,000					$25,000
Develop And Deliver Train The Trainer Workshop	**$75,000**					**$75,000**
develop and deliver train-the-trainer materials and workshop	$20,000					$20,000
travel costs for workshop participants	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
Implement Prior Learning Assessment Pilot Project	**$55,000**					**$55,000**
assessor fees and travel	$50,000					$50,000
coordinate logistics (time, place, rent space, etc.)	$5,000					$5,000
Implement Prior Learning Assessment Project		**$90,000**	**$90,000**	**$90,000**	**$90,000**	**$360,000**
assessor fees and travel		$80,000	$80,000	$80,000	$80,000	$320,000
coordinate logistics (time, place, rent space, etc.)		$10,000	$10,000	$10,000	$10,000	$40,000
Evaluate Prior Learning Assessment Project				**$25,000**		**$25,000**
evaluate Prior Learning Assessment Project and make revisions to curriculum as required				$25,000		$25,000
Total	**$130,000**	**$90,000**	**$90,000**	**$115,000**	**$90,000**	**$515,000**

Funding – Intergovernmental (75%)	**$97,500**	**$67,500**	**$67,500**	**$86,250**	**$67,500**	**$386,250**
Funding – Industry (25%)	**$32,500**	**$22,500**	**$22,500**	**$28,750**	**$22,500**	**$128,750**

Appendix 2.5 – Underground Mine Training

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Deliver Underground Mine Training Program 4 Times Per Year	**$2,010,000**	**$2,010,000**	**$2,010,000**	**$2,010,000**	**$2,010,000**	**$10,050,000**
Costs for Instructors	$400,000	$400,000	$400,000	$400,000	$400,000	**$2,000,000**
Equipment and supplies	$710,000	$710,000	$710,000	$710,000	$710,000	**$3,550,000**
Computer Equipment	$60,000	$60,000	$60,000	$60,000	$60,000	**$300,000**
Safety Equipment and Supplies	$60,000	$60,000	$60,000	$60,000	$60,000	**$300,000**
Classroom Space	$30,000	$30,000	$30,000	$30,000	$30,000	**$150,000**
Trainee Honorariums	$180,000	$180,000	$180,000	$180,000	$180,000	**$900,000**
Trainee Accommodation and Travel	$280,000	$280,000	$280,000	$280,000	$280,000	**$1,400,000**
Underground Mine Charges	$240,000	$240,000	$240,000	$240,000	$240,000	**$1,200,000**
Insurance Costs	$50,000	$50,000	$50,000	$50,000	$50,000	**$250,000**
Evaluation of Underground Mine Training Program				**$50,000**		**$50,000**
evaluate Underground Mine Training Program				$50,000		$50,000
Total	**$2,010,000**	**$2,010,000**	**$2,010,000**	**$2,060,000**	**$2,010,000**	**$10,100,000**

Funding – Intergovernmental (50%)	**$1,005,000**	**$1,005,000**	**$1,005,000**	**$1,030,000**	**$1,005,000**	**$5,050,000**
Funding – Industry (50%)	**$1,005,000**	**$1,005,000**	**$1,005,000**	**$1,030,000**	**$1,005,000**	**$5,050,000**

Appendix 2.6 – Mining Technology Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Deliver Instrument Technology Program	**$205,000**		**$205,000**		**$205,000**	**$615,000**
Costs for Instructors	$50,000		$50,000		$50,000	$150,000
Equipment and supplies	$25,000		$25,000		$25,000	$75,000
Computer Equipment	$15,000		$15,000		$15,000	$45,000
Classroom Space	$15,000		$15,000		$15,000	$45,000
Student Travel and Accommodation	$50,000		$50,000		$50,000	$150,000
Student Expenses	$50,000		$50,000		$50,000	$150,000
Deliver Environment Technical Program		**$205,000**		**$205,000**		**$410,000**
Costs for Instructors		$50,000		$50,000		$100,000
Equipment and supplies		$25,000		$25,000		$50,000
Computer Equipment		$15,000		$15,000		$30,000
Classroom Space		$15,000		$15,000		$30,000
Student Travel and Accommodation		$50,000		$50,000		$100,000
Student Expenses		$50,000		$50,000		$100,000
Total	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$1,025,000**

Funding – Intergovernmental (50%)	**$102,500**	**$102,500**	**$102,500**	**$102,500**	**$102,500**	**$512,500**
Funding – Industry (50%)	**$102,500**	**$102,500**	**$102,500**	**$102,500**	**$102,500**	**$512,500**

Appendix 2.7 – Mining Administration Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Deliver Mine Clerical Program	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$1,025,000**
Costs for Instructors	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Equipment and supplies	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000
Computer Equipment	$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Classroom Space	$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Student Travel and Accommodation	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Student Expenses	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Deliver Mine Financial Program	**$205,000**		**$205,000**		**$205,000**	**$615,000**
Costs for Instructors	$50,000		$50,000		$50,000	$150,000
Equipment and supplies	$25,000		$25,000		$25,000	$75,000
Computer Equipment	$15,000		$15,000		$15,000	$45,000
Classroom Space	$15,000		$15,000		$15,000	$45,000
Student Travel and Accommodation	$50,000		$50,000		$50,000	$150,000
Student Expenses	$50,000		$50,000		$50,000	$150,000
Deliver Mine Human Resources/Training Program		**$205,000**		**$205,000**		**$410,000**
Costs for Instructors		$50,000		$50,000		$100,000
Equipment and supplies		$25,000		$25,000		$50,000
Computer Equipment		$15,000		$15,000		$30,000
Classroom Space		$15,000		$15,000		$30,000
Student Travel and Accommodation		$50,000		$50,000		$100,000
Student Expenses		$50,000		$50,000		$100,000
Total	**$410,000**	**$410,000**	**$410,000**	**$410,000**	**$410,000**	**$2,050,000**
Funding – Intergovernmental (50%)	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$1,025,000**
Funding – Industry (50%)	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$205,000**	**$1,025,000**

Appendix 2.8 – Established Programs

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Deliver Established Programs Program	**$750,000**	**$1,200,000**	**$750,000**	**$1,200,000**	**$750,000**	**$4,650,000**
Mill Operators Program		$450,000		$450,000		$900,000
Camp Facilities Program	$250,000	$250,000	$250,000	$250,000	$250,000	$1,250,000
Construction Helper Program	$250,000		$250,000		$250,000	$750,000
Heavy Duty Equipment Program	$250,000	$250,000	$250,000	$250,000	$250,000	$1,250,000
Trades Helper Program		$250,000		$250,000		$500,000
Total	**$750,000**	**$1,200,000**	**$750,000**	**$1,200,000**	**$750,000**	**$4,650,000**

Funding – Intergovernmental (50%)	**$375,000**	**$600,000**	**$375,000**	**$600,000**	**$375,000**	**$2,325,000**
Funding – Industry (50%)	**$375,000**	**$600,000**	**$375,000**	**$600,000**	**$375,000**	**$2,325,000**

Appendix 2.9 – Database Development

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop Industrial Skills Database	**$150,000**	**$75,000**	**$75,000**	**$75,000**	**$75,000**	**$450,000**
research and design database	$75,000					$75,000
input data	$75,000					$75,000
maintain database		$75,000	$75,000	$75,000	$75,000	$300,000
Total	**$150,000**	**$75,000**	**$75,000**	**$75,000**	**$75,000**	**$450,000**

Funding – Intergovernmental (50%)	**$75,000**	**$37,500**	**$37,500**	**$37,500**	**$37,500**	**$225,000**
Funding – Industry (50%)	**$75,000**	**$37,500**	**$37,500**	**$37,500**	**$37,500**	**$225,000**

Appendix 3.0 – Industrial Mining Facility Program

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Industrial Mining Facility Program	**$1,500,000**	**$5,000,000**	**$2,000,000**	**$1,000,000**	**$1,000,000**	**$10,500,000**
conduct feasibility study on mine training school	$100,000					**$100,000**
capital costs	$1,400,000	$5,000,000	$2,000,000	$1,000,000	$1,000,000	**$10,400,000**
Total	**$1,500,000**	**$5,000,000**	**$2,000,000**	**$1,000,000**	**$1,000,000**	**$10,500,000**

Funding – Intergovernmental (50%)	**$750,000**	**$2,500,000**	**$1,000,000**	**$500,000**	**$500,000**	**$5,250,000**
Funding – Industry (50%)	**$750,000**	**$2,500,000**	**$1,000,000**	**$500,000**	**$500,000**	**$5,250,000**

Appendix 4.0 –Employment Support Initiative (Mobility Program)

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Develop and Implement Mobility Strategy	$1,250,000	$1,200,000	$1,000,000	$1,000,000	$600,000	$5,050,000
develop mobility study and strategy	$50,000					$50,000
mobility resource fund	**$1,200,000**	**$1,200,000**	**$1,000,000**	**$1,000,000**	**$600,000**	**$5,000,000**
Evaluate Mobility Study				**$25,000**		**$25,000**
evaluate mobility strategy				$25,000		$25,000
Total	$1,250,000	$1,200,000	$1,000,000	$1,025,000	$600,000	$5,075,000

Funding – Intergovernmental (75%)	**$937,500**	**$900,000**	**$750,000**	**$768,750**	**$450,000**	**$3,806,250**
Funding – Industry (25%)	**$312,500**	**$300,000**	**$250,000**	**$256,250**	**$150,000**	**$1,268,750**

Appendix 5.0 – Administration, Monitoring and Evaluation

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Provide Administrative Services	**$255,000**	**$255,000**	**$255,000**	**$255,000**	**$255,000**	**$1,275,000**
Administrators	$100,000	$100,000	$100,000	$100,000	$100,000	$500,000
Reports	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Office Space	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Equipment and Supplies	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Computer Equipment	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Total	**$255,000**	**$255,000**	**$255,000**	**$255,000**	**$255,000**	**$1,275,000**

Funding – Intergovernmental (75%)	**$191,250**	**$191,250**	**$191,250**	**$191,250**	**$191,250**	**$956,250**
Funding – Industry 25%	**$63,750**	**$63,750**	**$63,750**	**$63,750**	**$63,750**	**$318,750**