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Asked of: Hon. Patterk Netser, Minister responsible for NAC

Number: Written Question 30-5(2)

Date: March 12, 2019

Subject: Mine Training

Question(s) & Response(s):

- 1. For the following fiscal years, how much funding from Nunavut Arctic College's budget was allocated to mine training activities and/or programs:
 - a. 2016-2017;**
 - b. 2017-2018; and**
 - c. 2018-2019 to date?****

In the 2016/17 fiscal year the College employed a territorial Mine Training Coordinator out of Sanatuliqsarvik in Rankin Inlet. The incumbent was responsible for liaising with the mining sector and various boards related to mining in Nunavut, for example Nunavut Mine Training Roundtable or the Kivalliq Mine Training Society. The College would seek 3rd party funding contributions to deliver specific mine-related programs. The position became vacant in May 2018 as the incumbent took an approved Leave of Absence from the position for one year.

The College has recently redistributed positions within the Trades & Technology division to create three (3) mine training coordinators; one located in each region and is in the process of preparing the positions for recruitment.

The College has two (2) base-funded driver instructor faculty positions located in Rankin Inlet.

The College budget allocated to mine training activities and/or programs was:

- a. For 2016-2017: A total of \$251,000 was allocated, of which \$161,000 came from the College's base estimates, while \$90,000 came from 3rd party contribution agreements;
- b. For 2017-2018: A total of \$184,000 was allocated, of which \$161,000 came from the College's base estimates, while \$23,000 came from 3rd party contribution agreements; and,
- c. For 2018-2019: A total of 524,000 was allocated, of which \$161,000 came from the College's base estimates, while \$363,000 came from 3rd party contribution agreements.

2. For the following fiscal years, what mine training programs and/or mining targeted courses did Nunavut Arctic College deliver?

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

The Mining sector have indicated that professional driver training is in high demand and remains one of the most requested programs of the College. Therefore, the driver training programs are considered "mining-related." Driver training may involve Class 1 (tractor trailers), Class 2 (buses), and Class 3 with Airbrakes (water & sewage trucks) or a combination of each. Not all classes of driver training are taught in all deliveries as the program curriculum is built in consultation with the mining sector to address their needs, as well as the equipment available in the community.

- a. For 2016-2017: Introduction to HEO, Class 1 & 3A Driver Training, and Introduction to Underground Mining;
- b. For 2017-2018: Class 1, 2 & 3A Driver Training, Introduction to Underground Mining, and Fundamentals of Heavy Equipment; and
- c. For 2018-2019: Heavy Equipment Operations, Class 1, 2 & 3A Driver Training, and Underground Miner certificate.

3. For the mine training programs and/or mining-target courses identified in the answer to Question 2 above, in which communities were the programs and courses delivered?

For 2016-2017:

Introduction to HEO:	Rankin Inlet – 2 deliveries
Class 1 & 3A Driver Training:	Rankin Inlet – 5 deliveries
Introduction to Underground Mining:	Rankin Inlet – 2 deliveries

For 2017-2018:

Fundamentals of Heavy Equipment:	Pangnirtung – 1 delivery
Class 1, 2 & 3A:	Rankin Inlet – 7 deliveries Naujaat – 3 deliveries
Introduction to Underground Mining:	Rankin Inlet – 1 delivery

For 2018-2019:

Class 1, 2 & 3A Driver Training:	Chesterfield Inlet – 1 delivery Coral Harbour – 3 deliveries Baker Lake – 2 deliveries Rankin Inlet – 3 deliveries
Heavy Equipment Operations:	Rankin Inlet – 1 delivery
Underground Miner certificate:	Rankin Inlet – 1 delivery

4. For the mine training programs and/or mining-targeted courses identified in answer to Question 2 above, how many students participated in the programs and courses delivered?

For 2016-2017:

Introduction to HEO:	6 learners
Class 1 & 3A Driver Training:	21 learners
Introduction to Underground Mining:	15 learners

For 2017-2018:

Fundamentals of Heavy Equipment:	4 learners
Class 1, 2 & 3A:	61 learners total
Introduction to Underground Mining:	4 learners

For 2018-2019:

Class 1, 2 & 3A Driver Training:	63 learners total
Heavy Equipment Operations:	4 learners
Underground Miner certificate:	8 learners

5. For each of the mine training programs and/or mining-targeted courses identified in the answer to Question 2 above, what was the duration of the program or course delivered?

For 2016-2017:

Introduction to HEO:	2 weeks in-class
Class 1 & 3A Driver Training:	3-6 weeks
Introduction to Underground Mining:	11 weeks

For 2017-2018:

Fundamentals of Heavy Equipment:	2 weeks in-class
Class 1, 2 & 3A:	3-6 weeks
Introduction to Underground Mining:	11 weeks

For 2018-2019:

Class 1, 2 & 3A Driver Training: 3-6 weeks

Heavy Equipment Operations: 6 weeks

Underground Hard Rock Miner certificate: 13 weeks

6. For each of the mine training programs and/or mining-targeted courses identified in the answer to Question 2 above, what was the industry involvement?

Historically, College staff have met with representatives of the mining sector and participate in mine-training boards such as the Kivalliq Mine Training Society and the Nunavut Mine Training Roundtable when those entities were active.

7. For each of the mine training programs and/or mining-targeted courses identified in the answer to Question 2 above, what was the funding source?

In the past, the College has received funding for the mine-targeted courses from a variety of sources including; Regional Inuit Associations, the Kivalliq Mine Training Society, the GN Department of Economic Development and Transportation, the GN Department of Family Services and one delivery in Iqaluit in 2019 was funded by the private sector; however, these are usually one-time agreements which are not consistent and make program and academic planning for consistent delivery difficult.

8. Were job guarantees or industry support offered for any of the mine training programs and/or mining-targeted courses identified in the answer to Question 2 above? If so, which ones?

The Underground Mining certificate delivered in the fall of 2018 in Rankin Inlet was a program where Agnico-Eagle Mines (AEM) facilitated the College's development of curriculum which met AEM's specific needs and successful participants were guaranteed jobs. All 8 learners graduated and are now employed by AEM.

9. What mining-related resources and/or curriculum does Nunavut Arctic College currently have access to?

Nunavut Arctic College has complete and developed curriculum for all driver levels; however, the College does not own Class 2 or 3 vehicles (buses or water/sewage trucks) which are required for the practical component of our courses. These must be rented or borrowed from the private sector or municipalities to deliver those driver programs.

The College has partnered with the Kivalliq Inuit Association to purchase and develop the Underground Mining Certificate curriculum in 2018. This curriculum was developed in direct consultation with AEM.

10. Does Nunavut Arctic College currently have a working relationship, Memorandum of Understanding, or contract with any mining-related external training organizations or schools? If so, which ones?

The College participates in the Nunavut Mine Training Roundtable as well as the planning meetings for the GN/AEM MOU on mine training which is led by the Department of Economic Development and Transportation.

11. What specific actions has Nunavut Arctic College undertaken to build relationships with active mines in the territory and within Nunavut's mining sector?

The College has changed the organization structure within the Trades & Technology division to create a new academic unit entitled Industrial Training. This new unit will focus on building stronger relationships with the mining sector and will build on the College's current relationships by proactively reaching out to the mining sector.

Additionally, College staff meet regularly with AEM in the Kivalliq to determine their specific employment needs and delivering programs that meet those needs. The Dean has met with the Kivalliq Inuit Association and negotiated funding contributions to develop curriculum requested by AEM, and deliver programs specifically requested by AEM.

In the Kitikmeot College staff have met with TMAC Resources as well as the Kitikmeot Inuit Association to plan for programs which the College can deliver in the Kitikmeot and territorial programs which may be delivered for Kitikmeot Inuit, at the Kivalliq Campus using AEM's Meliadine site for practical training.

All official partnerships that Nunavut Arctic College builds for the purpose of delivering post-secondary education and training require approval from the Nunavut Arctic College Board of Governors pursuant to section 16, subsection (b) of the *Nunavut Arctic College Act*.

12. How will the new *Memorandum of Understanding* with Memorial University of Newfoundland contribute to Nunavut Arctic College's ability to delivery mine-related training?

The partnership with Memorial University of Newfoundland is an overarching partnership to address a variety of needs for post-secondary education in the territory as outlined in the Department of Education's University Feasibility study phases 1 & 2, and the findings of the Strategic Advisory Committee. Additionally, negotiations were informed by the *Turaaqtavut* mandate, specifically improving support for post-secondary students and post-secondary programs that develop the knowledge and skills needed in Nunavut. However, plans for expansion in post-secondary programming prior to final Cabinet approval of the negotiated partnership are not yet possible.

13. Has Nunavut Arctic College consulted with the mining sector to determine what programs are needed? If so, will these programs be included in the 10-year strategic plan?

Nunavut Arctic College staff have consulted with the mining sector to determine which programs are needed, as well as which types of programs can be successfully delivered at the community level practical options.

The 10-year strategic plan is not academically focused, but rather is the administrative instrument of the Nunavut Arctic College's Board of Governors in order to fulfill their responsibilities under the *Nunavut Arctic College Act*.

The Senior Education Team at NAC are responsible for the Academic planning. They are currently developing a 5 Year Academic Plan, a priority originally identified in the Nunavut Arctic College's 2018-2022 business plan. As the mining sector continues to grow within the territory, it has been identified as an important economic segment to include for planning purposes.

14. How will Nunavut Arctic College ensure that its 10-year strategic plan addresses the needs of Nunavut's mining sector?

During the development of the 5 Year Academic Plan, consultation on the mining sector will be conducted directly with mine related stakeholders including mining companies, the regional Inuit Associations, the private sector and other academic institutions to see how we can best address the needs of the mining sector.

In addition, the College cannot do this alone and is not solely responsible for the Mining sector. The College works in partnership with many organizations in and outside of Nunavut. The 5 year academic plan will be an opportunity to have important dialogue with partners, to assess resources and make sound and informed decisions around post-secondary programming.