

MACKENZIE VALLEY ENVIRONMENTAL

IMPACT AND REVIEW BOARD

ENVIRONMENTAL IMPACT STATEMENT (EIS)

ANALYSIS SESSIONS

GAHCHO KUE DIAMOND PROJECT

Mackenzie Valley Review Board Staff:

Facilitator Alan Ehrlich

Facilitator Chuck Hubert

HELD AT:

Yellowknife, NT

November 29th, 2011

Day 2 of 5



“When You Talk - We Listen!”



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10 Sheryl Grieve) North Slave Metis

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13 Fred Sangris) Yellowknives Dene

14 Todd Slack)

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17 Remote Participants:

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1 --- Upon commencing at 9:16 a.m.

2

3 THE FACILITATOR EHRLICH: Good
4 morning, everybody. Thanks for coming again. My name
5 is Alan Ehrlich. I'm the manager of environmental
6 impact assessment for the Mackenzie Valley
7 Environmental Impact Review Board. And next to me is
8 Chuck Hubert, who those of you who were here yesterday
9 will remember as the panel manager for the Gahcho Kue
10 environmental impact review.

11 I'm going to briefly go through the
12 opening comments because there are a handful of new
13 faces from yesterday. I won't go into as much detail
14 as I did yesterday because I want to leave enough time
15 for the presenters and the parties to do what they're
16 supposed to be doing here.

17 I'd also like to welcome anyone who is
18 participating remotely. We found yesterday that we
19 did have people listening to the webcast in a variety
20 of different places as well as participating by
21 sending in comments and questions. And so it's worth
22 remembering that the people who are attending are not
23 all here in body but do have ways of participating
24 remotely.

25 The purpose of this session, it's not a

1 technical session in that we're not trying to dig in-
2 depth into specific impact predictions. We're trying
3 to figure out if the breadth of material that was
4 covered in the environmental impact statement
5 submitted by De Beers for the Gahcho Kue diamond
6 project was adequate. And it's an opportunity for De
7 Beers to familiarize parties with the environmental
8 impact statement. I trust parties have had a chance
9 to read through it. There's a lot of it. It is worth
10 reading. It's well written and is worth spending some
11 time going over. So I wouldn't want to suggest that
12 these presentations are any substitute for looking at
13 the EIS itself, but it is helpful for parties to hear
14 from De Beers directly a summary of what they're
15 proposing.

16 As well, De Beers has been trying to
17 emphasize changes in the project design, specifically,
18 the ongoing evolution of the project, as any mine does
19 over time, and just making sure that all parties are
20 current with what they're looking at proposing right
21 now -- with what is proposed right now.

22 We are conducting our session here.
23 It's not a hearing. It's facilitated by staff. We
24 are not Board members. There are other Review Board
25 staff in the room. I just want to identify them.

1 Nicole Spence -- Spencer is next to me, and she's an
2 environmental assessment officer. Jessica Simpson is
3 our community liaison. And Stacey Menzies is our
4 environmental assistant -- environmental assessment
5 assistant.

6 So if there's anything you need during
7 the day, please approach one (1) of us, whether it's
8 to do with the session planning, or something, you
9 know, logistical like we're out of coffee. Which, by
10 the way, don't panic but we're out of coffee. There
11 will be some soon.

12 That's honestly not why we delayed. We
13 delayed the opening because De Beers considerately
14 wanted to give people a little more time to come in.
15 And it worked. More people came in. That's why we're
16 starting at 9:15 instead of nine o'clock today.

17 With good face to face discussions, the
18 Board has found that the amount of paperwork can
19 sometimes be reduced because things that seem like
20 issues can actually be resolved just through good
21 clear communication. And that's one (1) of the
22 purposes of this session, in addition to having a --
23 parties better understand the EIS, and De Beers
24 understand areas where the parties feels that the
25 breadth may not have been sufficient.

1 We are being transcribed, so every word
2 we utter will appear on the public record, and will
3 become part of the decision making evidence on the
4 public registry. Wendy Warnock is our
5 transcriptionist. She has posted the transcript from
6 yesterday. We will post it on the Review Board's
7 website.

8 In the meantime you can find it at
9 Wendy's website, which is Tscript.com, that's one (1)
10 word, no hyphens, no nothing, Tscript.com. On the
11 left-hand side of the page you will see a link to
12 transcript repository, scroll down to Review Board,
13 and then look at the date. And what you'll have there
14 is a transcript.

15 This is quite helpful because it's
16 entirely searchable. Hit Control-F, enter a word,
17 it'll appear, which makes this a very useful tool for
18 parties, for developers, for the Review Board, for
19 everyone.

20 We also have translators standing by.
21 We have Anne Biscayne and Berna Martin, who have
22 kindly waited yesterday in case anyone needed
23 translation. Didn't happen, but we wanted to be
24 prepared because we don't want to exclude anyone by
25 accident. And so we're not going to have the

1 translation occurring unless someone identifies a need
2 for the translation today. If it happens, they're
3 ready to spring into action, and so I just wanted you
4 to know why there are translation booths in the
5 corner, but no translation going on with the headsets.

6 There was some media interest
7 yesterday. CBCK, I expect CBC may be back today.
8 There's been other forms of media interest. All of
9 this is being webcast, so it's all public anyway.
10 It's also all transcribed.

11 But CBC has asked if anyone would mind
12 if we used the audio recording, if we let them share
13 the audio recording so they can get their -- their
14 news clips out of there instead of their own
15 recordings which tend to be a little bit more fizzy,
16 sparks, and you know, snaps and stuff. We have better
17 quality recording through our sound system. Is there
18 anyone here who would object to CBC using the
19 recording today? Okay, in that case I'm going to
20 assume it's still okay, unless I hear otherwise.

21 In terms of interviews, we've asked the
22 media to please not interview people in this room. If
23 the media want to interview you, we ask that they do
24 it during breaks, lunchtime, or after. And they do it
25 somewhere else, like in the hall, or in any other

1 setting that -- that you're okay with, but we'd rather
2 not have this turn into that kind of event. This is
3 supposed to be an opportunity for parties and the
4 developer to exchange meaningful information about the
5 project, and we want to -- want to try to keep it that
6 way.

7 It is a publicly open session, so
8 members of the public can come in. It is certainly
9 not a public hearing, as I said before, Board members
10 aren't here. It's not a hearing. But if members of
11 the public come in and have a question or two (2),
12 we'll take them provided we can stay on the -- the
13 agenda that we've got.

14 A couple of minor logistical points.
15 The keys for the toilet are hanging on the doorknobs
16 of the toilet. If they're gone, you can grab them
17 from the little dish at the end of the bar. If you
18 take them, please make sure you don't put them in your
19 pockets and walk off. This happened a lot at a
20 session we held here about a month ago. It's just
21 people forget what's in their pockets, and those --
22 those keys are quite important, especially if they
23 bring out more coffee.

24 There will be snacks here during the
25 break. We're -- we've scheduled a break at 10:10, and

1 another one at 3:15. We're going to break for lunch
2 at about five (5) minutes to 12 so you can get a jump
3 on the lunch crowd. We're going to reconvene at 1:15.

4 The agenda for today focuses on effects
5 on people. So that includes community engagement,
6 archaeology, effects on socio-economics and cultural
7 impacts, that kind of stuff.

8 The rest of the week, well on
9 Wednesday, it's ground and up, which has to do with
10 air, land, and wildlife, noise, air quality,
11 vegetation, as well as caribou, carnivore, species at
12 risk.

13 On Thursday, it's focussing on water,
14 which will include hydrology, hydrogeology, permafrost
15 and -- and water quality type stuff.

16 Water and fish will be the subject on
17 Friday. There's some obvious overlap there. But
18 that's going to include more of a focus on water
19 quality, as well as fish and fish habitat.

20 That's roughly how -- how the week is
21 broken up. If you have questions during De Beers'
22 presentation, I'd -- I'd ask you to hold off on them,
23 unless they are things that you need to understand,
24 the exact slide they're at now. Like, what does this
25 acronym mean.

1 I'd also ask the presenters to remember
2 we have remote audiences out there and they've kindly
3 numbered their slides so that people can follow them.
4 We've posted the slides on the Review Board website.
5 We've asked remote participants to download those
6 slides in the form of PDFs. They're on our website
7 under "Gahcho Kue project developers assessment
8 report," which is what an EIS is called during an
9 environmental assessment. But it's effectively the
10 same document.

11 On -- on the developers assessment
12 report section, you will see links to the
13 presentations that are being shown in the rooms today
14 and they're each numbered. I ask presenters to please
15 remember to say the slide number every couple of
16 slides so that people who are following along are able
17 to do so.

18 Again, for remote participants, what
19 we've said to parties is, you have the option of
20 having people participate, even if they're not here,
21 by listening to the webcast and then communicating
22 with someone they do have in the room any questions or
23 comments they want raised.

24 That means that they need to have a
25 person in the room. And, for example, yesterday Steve

1 Ellis of Akaitcho Treaty 8, pointed out he was
2 participating not only on behalf of Akaitcho Treaty 8
3 Tribal Corp., but also on behalf of Lutsel K'e Dene
4 band and the Yellowknives.

5 Today, I -- I -- I recognize Fred
6 Sangris, former chief of the Yellowknives Dene First
7 Nation, and glad he could come to this. I also want
8 to recognize the -- the folks from Mountain Province
9 Diamonds over there, who -- who braved some harsh
10 weather to be here as well. And, just thank everyone
11 who has -- who has come.

12 I -- I think I've covered everything we
13 need. There's a sign-in sheet. If you haven't signed
14 the sign-in sheet, it's important. Please sign it
15 legibly, because it will make things work much better
16 for Wendy when she's doing the transcript. It means
17 we'll have a more meaningful record of who said what.
18 Otherwise, there's a lot of detective work at the end
19 trying to decode signatures and -- and all that kind
20 of stuff we did yesterday.

21 All right. I think that's it. So I'd
22 like to hand the microphone over to De Beers. Remind
23 people to say your name when you start speaking in the
24 microphone and we're ready for the first presentation,
25 and can you -- and I'll specify for the remote

1 audiences that the presentation on our website that
2 you're about to hear is titled "Day 2 effects on
3 people." That's how the Review Board has -- has
4 characterized it. The first slide that I see is
5 titled "Gahcho Kue project community engagement."
6 Over to you, De Beers.

7 MS. VERONICA CHISHOLM: Veronica
8 Chisholm from De Beers. Thank you, Alan.

9 I thought I'd give a bit of an
10 introduction to the presentations today. Good morning
11 to everyone. Thanks for taking the time to be with us
12 today.

13 Today, as Alan mentioned, it's effects
14 on peoples day. And you may recall yesterday, during
15 the project description, we talked about the actual
16 physical footprint and the disturbance area. So, to
17 address those impacts, we have Jean Bussei here, who
18 looked at the archaeological resources in the area.

19 We also talked about community
20 engagement and some of the feedback we received, and
21 Cathie Bolstad will be presenting on community
22 engagement.

23 And then we also talked about things
24 like employment and project timelines, and from that
25 we've undertaken a socio-economic assessment that will

1 be presented by Linda Havers and Graham Clinton.

2 So that's sort of the set up for today.

3 I also do want to acknowledge our joint venture
4 partners which is Patrick Evans and Matthew Evans.
5 Thanks for being here today.

6 And the rest of the -- the De Beers
7 team here today, I just want to acknowledge them as
8 well. Behind me I have Amy Langhorne who's the
9 project manager from Golder, John Faithful who's the
10 technical lead from Golder, and Stephen Lines who's
11 the EA and permitting coordinator. And I think at the
12 back I have Andrew Williams who is our project
13 manager. Thank you.

14

15 PRESENTATION BY DE BEERS RE COMMUNITY AND PUBLIC
16 ENGAGEMENT:

17 MS. CATHIE BOLSTAD: Good morning,
18 everyone. My name is Cathie Bolstad and I'm the
19 director of External and Corporate Affairs for De
20 Beers Canada here in the Northwest Territories.

21 For our listeners that are remote
22 you'll see that the first three (3) slides of today's
23 presentations are focussed on community engagement and
24 I'm going to cover those slides, and I certainly will
25 let you know when -- when we're moving on.

1 So right now we're at the title slide
2 that -- that Alan referenced. My role and my
3 responsibility at De Beers Canada here in the
4 Northwest Territories with respect to community
5 engagement activities is really to make sure that as a
6 company I lead the engagement activities so that we
7 are engaging communities of interest in our
8 activities. And that's our -- our mining operations
9 and our proposed mining operations so that we're
10 leading those in a meaningful way. And so I'm going
11 to speak to you today about that and how we do that.

12 The Company's engagement approach and
13 the details about our community engagement leading up
14 to the submission of the environmental impact
15 statement which took place in December 2010 is all
16 detailed in chapter 4 of the environmental impact
17 statement. And the terms of reference for the EIS
18 defined "community" as potentially affected
19 settlements, towns, villages, or a city, as well as
20 First Nation or Metis groups within the Tlicho and
21 Akaitcho regions. And so chapter 4 specifically
22 outlines the details of our engagement with First
23 Nation and Metis in that context, as well as our
24 regulatory and our public engagement activities.

25 The specific First Nations and Metis

1 groups or organizations that we engaged are referenced
2 in chapter 4 and they are the Lutsel K'e Dene First
3 Nation; the Deninu Kue First Nation; the Yellowknives
4 Dene First Nation; the Tlicho communities of Behchoko,
5 Whati, Gameti, and Wekweti; the North Slave Metis
6 Alliance; and the NWT Metis Nation.

7 Chapter 4 includes a ver -- a
8 chronological summary of the engagement we have
9 completed since early exploration in 1988, and it has
10 materials that the Company produced and distributed as
11 part of that public and community engagement activity.
12 Those are outlined in chapter 4. There are samples of
13 the publications and articulation of the public
14 information campaigns that the Company rolled out as
15 well.

16 I'm going to move to slide number 2.
17 And I really want to start first just about talking
18 about our company's engagement generally. So let me
19 begin by saying that engagement for our company is
20 ongoing. And while we did submit the environmental
21 impact statement in December 2010, and that document,
22 in chapter 4 in particular, reflects the activities
23 leading up to the submission of the EIS, our
24 engagement with communities and the public doesn't
25 stop because we've submitted an EIS. Our aim is

1 always to engage in a conversation with communities
2 close to our proposed mine for the life of the
3 project. And in a bit I'm going to update you on some
4 of our recent engagement activities and what we're
5 looking to doing in 2012.

6 At De Beers, engagement activities are
7 planned to be timely. And for us that means we give
8 adequate notice, time for evaluation and response.
9 Any many of you know we have community lia -- liaisons
10 at work for De Beers and they are aware and visit the
11 communities and keep us informed of activities in the
12 communities that are important to the communities so
13 we don't schedule our planned engagement at times when
14 the community has other priorities.

15 And an example of that is we would
16 never plan our engagement activities to be part of an
17 interruption to annual assemblies unless we were
18 invited by a community to make a presentation at an
19 annual assembly. We recognize that those are
20 important events in -- in the community's life and
21 that they are focussed on -- on preparing for those.

22 We work to ensure engagement activities
23 are informative. And that means we provide sufficient
24 detail, and our explanation of those details are to
25 allow understanding and good dialogue.

1 We aim to provide and to present
2 information in an understandable manner. And
3 yesterday we heard that the digital video presentation
4 that we had provided and updated in 2010, which was in
5 English, Chipewyan, and Tlicho languages, was a useful
6 tool for communities. So we aim to work and provide
7 information in a way that can be understood by all
8 people in the community.

9 We work to make sure the dialogue is
10 ongoing and we acknowledge feedback and confirm how
11 we're using that feedback with communities, and there
12 are examples of that in the EIS.

13 Our engagement approach is implemented
14 to ensure we're informing potentially affected
15 communities about the project and that we are engaging
16 in a dialogue about the project, specifically about
17 how we're proposing to implement it, how we're
18 proposing to protect the environment. And we give an
19 opportunity for the community to identify their
20 concerns about the project's potential effects and we
21 carry on a discussion that allows them to offer
22 suggestions to us about the things the Company should
23 consider and address to mitigate any negative effects
24 of the project that may exist.

25 I think it's important to say that when

1 we offer engagement activities we aim to provide the
2 same opportunities for all First Nation and Metis
3 communities. That doesn't mean we move at the same
4 pace with each community. We engage with communities
5 based on their availability and based on their
6 interest in the engagement opportunities that we're
7 making available.

8 We do want our engagement activities to
9 have the Company be responsive, and so I want to give
10 you an example of that. For example, in 2010, when we
11 were visiting communities, we heard from more than one
12 (1) community that they had appreciated the work we'd
13 done on the terminology workshop, I believe in 2008.
14 But they recommended to us that we update our
15 terminology to make sure as we headed into these
16 sessions that our -- the interpreter/translators of
17 the communities had updated terminology so Elders
18 could participate.

19 We took that seriously as a company.
20 We held a session in May this year and, as many of you
21 know, we updated the terminology workbo -- book and
22 released that this fall.

23 Another example that I'd like to give
24 you is that when the Deninu K'ue First Nation asked us
25 last year would we consider bringing more youth to the

1 Gahcho Kue project and ex -- advanced exploration site
2 so that their youth could understand the employment
3 opportunities that mining provides for them. We
4 agreed and we made more seats available for youth.

5 We also work to provide feedback to
6 communities about how we incorporate their
7 suggestions. So if we hear a number of concerns about
8 caribou, for example, and the steps that we should
9 take to protect the caribou we have a conversation
10 about what slope the berms around a structure should
11 be, what size the rock should be to protect their
12 feet. And we feed back to the communities what we've
13 heard and make sure we've got it right. So that's our
14 approach generally. And I'm still on the same slide
15 for the listeners that are there.

16 So now that I've talked about our
17 approach in a general way, about our community
18 engagement generally, I want to talk about our
19 approach more specifically. And I'm focussed on
20 primarily First Nation and Metis communities because
21 our public engagement is outlined in -- in detail in
22 terms of our -- our information that we provide and
23 the schedule of how that information is provided. All
24 of that is in chapter 4 as well.

25 Our engagement approach with First

1 Nation and metis communities is always to start with
2 initiating a meeting with the leadership. This is so
3 that we can provide information about our project,
4 about our plans, and outline the opportunities that we
5 would like to make available for community engagement
6 with their community specifically, and we seek
7 confirmation from the leadership regarding how we
8 should proceed with their community.

9 Discussions typically centre around the
10 timing of our engagement, what kind of approach would
11 be best, what type of information the Company wishes
12 to discuss, and who the leadership would like De Beers
13 to work with to set up those engagement activities,
14 who the leadership thinks needs to be involved in
15 discussion with the Company.

16 Depending on the outcome of those
17 meetings, the Company will proceed. And in chapter 4
18 you will see the Company has used a variety of
19 opportunities to engage, and they vary depending on
20 how we move forward with each community.

21 To give you some examples that draw
22 from chapter 4, these have included meetings with
23 chief and council, public meetings in communities,
24 site visits for leadership, Elders, staff of lands and
25 environment departments, youth, data gathering through

1 community surveys, meetings with local businesses,
2 community open houses, individual meetings and
3 interviews with community members, and even mine
4 termining -- terminology workshops for interpreter
5 translators.

6 In the environmental impact statement,
7 we organized the articulation of our engagement
8 activities so that you could see the engagement from
9 1998 to the submission of our land -- land use permit
10 and water license application in 2005. That's the
11 first section in chapter 4 of our engagement.

12 We then took a section that followed
13 our submission, and covered a period from 2007 and
14 2008. And yesterday we referenced that in 2008 and
15 2009, during the global economic recession, the
16 Company paused a number of things. And our engagement
17 activities, you will see in that chapter, slowed
18 significantly as did all other activities on the
19 project.

20 And the final component articulated in
21 the environmental impact statement are the activities
22 we undertook in 2010 prior to submission of the
23 environmental impact statement.

24 What you'll see is consistent about
25 these activities is that each year as a company we

1 review the activities that we have ahead, where we
2 think the best opportunities for communities to engage
3 with us will be, and then we initiate discussion with
4 leadership, offering these opportunities and
5 finalizing with them how we will move forward.

6 In 2010, for example, one (1) of the
7 engagement opportunities we discussed with leadership
8 was getting community leadership, Elders, youth, and
9 their lands and environment staff, to come to our
10 advanced exploration site so we could show them our
11 project plans, fly them in helicopters over the
12 proposed pits, show them the landscape where we would
13 be putting infrastructure, and let them look at the
14 water levels, the flows, and give them a summary of
15 where we would be pumping water to access the
16 kimberlite ore bodies.

17 The dates for when these visits happen,
18 and who participates in them, is determined by the
19 communities. And these are based on the windows of
20 opportunities we make available to them as a company.
21 As you can appreciate, we need our permitting team to
22 be available to answer their questions and we need
23 their community members to be available to ask them.

24 So the specific forms of how we engage
25 is a dialogue that's born out of discussion at the

1 leadership initially.

2 Another example I'd like to give you
3 from 2011 is we spoke to the leadership about bringing
4 community representatives together to work through our
5 project description in advance of today's session, and
6 we talked about how De Beers wanted to make this
7 possible for their communities.

8 We indicated we would outline our
9 community engagement plans to the community
10 representatives at that session for 2012, giving them
11 an opportunity to provide us input into that. De
12 Beers then provided financial assistance for First
13 Nation and Metis communities to come together with us
14 for three (3) days to work through the environmental
15 impact statement, and for the last two (2) or three
16 (3) days of that we invited regulators to join them so
17 that all could benefit from each other's questions.
18 That session took place late in October this year.

19 For the listeners online, I'm going to
20 move us to the final slide. So this is the slide,
21 "Community engagement prior to EIS conformity."
22 Sorry, I actually skipped that slide. I should be one
23 (1) slide ahead here.

24 This is a tough slide to read. It is a
25 slide that we have provided in a handout form. This

1 is the slide -- sorry, Alan is reminding me to give
2 you a slide number. So this is slide page 4, for
3 those that are online via the Web, and the title of
4 the slide is "Community engagement looking ahead."

5 So this slide really outlines the
6 engagement plans that we have discussed in the
7 community -- with the communities in October. So I'm
8 going to highlight the activities ahead where
9 communities will be able to engage in a discussion
10 with us -- a continued discussion about the proposed
11 project.

12 And I want to note that this chart has
13 both the Company's engagement activities on it and
14 it's combined with the work plan that the panel has
15 produced. So that when we put them together everyone
16 can see all of the opportunities available for them.
17 We've done this so that communities can see when our
18 permitting table -- team is available and committed to
19 other activities to make this panel session move
20 smoothly.

21 In this slide, you'll see we've
22 outlined where we're going to be producing public
23 information. We want to keep information flowing
24 about the project as it comes through the
25 environmental impact review. And as many of you know

1 from our conversation here yesterday, we will be
2 updating our digital video presentation. And we will
3 be distributing it to communities and to a stakeholder
4 list that we've established for our project based on
5 feedback from previous publications we've produced,
6 and maintaining a list of those who are interested in
7 getting more information.

8 As you can see from this engagement
9 plan, the Company has planned two (2) key
10 opportunities to go into communities or to the site.
11 We are offering an opportunity in first quarter to
12 communities for us to come in. The form of how that
13 engagement will occur will be determined in discussion
14 with the leadership of those communities. It may be
15 workshops. It may be open houses. We'll work through
16 that with feedback from the communities as to what
17 that will look like.

18 And we'll also be offering another
19 opportunity for 2011, for them to come to site or have
20 a second community meeting if they like. And when I
21 say, to site, I mean our advanced exploration site,
22 where we can show what we're proposing.

23 So these -- these are outlined on the
24 slide. And, of course, they're our starting point as
25 the Company. And we continue in discussion with

1 communities to -- to work out what works for them
2 specifically.

3 The purpose of the continued engagement
4 is for us, as a Company, to ensure we're connecting,
5 we're hearing concerns, and we're responding to those,
6 addressing issues and closing them out as we -- as we
7 can.

8 I mentioned earlier that the pace with
9 which we move forward with communities differs. And
10 it's also true that, in some cases, our approach may
11 include things that a community suggests or requests,
12 and traditional knowledge studies are a case in point.

13 In some cases, not always, dialogue
14 with the community leads to a discussion about a
15 traditional knowledge study, being an avenue to
16 increase the community's wishes for providing the
17 Company more understanding. Sometimes, these studies
18 will be able to help us as a company better understand
19 how the project may impact a particular community.

20 We have two (2) traditional knowledge
21 studies in progress. One (1) is with the community of
22 Lutsel K'e. The other is with the Tlicho government.
23 These are community-led studies. And although not yet
24 completed, we do have agreements in place to support
25 these studies, because this is the way these

1 communities wanted to proceed, and we support that.

2 In closing, I'm pleased to say we have
3 recently met with the Tlicho government. They have
4 confirmed the Tlicho knowledge study, initiated in
5 August this year, is close to completion. And we look
6 forward to receiving that and reviewing the
7 information it will provide to us.

8 We also look forward to the completion
9 and the submission of the Lutsel K'e study, which we
10 understand is close to completion, but not yet ready
11 to release. And we will continue to encourage chief
12 and counsel to share that information.

13 I'd like to thank you all, and ask if
14 you have any questions.

15 THE FACILITATOR EHRLICH: Thanks,
16 Cathie. Are there -- is there anyone present who
17 would like to ask any questions?

18

19 QUESTION PERIOD:

20 THE FACILITATOR EHRLICH: Fred
21 Sangris, of the Yellowknives Dene First Nation, has a
22 question for De Beers.

23 MR. FRED SANGRIS: Yeah. Thank you,
24 Cathie. I -- I listened very carefully to your
25 presentation. There was one (1) I wanted to ask you.

1 You -- you mentioned that the -- De Beers has a
2 community liaison for the communities, working for De
3 Beers.

4 I just want to ask you if -- who -- who
5 are the community liaisons for Akaitcho communities?
6 Thank you.

7 MS. CATHIE BOLSTAD: Thank you and
8 good morning, Fred. Cathie Bolstad, De Beers Canada.

9 De Beers has, in our Yellowknife
10 office, three (3) members of our team that work on
11 community liaison. The superintendent of the
12 department is Elizabeth Biscaye. She manages all of
13 our -- our operational aspects of community
14 engagement. We have two (2) other employees: Grace
15 MacKenzie, who is a Tlicho citizen; and we have John
16 Tees. And so between the three (3) of them they work
17 to support our liaison with the communities. Sabet is
18 Chipewyan speaking, Grace is Tlicho language speaking.

19 THE FACILITATOR EHRLICH: Fred, do you
20 have any other questions. Okay. And I see Steve
21 Ellis of the Akaitcho Treaty 8 Tribal Corp. has a
22 question.

23 I will also point out that any
24 participants in the room who are participating on --
25 partly on behalf of remote participants, if you're

1 asking questions that have come to you from someone
2 who is not here, please make it clear who the -- who
3 is act -- actually asking the question, because I
4 think the extra context will help make sure that De
5 Beers can answer it as thoroughly as possible.

6 Please go ahead, Steve.

7 MR. STEVE ELLIS: Steve Ellis with the
8 Treaty 8 Tribal Corporation. Thanks for the
9 presentation Cathie.

10 Just with regards to the last piece you
11 were talking about, the traditional knowledge studies
12 and the two (2) that are nearing completion with the
13 Lutsel K' Dene and the Tlicho Government. My
14 understanding is that De Beers was required to
15 consider both western science and traditional
16 knowledge in the developments of its EIS.

17 So seeing that these studies are not
18 completed yet, I'm just wondering how De Beers
19 contemplates incorporating the results of those
20 studies into project design, impact mitigation, so on
21 and so forth, or determining what the impacts might
22 be?

23 MS. VERONICA CHISHOLM: Veronica
24 Chisholm from De Beers. Thank you, Steve. Appreciate
25 the question.

1 I -- I would like to remind you that
2 there is a traditional knowledge section in the EIS.
3 It's in Section 13. And the TLU studies that Cathie
4 mentioned are in addition to. So we have the
5 information already gathered as part of the EIS, and
6 then when we look at the new information that's in the
7 TLU, once they're completed, look for opportunities to
8 integrate some of that information as we move forward
9 in the project.

10 Does that answer your question?

11 MR. STEVE ELLIS: I guess it begs
12 another one. Steve Ellis here with the Akaitcho Dene.

13 So if there was a -- a body of
14 traditional knowledge that was gathered already that
15 is part of the EIS, how is -- how is that gathered, if
16 not through these studies with the communities?

17 MS. VERONICA CHISHOLM: Veronica
18 Chisholm from De Beers. The information gathered was
19 all the documented information available was
20 incorporated into the TK studies that's presented in
21 Section 14 -- no, sorry, Section 5. I should have
22 this memorized. Section 5 of the EIS. So that was
23 all the information available. And that the two (2)
24 additional studies that Cathie mentioned would be more
25 detailed information that would -- could augment the

1 information that's already provided.

2 MR. STEVE ELLIS: Steve Ellis here
3 with the Akaitcho Dene. So just to be clear, the
4 chapter 5 or Section 5 was primarily based on existing
5 documented TK stuff that was available online or in --
6 or in report form already, for example through West
7 Kitikmeot Slave study reports or things like that.

8 Is that correct?

9 MS. VERONICA CHISHOLM: That's
10 correct. It's Veronica Chisholm from De Beers.
11 That's correct.

12 And then we also incorporated the
13 information that was collected as part of the
14 community engagement process which we mentioned
15 yesterday and today started long before the EIS was
16 submitted. And we looked for opportunities to
17 incorporate that information into the project design
18 features and various other elements of the project.

19 MR. JOHN FAITHFUL: John Faithful from
20 Golder Associates. I'll -- I'll add to the responses
21 that have been provided by -- by Veronica.

22 Traditional knowledge has been
23 incorporated into the project design and considered in
24 the environmental assessment. The detail of this
25 information is integrated -- the detail of this

1 integration is provided in Section 5.4 of the EIS.

2 Traditional knowledge specific to the
3 project area was not available at the time of the
4 submission of the EIS. However traditional -- more --
5 more holistic trad -- traditional knowledge
6 information was -- that was considered included a
7 review of existing traditional knowledge information,
8 traditional knowledge associated with the development
9 and operation of Snap Lake, and discussions with
10 Elders from Lutsel K'e.

11 This -- this this information is also
12 provided in Section 5.4. Additionally, information
13 that was also considered came from the issued scoping
14 sessions that were undertaken as part of the
15 environmental assessment process which was integrated
16 into the terms of re -- reference that were -- that
17 were finalized in October 2007.

18 Some of the areas of traditional
19 knowledge that was considered in -- in terms of the
20 project design and environmental assessment, as Cathie
21 mentioned a little earlier, were around minimising the
22 effects of mine roads on site, such as minimising the
23 -- the number of mine roads that were on site,
24 managing the height of the -- the mine roads, said
25 that there was a reduced risk of injury to wildlife.

1 This is outlined in Section 7 of the EIS, the key line
2 of inquiry with the effects to caribou.

3 Traditional knowledge on the use of
4 fish was also considered in the habitat evaluation
5 procedure as part of the compensation process. This
6 is in Section 8.10.4.1.

7 De Beers will continue to engage with
8 the communities to build upon the traditional
9 knowledge specific to the project. De Beers will
10 continue to look for opportunities to collect and
11 integrate that traditional knowledge into monitoring
12 and other environmental opportunities.

13 THE FACILITATOR EHRLICH: Veronica,
14 I'd just like to ask for a clarification. You've
15 talked about the TLU. I imagine the 'T' is for
16 traditional. Could you please describe what you meant
17 with that acronym?

18 MS. VERONICA CHISHOLM: TLU --
19 Veronica Chisholm, from De Beers. Traditional land
20 use, TLU. Traditional knowledge, TK. We tend to use
21 those acronyms quite frequently. Thanks.

22 THE FACILITATOR EHRLICH: Thanks.
23 From the Review Board -- from the -- my apologies.
24 From the panel's perspective, the panel weighs
25 traditional aboriginal knowledge on par with

1 conventional western science, and that's part of the
2 reason why in the terms of reference you've seen a
3 strong emphasis on this.

4 I'm glad that you've presented how
5 you're coming at that. And, Steve, I should point out
6 that the specific references that you just heard from
7 Golder, don't forget that since all of this is
8 transcribed, tomorrow you'll be able to look at those
9 and go through them in whatever rate you want because
10 there is a written record of the response that you
11 just heard. I know it's a lot of detail to take in in
12 one (1) pop, but, anyway, this will all be available
13 on the tscript.com site likely tomorrow morning. And
14 I described earlier how to get to that.

15 I would also like to ask anyone in the
16 room who has a cell phone to make absolutely sure that
17 the ringer is turned off. As well, if you are
18 communicating with remote participants and you're
19 using a computer please make sure that the volume is
20 off on the computer just because we -- we're relying
21 on technology to try and include many people, but we
22 want to make sure that it doesn't disturb the session
23 at the very same time.

24 So, Steve, do you have any other
25 questions regarding the traditional knowledge studies

1 or work that you've just heard from De Beers regarding
2 community engagement?

3 MR. STEVE ELLIS: No. Steve Ellis,
4 with the Akaitcho Dene. Thanks a lot for the
5 references. I'm probably not the only one that hasn't
6 read all twelve thousand (12,000) pages, and I, in
7 fact, haven't read one (1). This is my opportunity to
8 figure out where I should focus my efforts, so thank
9 you very much for those references and we'll get back
10 to you as the -- the IR process unfolds.

11 THE FACILITATOR EHRLICH: I have a
12 comment that I just want to point out. Looking at the
13 pre -- the slide number 4 that De Beers has put
14 forward, I think it's very helpful that you've
15 overlaid your community engagement plans with the
16 environmental impact review.

17 I should point out that after public
18 hearings and before the decision the Board is not
19 going to be accepting new evidence with the exception
20 of undertakings from the hearing. So anything that
21 comes up in the community meetings and open houses you
22 have scheduled after the hearing and before the final
23 decision is not going to form part of the body of the
24 evidence that the panel will consider, meaning any
25 discussions you plan to have for gathering TK or

1 identifying and addressing concerns with communities
2 really needs to be done early enough so that the panel
3 understands what the issues were and has a clear
4 understanding of what the positions and outcomes were
5 of the meetings.

6 I have shared with some folks from De
7 Beers a form that the panel uses to keep track of any
8 sidebar meetings. Although the panel members
9 themselves -- when the panel members are present, it's
10 a hearing and it's a big public venue, but there's
11 nothing to stop any parties from meeting with other
12 parties without the panel present to discuss whatever
13 you like, and sort out whatever you need to sort out.

14 In the past, developers have used this
15 opportunity to, we call them sort of sidebar meetings,
16 and it's a chance for people to find commitments that
17 will easily address concerns, or at least better
18 understand where there is -- a disagreement might be.

19 The forms that we've got out there
20 spell out who was there, what was discussed, what
21 positions were there, you know, what -- what positions
22 different people took, whether or not it was resolved,
23 and get signed off by each party.

24 The reason we do that is because in the
25 past we've had reports come back of sidebar meetings

1 where the different parties didn't agree, and
2 sometimes it didn't even sound like they were at the
3 same meeting. With this, signed off by both folks who
4 were there, you can tell they were at the same
5 meeting.

6 We've never tried to apply them to open
7 houses or community meetings, but I -- I wanted to
8 remind De Beers and all the other parties here that if
9 you think that you can productively meet, and -- and
10 sort through issues instead of doing it in, for
11 example, technical sessions, information requests, or
12 the hearing, the panel very much encourages that.

13 It's quite important to the panel that
14 it focusses on the issues that are most important to
15 decision making, so throughout our process there's an
16 opportunity to increase its focus by dealing with
17 smaller issues, either -- if they're based on
18 misunderstandings, sorting out the misunderstanding
19 and getting it off the table, or they can be easily be
20 addressed by clear commitments from the developer or
21 others, that's another way of dealing with them.

22 But the point is, throughout this
23 process there's a funnelling down to the most
24 important issues, and ultimately those are the ones
25 that tend to get carried forward into the hearings

1 and, you know, focus parties' and the developers'
2 energies where it matters the most.

3 So it's a long description, but my
4 point here is, when I see community meetings and open
5 houses after the hearing, I want to be sure that the
6 developer's understanding that -- that that's not
7 going to form part of the body of evidence that the
8 panel is able to decide on.

9 MS. CATHIE BOLSTAD: Thank you very
10 much. Cathie Bolstad for De Beers. Alan, we're very
11 aware of, in accordance with the work plan and the
12 schedule, what components will -- will meet the
13 deadlines, if I can use that term, for evidence.

14 From our company's perspective, a
15 process in the regulatory regime is not what shapes
16 our ongoing engagement activities with community, and
17 we will continue to engage in -- in dialogue with
18 communities always in operations, phases, and in
19 regulatory processes and outside of them because
20 that's an important way of maintaining a relationship,
21 building, understanding and addressing ongoing
22 concerns.

23 So certainly our engagement encourages
24 all of those things you've just articulated for us to
25 work with communities and address issues, and get them

1 off the table for the purposes of this process, but
2 our engagement is also to make sure that we are in a
3 good relationship with communities, and we continue to
4 work together.

5 THE FACILITATOR EHRLICH: Thanks.
6 That sounds like a wise approach. We have a comment,
7 or question, from Fred Sangris of the Yellowknives
8 Dene First Nation.

9 MR. FRED SANGRIS: Yeah, with that,
10 Cathie, good engagement in the communities, I want to
11 ask you a question on TK.

12 Has there been a traditional knowledge
13 studies discussion with the Yellowknives Dene?

14 MS. CATHIE BOLSTAD: Thank you.
15 Cathie Bolstad, De Beers. Yes, Chief Sangris, those
16 discussions began in 2007. They have been ongoing,
17 and in 2011, De Beers again -- I think in 2009, I
18 actually correct myself, and I -- I will confirm this
19 later in the day.

20 In 2009, we offered to undertake a
21 traditional knowledge study on the basis that
22 discussions with the leadership indicated that was a
23 direction that they wanted to go.

24 In 2011, after a number of
25 conversations about that, we received acceptance from

1 the Yellowknives Dene First Nation of our offer to
2 proceed with a traditional knowledge study.

3 Subsequent to that, De Beers provided a
4 term sheet of the things that we would like to see in
5 a traditional knowledge study, and we are awaiting the
6 Yellowknives Dene First Nation on how they'd like to
7 proceed.

8 MR. FRED SANGRIS: Thank you. That's
9 the only question I got. And just -- just so you
10 know, I'm not the Chief. I used to be a Chief. I'm
11 the caribou coordinator for the Yellowknives Dene in
12 the wildlife division. Thank you.

13 THE FACILITATOR EHRLICH: Does anyone
14 else have any questions for De Beers? Madelaine
15 Pasquayak, did I -- I hope that I've pronounced your
16 name properly -- from the Tlicho Government has a
17 question.

18 MS. MADELAINE PASQUAYAK: Thank you
19 very much, Cathie. I appreciate your -- your schedule
20 for community engagement. Yours is the first that
21 I've seen from -- from all the other mines. I don't
22 believe that I've seen a community engagement
23 schedule, so I just applaud you for that. That's
24 really good.

25 I'm also glad to hear, too, that you --

1 that you've held a terminology workshop. I've done a
2 lot of work with the language and I've done a lot of
3 translating too, in the past. And I'm also involved
4 with this TK study that -- that you talk about, so
5 that I just feel like I'm under pressure now to get
6 that work done. It's a lot of translation.

7 But my big concern is that, you know,
8 there's -- sometime when the company comes into
9 communities, they use terms that sometime I find very
10 hard to understand. And it's all -- it's like, the
11 people that do the translating, do they fully
12 understand the words that's used?

13 And so, from the very beginning, you
14 know, it's like, you know, why don't they provide us
15 with the words that we could, you know, maybe study or
16 look at that would help us to understand the terms, so
17 that we could understand the projects, you know, a lot
18 more cl -- better.

19 I remember when -- when it was first
20 announced that there was diamonds in the North, for
21 example, we had a -- our big problem was -- was -- was
22 translating diamonds. How do you translate that? And
23 I remember the words that was used, and that was
24 translated into white rocks. And I thought about
25 that, and I thought, well, that doesn't really

1 describe diamonds, you know, white rocks.

2 So -- so I realized that the language
3 is a real concern here and it was an issue with me for
4 a long time. And it was just like nobody every
5 brought that up, you know. So I appreciate that you
6 have a terminology workshop.

7 And I was just wondering if you could
8 have available a list of the terms that were worked
9 at?

10 MS. CATHIE BOLSTAD: Cathie Bolstad,
11 De Beers. Thank you, Madelaine. Yes, in fact, we do
12 have a list and we sent those out to a variety of band
13 offices, interpreter/translators, to regulatory
14 agencies. And I will gladly provide you a copy of
15 that today. I'll -- I'll have someone from the office
16 bring one (1) over and thank you for your comments.

17 May -- maybe the one (1) last thing I
18 should say is, like members of the community, when I
19 first joined mining there was a lot of terminology I
20 didn't understand and today still don't understand. I
21 think there are always areas in every aspect of things
22 we do in society that there are experts among us who
23 know what these things are. And certainly, the
24 challenge that our department at De Beers has, is to
25 make what are very tough, technical topics easy to

1 understand for those of us who are in dialogue with
2 communities and who are non -- and with non-technical
3 people.

4 And so the terminology workshops,
5 working with the advice of our community liaison staff
6 who see what we produce and -- and give us input in
7 that, all plays an important role of helping us make
8 sure the conversation is understandable and meaningful
9 at the community level.

10 So one (1) of the feedbacks that we've
11 had from a number of communities is that, when we
12 provide materials in the aboriginal languages, that
13 are audio materials. So a DVD, or -- or audio based
14 as opposed to written in aboriginal languages, we
15 actually do a far better job of -- of making things
16 understandable.

17 THE FACILITATOR EHRLICH: Does anyone
18 else have any other questions? Or, Madelaine, do you
19 have any further questions for De Beers on the
20 material that they've just presented?

21 MS. MADELAINE PASQUAYAK: Thank you,
22 Alan. Yeah, I -- I didn't get a -- I didn't get a
23 copy of the -- of the presentation, so it didn't give
24 me a chance to review it. So even with everything
25 that we've gone through, it's like, oh my gosh, I --

1 why didn't they give me a chance to have a look at
2 this? So I -- I would like, in the future, like a
3 copy of the presentations so that I can review them
4 and be prepared with questions. Mahsi.

5 THE FACILITATOR EHRLICH: One (1)
6 thing I would suggest for all parties is, if you have
7 not yet subscribed to the Review -- it's through the
8 Review Board website that the Panel does its material
9 on the Review Board website. If you haven't
10 subscribed to the Review Board website for the Gahcho
11 Kue project, I would strongly encourage that you do.
12 It means you will automatically get a notice every
13 time a document is posted regarding De Beers. And it
14 would also give you the opportunity to see any
15 presentations that are posted up there in advance.

16 So we've got the presentations up on
17 the Review Board website. They went up on Friday. We
18 were planning to put them up a bit earlier and we
19 apologize to parties. De Beers wanted to make sure it
20 was preparing good presentations and -- and told us
21 that they wouldn't be able to -- to give them to us a
22 full week in advance, which is why parties didn't
23 quite have as long to go through them.

24 But if it helps, we've got printed
25 versions of the presentation on the -- the bar behind

1 you. And they -- they are up on the website where we
2 can get it. We will continue to endeavour to -- to
3 put information up there as far in advance of sessions
4 as is practically feasible to give people the time to
5 look at this. We understand it is quite a bit of
6 information on a broad array of subjects.

7 Anyone else have any other questions
8 for De Beers?

9

10 (BRIEF PAUSE)

11

12 THE FACILITATOR EHRLICH: Okay.

13 Rather than start with the next presentation, we've
14 got a fifteen (15) minute break that supposed to start
15 now. Because we started a bit late I'd like to turn
16 it into a ten (10) minute break. And so we're going
17 to start again at 10:20. Thanks.

18

19 --- Upon recessing at 10:10 a.m.

20 --- Upon resuming at 10:25 a.m.

21

22 THE FACILITATOR EHRLICH: Hi,

23 everyone. It's 10:25. We're going to start again.

24 We've been asked by Dave, who's from Pido, doing our
25 sound, to remind people to please keep a little bit of

1 a distance from the microphone. It sounds like
2 there's been some distortion on the web cast that
3 although it sounds fairly clear in the room even if
4 people are close to the microphone, it sounds like the
5 web cast comes out distorted, so please keep a
6 respectful distance from the microphone. And if
7 you're too far from the microphone we'll try to
8 indicate it.

9 Now we are going to go over to De Beers
10 for -- to continue its presentation. I'm going to ask
11 the presenter to please specify what slide number
12 you're on. For people who are tuning in remotely I'll
13 remind you that the file is labelled, "Day 2, Effects
14 on People," and the presentation is the one (1) that
15 says "Gahcho Kue Project" and it's the section that
16 says "Archeology" on the cover slide.

17 Thanks. Please go ahead.

18

19 PRESENTATION BY DE BEERS RE HERITAGE RESOURCES AND
20 ARCHEOLOGY:

21 MS. JEAN BUSSEI: Hi. I'm Jean Bussei
22 and I'm the archeologist for the Gahcho Kue project.
23 And we'll start off with slide 2 since slide 1 is just
24 a nice pretty cover slide.

25 The -- my intent here today is to

1 explain a little bit about what archeology is and why
2 it is done. Archeological sites are protected by
3 legislation, and that's one (1) of the reasons that
4 archeologists have sort of a plan of action that is
5 the same for all projects, just the results vary.

6 So -- and I'm also going to discuss the
7 archeological methodology that was utilised just
8 briefly with a few slides, and you get to see the
9 landscape that we covered. I'm also going to provide
10 an overview of the archeological work that has been
11 conducted. It was first initiated in 1996 for this
12 project. And I will summarise the results of the
13 archeological reser -- research that was conducted.

14 Okay, so -- and I did what you did and
15 forget to move forward. That was slide 2. Now we're
16 going to slide 3. The archeological data that I have
17 compiled and collected over the years is summarised or
18 provided in detail, actually, in annex L of the EIS.
19 It's what we -- I call the archeological baseline.
20 And the archeological assessments are summarised in
21 section 12 and detailed in appendix 12(3).

22 In addition to these two (2) documents,
23 in the Northwest Territories, whenever archeological
24 work is conducted you must take out a permit, and that
25 permit requires that you submit a report every year.

1 And so the year-by-year results of all the
2 archeological work that was conducted, whether by
3 myself or the earlier archeologists, is available at
4 the Prince of Wales Northern Heritage Centre.

5 In my last permit report, I tried to
6 summarize everything and pull everything together so
7 that that would be one (1) document that you could go
8 to first if you were looking for more information.

9 In addition to doing a permit report,
10 you're also required to submit a nontechnical summary.
11 That's due by November 30th of the year in which you
12 conduct the field work. And that is submitted also to
13 the Prince of Wales Northern Heritage Centre, and it
14 is put up on their web page eventually. It's not
15 quite up-to-date yet.

16 A nontechnical summary is simply a one
17 (1) page statement about what you did in the field,
18 and a couple of photographs that show some of the
19 sites that you found, or the people that were involved
20 in locating these sites.

21 The technical report isn't due until
22 March 31st of the following year, so these reports
23 don't always get written at the same time. De Beers
24 needs information, and I might have to provide them
25 with things.

1 There are two (2) classes of permits,
2 archeological permits. A class 1 permit doesn't have
3 as rigorous reporting requirements, and it's intended
4 when you want to just visit or record archeological
5 sites. It doesn't necessarily have to be an
6 archeologist to take out that permit either.

7 Class 2 permits are what I'm required
8 to take out because when I work in an area such as
9 this project, I do have to do shovel testing, I have
10 to excavate. That's disturbing a site, and only an
11 archeologist holding a class 2 permit is permitted to
12 do that. So that gives you a little information on
13 that.

14 As I mentioned, archeological sites --
15 next slide, number 4. Thank you.

16 As I mentioned, archeological sites are
17 protected by legislation, specifically the Northwest
18 Territories archeological site regulations. Site --
19 archeological sites are also nonrenewable resources.
20 Once they have been disturbed or destroyed, they can't
21 be replaced. They don't reproduce. And so it's
22 really important that any archeological sites that
23 might be disturbed are looked at in detail.

24 The definition of an archeological site
25 is a location containing physical evidence of past

1 human use. That's kind of a broad, cross-Canada
2 definition. In the Northwest Territories, they --
3 they qualify a little more in that they want the site
4 to be at least fifty (50) years old, and to not have a
5 chain of possession attached to it.

6 So for example Uncle Charlie's cabin on
7 the lake may be a hundred (100) years old, but the
8 family's been using it for a hundred (100) years. It
9 doesn't become an archeological site. That -- there
10 are limitations on what you can do in an archeological
11 site, so you don't want Uncle Charlie's cabin becoming
12 one (1).

13 What's my next one (1)? Okay. An
14 archeological site can be characterized by a couple of
15 things. Mainly the ones that we're working with at
16 the project are artifacts, and they're artifacts of
17 stone.

18 But we also get features, which are
19 arrangements of stone, maybe a fire ring, or a tent
20 ring, or a line of -- of rocks or markers that are
21 placed to drive caribou. Those things are all
22 considered features.

23 Artifacts can also be made out of other
24 materials than stone. They can be made out of wood,
25 bone, antler, ivory, and even pounded metal because in

1 the early -- late, I guess, stages of archeology they
2 did use natural copper and pound it into knives or
3 cutting implements. And they have been found, but --
4 but not at this particular project.

5 The definition of -- of an artifact is
6 any item that's been modified by man, or humans, or a
7 person. And sites, archeological sites are varied,
8 and there's many terms for them, and different
9 archeologists will use different terms. But the best
10 way of describing them in my mind is by their content,
11 and in the case of the sites at Gahcho Kue, they all
12 contain flakes of stone, pieces of stone, that were
13 knocked off in the process of making stone tools.
14 Archeologists refer to stone as lithic, so they're
15 lithic scatters. So the majority of our sites are
16 that.

17 Some of the sites that were found
18 earlier were often referred to as lookout sites
19 because they were on heights of land that provided a
20 lookout, but they also contained lithic scatters. So
21 it's up to the archaeologist doing the work the terms
22 they're going to use. It doesn't change the site.
23 And as I say, most of the sites at the project are
24 lith -- essentially lithic scatters.

25 Okay. Because archeological work is

1 regulated there's different types of studies that are
2 expected to be done at different times in the project
3 and that will be my figure number 5.

4 An overview assessment can be done
5 strictly in -- in the office by doing research,
6 reviewing maps. We used to use 1:50,000 maps for our
7 -- our interpretation, but the mapping is becoming so
8 much better over time that we've often got 1:20,000 or
9 1:15,000 maps that we can work on.

10 Map interpretation, we're basically
11 trying to find out what kind of terrain units are
12 present and what the potential for those terrain units
13 to contain archeological sources -- archeological
14 sites, sorry.

15 Once we've got our overview assessment
16 done, which includes researching ethnography,
17 geomorphology, geology to find out what kind of rocks
18 are available in the area, then we do a preliminary
19 survey where we go out and we look at the area either
20 from the air -- preferably helicopter because small
21 planes don't give you visibility to see out the
22 windows very well. So helicopters allows you the kind
23 of visibility you need to see the land forms, low and
24 slow. And -- and then you can also can walk the
25 ground. So once you saw, Hmm, that looks like an

1 interesting land form, let's stop there, get out and
2 you look at it. So that's all part of a preliminary
3 survey, to get a feel for the land, find out what land
4 forms are there, and whether they're as level as they
5 looked in map form or not.

6 Then you start with your -- your actual
7 site survey, or your archeological inventory. And
8 this is usually the major undertaking in a project
9 because the objective here is to find archeological
10 sites and determine whether or not they are located in
11 an area that might be affected by the development.

12 And once you've found the sites and
13 determined, Yeah, it's pretty close to an open pit
14 mine, then you do your site assessment and that's all
15 usually considered under the site survey or
16 archeological inventory, although may be conducted at
17 different times. You might do all your inventory work
18 the first year, your site assessment the next year,
19 but they're combined.

20 And then the final step in it is, okay,
21 there are sites, they cannot be avoided and so we have
22 to take measures to collect enough information from
23 them that they're not -- it's not a complete loss if
24 something happens to the site.

25 Now sometimes there's -- it's a

1 borderline decision. Maybe the site's just about far
2 enough away that it -- you know, you don't have to nec
3 -- necessarily collect all the information from it and
4 you might put up a barrier, or you might initiate a
5 monitoring program. So those are the sort of the four
6 (4) basic archeological studies that are expected in a
7 development of this nature.

8 In the case of this project we used
9 low, moderate, and high archeological potential when
10 we were determining what areas we would walk on the
11 ground. We walked all moderate to high potential
12 areas in area -- in potential impact zones in --
13 within the footprint, or if they were proposing a
14 gravel source, or if they needed a road. Okay. So we
15 walked all the moderate to high. And we would sample
16 the low potential land forms.

17 All land forms have some potential to
18 yield sites, but the low potential land forms will not
19 yield them very often, and they're often extremely
20 difficult to locate because of the ground cover, low,
21 wet ground, things like that.

22 So next slide. The very first, as I
23 mentioned, archeological investigation conducted at
24 Kennady Lake was conducted in 1996 by a company called
25 Fedirchuk McCullough & Associates. They didn't spend

1 very much time up there and they were simply looking
2 at a potential gravel source. They located three (3)
3 small lithic scatters on this potential gravel source
4 and looked around the area in general and -- and
5 recommended further works which should be done.

6 I -- this work was re-initiated in 1998
7 by a firm called Jacques Whitford Environment Limited
8 and they conducted work annually between 1998 and
9 2003. The majority of their work was the inventory,
10 the finding sites. They -- they didn't do much in the
11 way of site assessment. They did put up some
12 protective barriers at a couple of sites along the
13 winter road, just in case.

14 Speaking of that, the next slide should
15 be -- yes, is slide number 7, is the -- the area that
16 the work was conducted in. In yellow on this figure,
17 you -- you see the Gahcho Kue project area and then
18 the -- it's kind of hard to see, perhaps, but there's
19 the red dotted line that goes from Gahcho Kue all the
20 way up to MacKay Lake. And that was the winter road.

21 So the -- where this firm worked on
22 their inventory was within the project area and along
23 that road. And they did the road by canoe, which was
24 a very efficient way to do it. They would canoe along
25 the lake, stopping at -- at interesting looking high

1 points. They would portage across, between the lakes
2 and they would look at land forms on the portages, as
3 well.

4 The only other work that was done in
5 this area involved Snap Lake. Until very recently,
6 the Taltson transmission line, some archaeological
7 inventory was conducted there. And I think it's two
8 (2) sites were found in this grade or regional study
9 area.

10 So by the end of 2003, when Jacques
11 Whitford finished their work up there, there were
12 seventy-two (72) recorded archeological sites located
13 in the project area. And there were a hundred and
14 twenty-two (122) archeological sites along the winter
15 road.

16 Next slide, number 8. And then I came
17 on the scene. In 19, or 2004, sorry, I joined the
18 project. And because so much inventory had already
19 been conducted, the reason I was brought on board was
20 actually to determine which sites were near enough
21 developments that they could be affected. So I did an
22 impact assessment of all the previously recorded sites
23 in -- in the project area and along the winter road.

24 And then I initiated an archeological
25 site testing program, where I went to the sites and I

1 excavated small shovel tests in order to determine if
2 there was bur -- subsurface archeological material in
3 areas where there was surface archeological material.
4 Okay. And you have to assess what's below the ground
5 because a lot of sites are covered. You can't see the
6 whole thing by just looking at the surface.

7 If a site is not going to be affected
8 by a project, you don't want to test it, you want to
9 avoid it. But, in the case of a number of sites at
10 the project, it was necessary for me to assess them.

11 And this actually took two (2) seasons.
12 We worked 2004, doing the preliminary impact
13 assessment and assessing some of the sites that were
14 rel -- looked to be relatively straightforward, mostly
15 surface material, maybe some subsurface but not
16 potential for deep subsurface material. And then we
17 went back up in 2005 and we con -- continued the
18 program.

19 2006 and '07 were -- were spent
20 finetuning some of the assessments, doing a little bit
21 more inventory because there was a new gravel source
22 located, or a potential gravel source located, or a
23 revised footprint.

24 And then we returned again in 2010,
25 when the -- the formal revised print -- footprint,

1 which actually was smaller than our original
2 footprint, was identified. And we had to do a little
3 bit of additional survey and some site assessment
4 because of slight movements of some of the waste rock
5 piles.

6 And I can say that, by the end of 2010,
7 we were confident that we had looked at the
8 archeologic -- the -- looked at areas with moderate or
9 greater archeological potential within this 2010
10 footprint.

11 Now as we -- when we did our work each
12 year we were accompanied by representatives from the
13 community of Lutsel K'e. In 2004 and 2005, because we
14 were doing so much site testing where you have to
15 actually excavate and screen the material, we had two
16 (2) assistants.

17 We had, in both -- both years, Henry
18 Basil and Aaron Catholique worked with us. And -- and
19 I always have an experienced archeolo -- archeologist
20 along with me. Sometimes they're a junior
21 archeologist, learning the ropes, and sometimes I take
22 along someone who's at my level, but we can both work
23 at diff -- different sites and cover ground a little
24 faster.

25 The assistant in 2006 was Arth --

1 Arthur Rabesca. In 2007, it was Diane Catholique.
2 And in 2010, it was Pete Enzo. And I -- I was rather
3 impressed with the enthusiasm of each and every one
4 (1) of these people for what can be considered by some
5 people a boring occupation but which has kept me
6 fascinated for thirty (30) years, so they were -- they
7 were great.

8 The next slide, number 9. Okay. I
9 mentioned to you archeological potential and I
10 mentioned that we generally look at low, moderate and
11 high. We sort of divide a study area into low,
12 moderate and high. And we normally spend most of our
13 time looking at the moderate and high potential land
14 forms, although sometimes we do a sampling of low
15 potential.

16 But by the time you've been working in
17 a -- in a particular study area for a while it becomes
18 pretty easy to say, Okay, we're most likely to find
19 sites here, here and here. And in the case of Gahcho
20 Kue, the majority of sites have been found in
21 association with eskers. And eskers are a geological
22 land form, usually elevated, that formed under the
23 glaciers when the glaciers were melting. They're --
24 they've got lots of sand, gravel and rock in them.
25 And they're a great place for travelling. You can

1 walk on them. Even when they're not continuous you
2 can -- you can get through a low spot, and then be up
3 on high ground.

4 The wind blows a little stronger on the
5 top of the eskers so the bugs aren't as bad. And --
6 and people have been using them to travel for a long
7 period of time. So that is where the majority of our
8 sites are found, is on eskers.

9 But we also found a large number of
10 sites near the shores of lakes, such as Kennady Lake
11 and some of the lakes along the winter road. And
12 these were -- some of them were pretty close to the --
13 to the actual lake. And others would be maybe on a
14 terrace a bit above, you know, maybe as much as 10
15 metres above. And some of them were on eskers on la -
16 - lakes. And, of course, we found even more sites
17 then.

18 And the other location where we found
19 quite a few archeological sites, especially around
20 Gahcho Kue because, of course, with the development
21 going on in that area the archeology was very
22 intensive, and that was on heights of land.

23 And I'll just show you a couple of the
24 areas that we looked at. This is just one (1) of the
25 -- the many eskers that we looked at. Oh, page 10,

1 slide 10. As I mentioned briefly, eskers can be long
2 and -- and high and broad or they can be relatively
3 low and narrow and sinuous (phonetic) and this one
4 (1) isn't particularly continuous because it does have
5 these low spots where water flow has -- has eroded the
6 -- the original esker.

7 This -- this particular esker did yield
8 a number of small archeological sites consisting of
9 lithic scatters, which I talked about. And then this
10 particular esker, it's definitely an esker. It's
11 very, very heavily vegetated, but it was -- it
12 contained quite a rich archeological site, a large
13 number of stone tools, like four (4) or five (5) stone
14 tools, which is really good. Most sites don't have
15 the actual tools. They ju -- just have the pieces
16 that were knocked off when they made the stone tools.
17 And in each of these little exposures you can see
18 there would be flakes that had been knocked off, the
19 lithics that were knocked off making those stone
20 tools.

21 With this type of vegetation cover we
22 were able to find the site, no problem, but you would
23 never be able to assess that site without a lot of
24 shovel testing. Fortunately, this site was far enough
25 away from the -- the proposed winter road that we

1 didn't ha -- actually have to test it. But you can
2 see why testing can be very time consuming. So that's
3 two (2) types of eskers.

4 This is a lakeshore site. This is
5 actually on Kennady Lake at the project and it's quite
6 an interesting little site. You can see the bedrock
7 exposures there. Slide 12, sorry. And you can see
8 the caribou trail that goes down to the lake in the
9 bottom right-hand corner.

10 And where the bedrock is exposed there
11 we found a light scattering of lithics, of the flakes
12 of stone that were knocked off when making stone
13 tools. And because it is on the shore of the lake we
14 did some site assessment, and we actually found that
15 there was -- we tested off to the left of the bedrock
16 exposures, and we actually found flakes that were
17 buried under about 10 centimetres of peat-like
18 material, so it -- it had built up for over years of
19 being damp on this side, the left-hand side of the
20 bedrock. And so there's another reason why we have to
21 do our -- our shovel testing.

22 And then the third type of land form
23 that I mentioned -- this is slide 13 -- are the
24 heights of land. And these are locations that can
25 provide a view, maybe 180 degree view. In this case,

1 looking -- this -- I'm looking south taking this
2 picture. The lake is where I am right now, and so it
3 -- it provided a good view, at least 180 degrees of
4 Gahcho Kue.

5 The inukshuk was there when I got
6 there. It is not old, it is recent, as is the
7 inukshuk at this site. This is a location where, if
8 you stood on the top of that rock where the inukshuk
9 is, you had a 360 degree view of the south end of
10 Gahcho Kue and everything to the south. It was just a
11 stunning location. And indeed, we found lithic
12 scatters at this site, as well.

13 And slide 15. In order to find
14 archeological sites we have to walk great distances,
15 and sometimes it's easy walking like this on an esker;
16 sometimes it's not as easy. Sometimes it's not easy
17 to get to areas. But the only way we can be sure if
18 there's a site there or not is to walk. Our usual
19 technique is, in the case of an esker, you walk
20 parallel. You spread your crew out three (3) or four
21 (4) people, and you walk parallel along the esker
22 looking down, trying to find any evidence that -- that
23 someone was there before us.

24 On a broader esker, or a terrace on a
25 lake or something like that, you might walk

1 perpendicular to the land form, but also -- or sorry,
2 parallel to the land form but also per --
3 perpendicular to it. The -- the greater the
4 archeological potential, the more likely you're going
5 to have your -- your traverses closer together.

6 So slide 16. And on an esker like the
7 previous slide, extremely easy to find flakes on the
8 surface. They -- they just jump out at you once you
9 know what you're looking for. But it's a lot more
10 difficult when you've got vegetation cover, and here
11 what my assistant is doing is he's -- he's reaching
12 down to look at -- at a flake, or a piece of rock to
13 determine if it's a flake. I'm not sure what Olivia
14 is doing, other than being very bundled up against the
15 bugs.

16 Okay, so you found a site. Slide 17.
17 Thank you, I'm terrible at this. Slide 17 is what you
18 do when you want to assess a site.

19 And your first step is to lay out a
20 test unit. Now you don't have to always be quite this
21 formal with -- with laying out the string, and the
22 four (4) -- four (4) nails in the corners. You do get
23 pretty used to cutting out a 40 to 50 centimetres
24 square and then excavating it. But if you think
25 there's any potential that you're going to expand the

1 units, you -- you try to make them very square so that
2 your -- your bigger unit will also be square.

3 And then in the case of this land form,
4 it was so incredibly rocky the -- really the only way
5 to get into the subsurface was with a shovel, and this
6 is slide 18, right.

7 But at some land forms, like slide 19,
8 which is a esker remnant located on a lake, a fairly
9 good size lake, it was just easier to get down on
10 hands and knees and use a trowel, and excavate the --
11 the dirt that way.

12 Everything that we remove from a shovel
13 test for site assessment purposes, for sure, is
14 screened. And it's screened through quarter or eighth
15 inch mesh, des -- depending on the size of the
16 artifacts, because the dirt all falls through, and
17 what you're left with is the rocks, the gravel, and
18 the artifacts. And so it's -- it's -- you're more
19 sure of -- of finding everything.

20 Completed shovel tests, they're not all
21 -- sorry, 21. They're not all this deep. In fact,
22 most of them in -- in the Northwest Territories up in
23 the barren lands are not this deep.

24 But when you're in an esker deposit
25 we'll often go this deep to make sure nothing has

1 filtered down. This is probably 25 to 30 centimetres
2 deep. These are only 50 centimetre squares, so
3 they're not very large. This is twenty-two (22).

4 This particular site the excavation was
5 considerably more shallow. There was only a single
6 flake on the surface and we took down the first 10
7 centimetres and found nothing. So because other tests
8 had been deeper, we don't go any deeper, there's no
9 point when you hit a certain type of subsurface
10 material that's obviously the base material.

11 You might notice the plastic. We -- we
12 find it a lot easier to backfill if -- if we put the
13 dirt on plastic. Plastic is easy to carry around, you
14 bundle it back up in your backpack and then you fill
15 the -- one (1) of the requirements of archeology is
16 that you backfill your shovel tests, right. So we
17 always backfill our shovel tests and this just makes
18 it easier and cleaner.

19 So what did we find? As I mentioned,
20 mostly we find the pieces of stone that they knock off
21 when they make stone tools. But in about fo -- one
22 (1) of every five (5) to seven (7) sites we'll
23 actually find a tool. And -- and normally these are
24 broken -- this is slide 23, sorry. Normally there are
25 broken tools like the one (1) on the right is actually

1 a very large stone tool that is broken. It's probably
2 only about half of the original artifact. That's a
3 pen -- pencil, a mechanical pencil up there for scale,
4 so it's what, 4 or 5 inches long and could have been
5 considerably longer.

6 And on the left we have a small stemmed
7 projectile point that would have been hafted on a
8 handle of some sort and used either as a dart throwing
9 type thing or an arrowhead. It's probably too big for
10 a classic arrowhead. But as I said, we don't find
11 those very often.

12 Usually what we find are the pieces
13 they knocked off when they made stone tools. In this
14 case this one was just in a small area that had been
15 disturbed by a caribou trail or caribou activity, or -
16 - sorry, slide 24 and 25 are both lithic scatters; one
17 (1), 24, in a heavily vegetated area, and one (1), 25,
18 on a very exposed section of esker. And each of those
19 little white pieces of rock have been knocked off in
20 the process of making a stone tool.

21 And now I have to flip my notes to
22 catch up to that. Both of these tools are -- sorry,
23 going back to the tools, both of these particular
24 types of tools have been worked on both faces. So the
25 face that you see there has been modified in -- over

1 the entire size of the object. And if you flip it
2 over onto the side you can't see, they've also been
3 worked entirely on those sides. And we refer to these
4 generally as bifaces because they've been worked on
5 both faces. And they're generally associated with
6 piercing or cutting us, but we also have been finding
7 in the project area tools that have only been worked
8 on one (1) face -- I don't have a picture of that --
9 and those are more commonly used for scraping
10 purposes. So there's our flakes again, the -- the
11 lithics, the pieces that are knocked off in make --
12 process of making stone tools.

13 And at -- at the project, the majority
14 of the artifacts, tools and flakes, they're all
15 artifacts, have been made out of quartz and it's --
16 there's white quartz, there's grey quartz, there's
17 dark grey quartz. But -- but it is the dominate
18 material and it is a locally available material and
19 that's what you usually find with archeology is the --
20 the more common material is available closer to home,
21 closer to where it was made. And when you get
22 different materials, they've been brought in, the
23 material has been brought in.

24 So for results, this is slide 26. For
25 each year in which archeological investigations have

1 been conducted the -- the detailed permit reports that
2 I mentioned to you earlier have been submitted to the
3 Prince of Wales Northern Heritage Centre. And in
4 those reports are -- are the details of everything
5 that was done; the methodology, the number of sites
6 found, detailed descriptions of the sites, et cetera.

7 That site information is also submitted
8 separately to the Prince of Wales in a -- in a
9 specific format. And that forms the -- the basis of
10 the -- the territorial inventory of archeological
11 sites. And that information is available to people
12 who are doing a development, or to archeologists, in
13 order to protect archeological sites.

14 Whenever we're working in a project
15 area, some of the artifacts are going to be collected.
16 Any artifacts that are going to be affected by the
17 development immediately, say someone is going to be
18 driving an ATV across this area and there's one (1)
19 artifact on the surface. We're going to collect that.

20 We're also going to collect any
21 artifacts that we encounter during our shovel testing.
22 Because they've -- they've been taken out of context.
23 They've been disturbed. And so any artifacts that are
24 collected go back to my offices with me. I -- I
25 analyze them as to material type, stage of

1 manufacture, which is how -- how close are they to
2 being a finished tool. And count them and weigh them.
3 And then they go to the Prince of Wales Northern
4 Heritage Centre. And that's where everything that
5 I've collected from Gahcho Kue, is now.

6 All right. So, impact assessment was
7 conducted for all sites in the local study area, and
8 all sites along the winter road portage. And then
9 site assessment -- I know it's a lot of terms.
10 There's archeological potential, that's where we look.
11 Impact assessment, is it near where a project is going
12 to be happening. And site assessment, yes it is near
13 it, we need to know more about this particular site.

14 Okay, so site assess -- sorry. On to
15 slide 27. So, the -- as I said, we were mainly
16 brought on board in 2005 and 2006 to do the site
17 assessment. And the objective of the site assessment
18 is to collect enough information that you can
19 determine what further work should be done at an
20 archeological site if avoidance isn't possible.

21 Although we always prefer, as
22 archeologists, to see archeological sites avoided,
23 it's not always feasible. And sometimes when you're
24 talking about a development that is -- can be as
25 intensive as an open pit mine, it's actually desirable

1 to do further work at an archeological site and make
2 sure that information is always available for future
3 generations.

4 Now, if we -- if we have a small site
5 with very little surface material, and nothing
6 subsurface is found during the testing, it's a simple
7 matter of detailed recording. Drawing a map, locating
8 that location in physical space -- like at a one (1)
9 to fifty thousand (50,000) or a one (1) to twenty
10 thousand (20,000) scale. And photographing it and
11 collecting those few things on the surface. And then
12 you have actually mitigated the entire site.

13 It's a little more difficult when you
14 have a larger site. You have a site that has both
15 surface and subsurface material. And in that case,
16 you -- you have to excavate a -- a sample of the site.
17 In some cases, a hundred percent of the site. Some
18 cases fifty (50). Some cases as little as ten (10).
19 But it's through that way that you are -- you are able
20 to recover enough archeological information about the
21 location in -- in order to compensate for its -- its
22 loss.

23 Are we still on this one? Yes. No.
24 Next slide 27. I'm talking faster than I thought.
25 Just a second, here. I'm going to go back to 27.

1 Okay, so what we do is, in the case of that particular
2 site, is we will still surface collect it. But we
3 will also excavate. And that's -- surface collection
4 combined with excavation is commonly called systematic
5 data recovery.

6 The intensity of the surface data
7 recovery depends on the site significance. So, when I
8 assess the sites, I determine generally, low,
9 moderate, and high significance. Sometimes in areas
10 with a greater variety of types of sites, you might
11 have low, moderate, and moderate-high. But the low,
12 moderate, and high site significance worked quite well
13 at Gahcho Kue. And so you would obviously do more
14 systematic data recovery at a site with high
15 significance. It has more archeological material on
16 the surface. It generally has more under the surface
17 as well. And it may also have more tools. Tools are
18 also considered in the assessment of sites because,
19 again, they don't occur at all the sites.

20 Okay, so now we can go on to 28,
21 results of the archeological survey. Prior to the
22 investigations that were initiated by Fedirchuk
23 McCullough there were absolutely no recorded sites in
24 the project area. The -- that was in our previous
25 map. And there was one (1) archeological site

1 recorded along the route of the winter road.

2 That particular site was on MacKay Lake
3 on an esker maybe a hundred metres from the lake, a
4 high potential location. It was found by someone who
5 was just cruising through the area doing a spot search
6 and recording high potential locations back in the
7 1960s. So this was the first contribution to the
8 database since ni -- the 1960s. I think it was '60 --
9 '65 or '66 that he was up there.

10 By the end of 2010, when I had finished
11 my last season up there, there were a hundred and
12 thirty (130) sites found along the winter road and
13 eighty (80) sites in the Kennady Lake area, for a
14 total of two hundred and nine (209) new archeological
15 sites. Now, in addition, Jacques Whitford work did
16 involve looking at a possible road route between
17 Gahcho Kue and Snap Lake, and he found another forty-
18 four (44) sites along there.

19 So the discovery of two hundred and
20 fifty-three (253) sites in this project is considered
21 a positive effect of the project. It's actually got
22 two hundred and fifty-four (254) with the already
23 recorded site. So you'll see sometimes in the -- the
24 document, the EIS document, that it talks about two
25 hundred and fifty-four (254) sites in total. That's

1 because there was one (1) previously recorded site.

2 Okay, 29, the results of the impact and
3 archeological site assessments. Okay, only three (3)
4 of the hundred and thirty (130) sites located along
5 the winter road were sufficiently near to the winter
6 road activities that archeological assessment was
7 required.

8 All three (3) have been adequately
9 mitigated by the work that was conducted in the site
10 testing and no further investigation is recommended.
11 Now, the reason so few sites are -- are affected is
12 because they were located on elevated terrain adjacent
13 to lakes but above lakes, and the winter road was
14 going on the lakes, on the ice.

15 The only place where we had any
16 concerns at all were the portages between the lakes.
17 But, again, the sites tended to be on the higher
18 ground adjacent to the low ground that was being used
19 by the winter por -- portages.

20 There were the three (3) that were
21 sufficiently close that we conducted some -- some
22 work, but at the rest, I feel confident that with
23 monitoring and, perhaps in the case of a few sites,
24 putting up some protective markers, that the -- the
25 majority of the sites along the winter road will not

1 be affected by this project.

2 Tha -- that brings up point 2, that
3 there's up to four (4) additional sites along the
4 winter road that could require protection and
5 monitoring. They're just not as high above the road
6 as I would be comfortable with. If you've got an
7 obvious rock ledge there's no way the winter road's
8 going to leave the lake and go up on this high rock
9 ledge.

10 But if you've got sort of a land form
11 that's mid-height and sandy, you know, you want --
12 might want to protect it in case the road has to move
13 because of ice conditions. And actually we have been
14 monitoring, I have been, for another project. I had
15 been monitoring the Tibbitt-Contwoyto winter road, and
16 sites there are marked and annually inspected to make
17 sure that the road is staying away from them, and it's
18 been very successful. We started doing that in 2004.

19 Okay. The impact assessment conducted
20 in the Kennady Lake local study area, which was that
21 yellow outlined area on our map, prompted the
22 archeological assessment of forty-nine (49) of the
23 eighty (80) recorded sites in that area. It was felt
24 as -- as the -- have to remember that this was going
25 on over several years and the -- the footprint changed

1 over several years. So we had to mit -- or had to
2 assess forty-nine (49) sites, but with the downsizing
3 of the footprint, or the revision of the footprint,
4 there's actually fewer sites affected at this point in
5 time. The -- in fact it's twenty-one (21) of these
6 sites are -- are no further -- of no further concern
7 because of these revisions, or because of the fact
8 that they consisted of something which I haven't
9 mentioned yet: isolated finds.

10 Occasionally, an archeological site
11 will be recorded based on a single artifact, whether
12 it's a tool or a flake. And once that single artifact
13 is collected, and you test, and there's nothing
14 subsurface, the site is essentially mitigated.

15 So there's twenty-one (21) of those
16 forty-one (41) site -- forty-nine (49) sites are no
17 longer of concern either because they're no longer
18 threatened, they're no longer to be affected by the
19 project, or they're -- they're not -- there's nothing
20 there to collect.

21 Okay. So that covers that one. So
22 we're going onto slide 30. So this is the results of
23 the archeological assessment. It's pretty self -- sur
24 -- surface collection and/or limited subsurface
25 excavation has been recommended for sixteen (16)

1 sites. These are sites that have very sparse
2 archeological content, both on the surface and in the
3 subsurface. And there's really not much more that can
4 be done at them, other than to surface collect and do
5 a little bit more subsurface testing to ensure there's
6 nothing else there.

7 Now, two (2) of these particular
8 sixteen (16) sites may be avoidable but would require
9 monitoring if they were going to be avoided. I've --
10 with -- with development the nature of an open pit
11 mine, I -- I would rather err on the side of
12 conservatism, and mitigate a site that's, you know,
13 within 500 metres of the open pit mine. However, when
14 you've got a winter road you don't need to moni -- you
15 don't need to mitigate sites that are that far away
16 because a winter road isn't going to change its route
17 as -- as drastically as an open pit mine can.

18 Okay, so -- so that's sixteen (16) of
19 the forty-nine (49) sites. Surface collection and
20 subsurface excavation is rebec -- recommended for
21 twelve (12) sites characterized by moderate to dense
22 surface archeological material and potential for
23 subsurface artifacts. Again, one (1) of these sites
24 is avoidable, depending on final miti -- final
25 footprint, and five (5) others may be avoidable but

1 could require monitoring.

2 And the value of systematic data
3 recovery is that it ensures that the archeological
4 material is available to future generations. And as I
5 mentioned earlier, too, the -- the level of systematic
6 data recovery is going to vary, depending on whether
7 the site has low archeological significance, moderate
8 archeological significance, or high archeological
9 significance.

10 So that was number 30. And now does
11 anyone have any questions?

12

13 QUESTION PERIOD:

14 THE FACILITATOR EHRLICH: Okay. We'll
15 start with a question from the Prince of Wales
16 Northern Heritage Centre. Please state your name at
17 the beginning.

18 MR. GLEN MACKAY: Hi, this is Glen
19 MacKay from the Prince of Wales Northern Heritage
20 Centre. In your presentation, you mentioned that the
21 shovel testing program that you conducted was targeted
22 at sites where surface artifacts were present.

23 I'm just wondering, in your opinion, if
24 there's any sites where there's potential for only
25 subsurface deposits, where there might not be a

1 surface expression, and if you've evaluated that.

2 MS. JEAN BUSSEI: It's Jean Bussei
3 here, archeologist for the project. Yes, that --
4 there is always possible that buried archeological
5 sites could be missed. It's a fact of nature. Our --
6 a lot of archeological sites are subsurface, and the
7 testing interval that you can do, even when you're
8 looking for archeological sites, doesn't guarantee
9 that you'll find them all.

10 But I feel that the inventory that was
11 conducted, which I did not do the majority of the
12 inventory, was very intensive, very careful, and there
13 is a lot of exposure on those land forms.

14 Although you look at this -- some of
15 the pictures and you see the -- the heavy vegetation
16 cover. There's caribou trails, there's sicsic holes,
17 there's areas of exposed gravel. And the -- the foot
18 traverse spacing was very intensive by Jacques
19 Whitford personnel.

20 So yes, it's always possible
21 archeological sites can be missed, we know that. But
22 I think that -- that it was very thorough. I'm quite
23 pleased with the archeo -- I've found very few
24 additional sites in areas where the intensive invor --
25 inventory was taken. And in two (2) cases I actually

1 just divided two (2) sites because they were just too
2 far apart to be the same archeological site.

3 So does that answer your question?

4 MR. GLEN MACKAY: It does, yes,
5 thanks. I have one (1) additional question, or I
6 guess maybe two (2). Glen MacKay, Prince of Wales
7 Northern Heritage Centre.

8 Will you have the opportunity to review
9 the TLU studies that are in -- in progress now and --
10 and just see if any of that information might revise
11 some of your potential assessments, maybe areas that
12 you've judged as low potential may have high
13 traditional use activity? Will you have that
14 opportunity?

15 MS. JEAN BUSSEI: Yes, I will have
16 that opportunity. And yes, I would most definitely do
17 that for just that reason. And I have already been
18 told that I will be given an opportunity to go back if
19 there's any areas that I feel were not covered the way
20 I would feel comfortable with it. So, yes.

21 MR. GLEN MACKAY: Thank you. Glen
22 MacKay. One (1) last question, it's in terms of
23 timeline.

24 We have -- I'm assuming that you'll
25 wait to do the mitigation until you have a very good

1 idea of what the final project footprint is. And I'm
2 just wondering if you can comment on when you may be
3 beginning some of the systematic data recovery? And
4 the reason I'm asking is I just wanted to -- to state
5 that the Prince of Wales Northern Heritage Centre will
6 require to be involved in making those decisions on
7 how much of a site will be excavated and -- and some
8 of the other mitigation decisions.

9 So I'm just wondering if you have a
10 sense of the timeline on those -- on that work?

11 MS. JEAN BUSSEI: I have heard that
12 some work could start as early as 2013. I don't know
13 specifically what work that is, but I would look at
14 starting the systematic data recovery in 2012. And,
15 yes, definitely the Pri -- the Prince of Wales would
16 be consulted about what -- what I have recommended.

17 I mean, my recommendations for every
18 site is -- are provided in the permit reports that I
19 submit every year. And -- and especially the 2010 one
20 because that's the revised footprint and -- and it has
21 not changed from what I looked at in 2010. So I would
22 definitely would want input from your office as to
23 whether my recommendations are acceptable and, yes, as
24 to what level of mitigation would be required at each
25 of the sites. And I'm also hoping for community --

1 you know, input on the level of that as well.

2 MR. GLEN MACKAY: Glen MacKay.

3 Thanks. I don't have any more questions, I guess.

4 THE FACILITATOR EHRLICH: Do any other
5 parties have questions for the developer on this. I
6 see Fred Sangris of the Yellowknives Dene First Nation
7 has raised his hand.

8 MR. FRED SANGRIS: Thank you. Fred
9 Sangris. You were talking about the regional study
10 site, Jean. Exactly what's the -- the size of the
11 regional study?

12 MS. JEAN BUSSEI: My -- it's Jean
13 Bussei here. I'm not sure what it is in terms of
14 square miles or square kilometres or anything like
15 that. But it's south of MacKay Lake, it -- it is west
16 of Walmsley Lake, it extends to west of Snap Lake, and
17 it goes -- I don't know how to describe how far south
18 it goes. I'll have to get back to you with that,
19 Fred.

20 MR. FRED SANGRIS: Yeah. Thank you.
21 It sounds like a very large area.

22 MS. JEAN BUSSEI: That was the
23 regional study area. Yeah, that's -- that's where we
24 took our -- our background research from, our
25 archeological site data from. The local study area is

1 where we did our field work.

2 MR. FRED SANGRIS: Yeah, I -- I'd like
3 to know the study site and the -- the map if it's
4 available.

5 MS. JEAN BUSSEI: The -- this is Jean
6 Bussei again. The map is the same one as I used in my
7 2010 permit report which was submitted to the Land
8 Environment Committee of the Yellowknives Dene.

9 That's actually a point. These reports
10 that go to the Prince of Wales, also go to the four
11 (4) First Nations that have expressed interest in the
12 area. That's the Yellowknives Dene, the Lutsel K'e,
13 North Slave Metis Alliance, and the Tlicho Government.
14 So those -- every year, those reports, whether it was
15 me doing the work or the other companies, the reports
16 go to the First Nations as -- as well.

17 THE FACILITATOR EHRLICH: Jean, I'm
18 going to just jump in for a second. You've mentioned
19 that you will get back regarding the size of the
20 regional study area.

21 Can I ask the De Beers team to do that,
22 preferably sometime today or tomorrow? Fred, are you
23 around tomorrow?

24 MR. FRED SANGRIS: Yes.

25 THE FACILITATOR EHRLICH: So, to --

1 today or tomorrow would help. As well, if you can
2 produce a -- a -- I hear what you're saying that --
3 that -- that these documents have gone out in
4 different forms. But, it's -- it's most useful if
5 you're able to put your hands on it. If you can bring
6 in one (1) of those other maps that you referred to, I
7 think it -- it would help clarify that.

8 I -- I prefer not to make an
9 undertaking at a session for later, if you're able to
10 do it today or tomorrow. That would be better. Can
11 you please reply into the microphone?

12 MS. VERONICA CHISHOLM: Thank you.
13 Veronica Chisholm, from De Beers. Yes, we can provide
14 that information. The map -- the area for the
15 regional study area for the archeology -- after lunch.
16 And we'll provide that at that time. Thanks.

17 THE FACILITATOR EHRLICH: Sounds
18 timely to me. Thank you. And, Fred Sangris, please
19 continue.

20 MR. FRED SANGRIS: Yeah. Thank you.
21 Seems -- seems to me, that a large area has been
22 studied. In the whole area, have there been any sites
23 that you discovered that had copper? Soapstone?

24 Just watching the presentation, a lot
25 of materials was -- been found. But also, the Dene

1 had also access to copper and they had access to
2 soapstones. Materials such as a bowl or things that
3 they could use for feeding, was carved out of
4 soapstone.

5 You find anything like that out there?
6 Thank you.

7 MS. JEAN BUSSEI: It's Jean Bussei
8 here. There -- there was no copper or soapstone found
9 at the Gahcho Kue project, to date. Doesn't mean that
10 it couldn't be found in the future, but no. There's
11 no record of anything like that, by the previous teams
12 or by my team.

13 MR. FRED SANGRIS: And my last
14 question. Just -- just looking at the markers that
15 you showed on your presentation. The -- one (1) of
16 the rocks you said was placed there earlier. You
17 referred to it as "inukshuk." In the Dene life, I
18 grew up -- both Madelaine and I grew up with families
19 - nomadic families on the land.

20 And I travelled quite a bit with my
21 families. We call that, in our language, dehkue
22 (phonetic) -- which means land rock. Dehkue. And
23 dehkue is used for catching your food, or sometime
24 dehkue is -- dehkue is used for marking the trails
25 where you can find other villages. Or sometime those

1 markers were placed on certain points to say something
2 to another party that's coming -- following you, a
3 week or a month earlier.

4 And many of the markers -- we don't
5 call "inukshuk," because that's -- that's a Nunavut.
6 So, here is a lot of -- that's a Dene marker, the way
7 I see it. I see lots of them on my trap lines in the
8 barren lands. But the -- we call it dehkue and
9 they're used as markers. But they're -- I don't -- I
10 don't whether "inukshuk" -- it sounds too -- like an
11 Inuit has used that whole area, but maybe you can
12 refer back to -- more a Dene term -- more Dene -- as
13 "dehkue." Thank you.

14 MS. JEAN BUSSEI: Dehkue. Thank you.
15 Actually, what I was trying to get across there, and I
16 guess I was too subtle. I'm pretty sure that the
17 previous archeology crew built those. That's how
18 recent it was, okay? At -- so, I was trying not to
19 say that. I don't -- I don't like people to do that,
20 like, near an archeological site. But, I think that
21 was something that some of the members of one (1) of
22 the earlier teams wanted to do.

23 But I do appreciate the -- the term.
24 You're right. "Inukshuk" is a term that's used more
25 in Nunavut. But it's a term more people are familiar

1 with, and that's why I used it. I would have called
2 it a pile of rocks, otherwise. But thank you very
3 much. I'll have to get the -- the pronunciation of
4 that from you, after.

5 THE FACILITATOR EHRLICH: Thank you.
6 Any other parties have any questions? Madelaine
7 Pasquayak, of the Tlicho Government is indicating
8 she's got a question or comment.

9 MS. MADELAINE PASQUAYAK: Thank you
10 very much. I was just kind of wondering, that -- that
11 area that you describe, that area of study, if I
12 recall correctly with my work with the Elders, there
13 was a time before white man came on to the -- on to --
14 to the land that there was a lot of people that lived
15 around Contwoyto.

16 So that -- that lake itself is called
17 coogati (phonetic), meaning that there's a lot of
18 empty camps. So if you can imagine the size of that
19 lake, you know, that's a really, really big lake. So
20 people used to -- when they travelled back inland when
21 -- when the winter would set in it would get so cold
22 that they would travel south back into -- into the
23 tree line -- into the tree line.

24 And I believe that was what -- that --
25 this area that you described is one (1) of the

1 migratory routes. So I was just wondering, did you --
2 did you see any burial sites, anything that indicated
3 could -- there could be indi -- burial sites or maybe
4 old campsites along in your studies of that area?

5 MS. JEAN BUSSEI: There's -- my name's
6 Jean Bussei, sorry. There -- there -- we found no
7 evidence of burials in the work that we did, nor did
8 the Jacques Whitford people. There are some locations
9 with cut wood which suggests camp. Some of the
10 cuttings on the woods look quite old, like they're
11 quite -- quite discoloured and a bit worn by the
12 weather, but no evidence of camps, no, or burials,
13 human burials.

14 MS. MADELAINE PASQUAYAK: Madelaine
15 Pasquayak again. I know that a lot of people, I
16 guess, that travel in that area, even men -- if they
17 weren't going up into the barren lands with their
18 family, they would travel up that way with -- even
19 with use of -- of can -- canoes, like birch bark
20 canoes, so -- and even tools. They would take tools
21 with them.

22 And I was just wondering if you didn't
23 see any in that area?

24 MS. JEAN BUSSEI: Again, I'm sorry,
25 but there were no tools that were found. There was

1 the report of potential for a traditional camp at one
2 (1) area to ma -- made to me in 2010. And my crew
3 spent a good -- good afternoon, a good four (4) --
4 four (4) to five (5) hours covering the two (2) areas
5 that had been pointed out to us by the ma -- camp
6 manager as -- as potential traditional use areas.

7 And we were very thorough with that and
8 we covered -- and we didn't find any physical
9 evidence. It doesn't mean that it wasn't utilized.
10 It just means that there's nothing preserved there.

11 Stone preserves extremely well for a
12 very long period of time, and so that's the majority
13 of the artifacts that we find. But what we don't find
14 is the bone, the antler, the horn, the wood, the metal
15 that -- that doesn't last as long. And these were
16 important items in -- in the took like of the -- the
17 prehistoric occupants of the area as well as the
18 historic and -- and ethnographic occupants of the
19 study area. More -- more likely to find wood, not so
20 much bone because animals like to gnaw on it, but we
21 are more likely to find wood or metal if there are
22 traditional sites.

23 And we do look for evidence of that.
24 And when we look at cut trees we do look to see if
25 maybe they've been cut with a stone axe or -- rather

1 than a metal axe. So we do look at these things, but
2 we can't always find the evidence of it. It doesn't
3 mean it wasn't used, for sure.

4 Thank you. And I probably didn't say
5 Jean Bussei, but that's who I am.

6 MS. MADELAINE PASQUAYAK: Madelaine
7 Pasquayak again. Last question. You talk about
8 archeologic sites occur most commonly on three (3)
9 types of landforms in the project area.

10 I just wanted to state that in the
11 Tlicho language we have different types of landforms,
12 and that I find is very so important to the -- the
13 type of studies that you can do in these different
14 types of lands, land areas.

15 One (1) is hwadgwe (phonetic), you
16 know, which is like gravelly-type ground, I guess,
17 grid type grounds. And then there's also gwa
18 (phonetic), marsh. Tso (phonetic) is another land
19 type. And that's -- that's very good for -- for
20 finding things like type of -- we use "gwa" for
21 "diapers." It's a type of plant that's used for -- I
22 forget what it's called.

23 But there's -- that information is so
24 important to the people and that's -- that's -- those
25 are the areas that they will frequent. And so, you

1 know, these are the type of lands that, you know, are
2 so important to know and I think it's something that
3 you should consider in your study.

4 MS. JEAN BUSSEI: Jean Bussei here. I
5 was just summarizing where the majority of the
6 archeological sites have been found at Gahcho Kue.
7 I'm not implying that -- that other landforms couldn't
8 have sites, and that's why we -- we looked at other
9 landforms. That was just where we most likely were --
10 were to find them, but we covered many, many other
11 areas.

12 And it was very useful to me when I was
13 working at Ekati that a number of Elders actually went
14 out with me on the land and showed me the moss that
15 they used, and the cloudberry, and what time of year
16 they would pick them, and stuff like that.

17 And so I am aware of that that there --
18 there are other locations, too. And we do cover them.
19 Just it's not always as intensive as the areas where
20 we're more likely to find the stone tools, and -- and
21 the flakes of stone, and -- and features.

22 But thank you very much, and I -- I
23 would love to write those names down after, if you
24 wouldn't mind.

25 THE FACILITATOR EHRLICH: Do any other

1 parties have questions for De Beers regarding the
2 archeological material that was just presented?

3 Okay. I'll take a question from Fred
4 Sangris of the Yellowknives Dene First Nation, and
5 then Loretta Ransom of the GNWT Department of
6 Environment and Natural Resources.

7 So Fred, please go first.

8 MR. FRED SANGRIS: Yeah, thank you,
9 very quickly. Fred Sangris. The whole landscape in
10 north of Yellowknife, we all know that the Dene went
11 to the barren lands to get -- for the caribou and musk
12 ox, and then returned back to the home area.

13 Many of the -- the people that travel
14 within the -- in the olden days with the dogs, sled
15 dogs, the men and woman have different activities.
16 The men artifacts and what they find there, they're --
17 they're easy to find because men do make a lot of mess
18 on the land, leave their things behind. But on the
19 other side, the woman's work, and the woman's camp,
20 very little evidence of -- of that. According to my
21 mother that many of the valleys in the -- in the
22 barren lands, especially during the summer and the
23 late fall, you can find camps in the high willows
24 because that's where they get their firewood, and
25 that's where they get their red willows to mend nets,

1 and tools were made, and children's clothing and
2 materials were made.

3 Also, Madelaine just mentioned, that
4 the -- the moss that you find in the barren lands,
5 certain places where moss could be found, or it could
6 be dugged out, those were the -- used as the -- for
7 disposable diapers in the olden days, and also to use
8 as a -- moss is also used to keep your feet dry, and
9 during the winter as -- as disposable socks.

10 So those kind of important things could
11 be found in the lower valley, and not so much in the
12 higher valley because the men tend to hunt quite a bit
13 in the -- in the high valleys, but the woman's camps
14 and they do all theirs in -- in the trees and willows,
15 so you find more evidence there. Thank you.

16 MS. JEAN BUSSEI: Thank you, Fred.
17 Yes, definitely, the -- the lower wet areas also have
18 their attractions. And -- and we do look at a sample
19 of those areas. And sometimes all of them, depending
20 on the study area, and I suspect that by the intensity
21 of the Jacques Whitford work that they -- they looked
22 at pretty well every low wet area, as well.

23 THE FACILITATOR EHRLICH: Fred, as a
24 modest editorial comment, I -- I only hope that the
25 disposal diapers I admit to sometimes putting on my

1 kids are -- are no more evident to future
2 archeologists than the -- the moss and -- and what
3 you're calling disposable certainly is a nice -- a
4 nice clean way of doing it, so.

5 Anyway with that, I'll go to Loretta
6 Ransom of the GNWT.

7 MS. LORETTA RANSOM: Hi, it's Loretta
8 Ransom, GNWT. I just have a general question. I was
9 just wondering if you were able to give specific dates
10 to any of the artifacts or features that you came
11 across?

12 MS. JEAN BUSSEI: Yes, I can. This is
13 Jean Bussei. The majority of the archeological
14 material that we found is most likely from the last
15 twenty-five hundred (2,500) years. We found no
16 definitive evidence of -- with -- with -- no, that's
17 not quite true. I should -- I should backtrack here.

18 The majority is from the last twenty-
19 five hundred (2,500) years. We did find one (1)
20 specimen that suggests a time period that's a little
21 bit later, about twenty-five hundred (2,500) to
22 thirty-five hundred (3,500) years ago. But it was
23 only one (1) specimen. And -- and that's very iffy.

24 However, along the winter road, in the
25 same general vicinity when I did the Tibbitt-Contwoyto

1 winter road, we definitely found evidence of that
2 twenty-five hundred (2,500) to thirty-five hundred
3 (3,500) year ago period. So I think there's potential
4 for it in -- in the project area and we -- but we had
5 no definitive evidence of anything earlier than that.

6 The thirty-five hundred (3,500) to
7 sixty-five (6,500) year ago period is not very well
8 represented in the Northwest Territories. It's based
9 on a very small collection of artifacts. And -- well,
10 not -- I shouldn't say very small, but a small
11 collection of tools and we have no definitive evidence
12 of that in the Gahcho Kue project area or the -- or
13 the regional area that I used. So the earliest would
14 be thirty-five hundred (3,500), the majority would be
15 the last twenty-five hundred (2,500) years.

16 No definite dates though, sorry --
17 like, no radiocarbon dates or anything. So this is
18 just a comparative -- comp -- comparing it to other
19 areas where we have dates and -- and knowing that when
20 you have that many sites it's most likely from a -- a
21 later time period rather than an early time period.

22 THE FACILITATOR EHRLICH: Loretta, do
23 you have another question on that?

24 In that case, I'd like to ask just for
25 a clarification on that. So you've mentioned that of

1 the two hundred and fifty-four (254) sites that have
2 been identified, most of them span back to as early as
3 two thousand five hundred (2,500) years ago.

4 Roughly how many of those are pre-
5 contact -- pre-European contact sites and how many are
6 post-contact? I -- are you able to -- to give any
7 indication of that? Do you have any kind of a sense?
8 I don't need an exact number, I just want to know
9 roughly what kind of sites you're talking about.

10 MS. JEAN BUSSEI: Jean Bussei. I'm
11 specifically referring to prehistoric sites. I wasn't
12 including any sites that might be more recent and
13 have, you know, some -- some -- a wood -- a wood wack
14 -- a wood wax -- wood axe handle or something like
15 that. All the archeological sites that I recorded
16 were prehistoric.

17 THE FACILITATOR EHRLICH: And not
18 being an archeologist --

19 MS. JEAN BUSSEI: That --

20 THE FACILITATOR EHRLICH: --
21 particularly does prehistoric, does that -- is that
22 all -- does that imply pre-contact?

23 MS. JEAN BUSSEI: I'm sorry. Yes, it
24 is. It's synonymous with pre-contact.

25 THE FACILITATOR EHRLICH: Thanks for

1 that clarification.

2 Do any other parties have questions for
3 De Beers on the archeological subject?

4 Madelaine Pasquayak from the Tlicho
5 Government has an additional question.

6 MS. MADELAINE PASQUAYAK: Thank you.
7 I was just wondering, any artifacts or anything that's
8 found, what do they do with it?

9 MS. JEAN BUSSEI: Thanks for that.
10 This is Jean Bussei. All of the artifacts, after I
11 analyse them in my offices, are sent to the Prince of
12 Wales Northern Heritage Centre and they're held at
13 that museum and are available for people to -- to view
14 if they so desire with some advance notice.

15 Am I correct? I'm asking that question
16 of our -- our Prince of Wales representative.

17 MR. GLEN MACKAY: Glen MacKay, Prince
18 of Wales Northern Heritage Centre. Yeah, the
19 artifacts are available for viewing at the Prince of
20 Wales Northern Heritage Centre with some advanced
21 notice for our collection staff.

22 THE FACILITATOR EHRLICH: Thanks.
23 Does anyone else have any questions for De Beers on
24 this subject?

25 Sheryl Grieve from the North Slave

1 Metis Alliance has a question.

2 MS. SHERYL GRIEVE: Am I the right
3 direct -- right distance from the mic? Do I need to
4 introduce myself after you've already introduced me?
5 Oh, Sheryl from NSMA.

6 When doing archeologic -- archeological
7 site assessments and inve -- inventory, what is done
8 about with information about any historic or historic
9 sites that are discovered or, you know, any evidence
10 of European trade goods or previous prospecting
11 exploration activity? Does that get recorded
12 somewhere? And are artifacts and materials collected
13 and stored anywhere?

14 MS. JEAN BUSSEI: Jean Bussei. If
15 such a -- such things are found it -- it sort of
16 depends on the archeologist. Some archeologists
17 collect everything they find and any archeologist
18 working under a permit submits those to the required
19 repository, which in the Northwest Territories is the
20 Prince of Wales Northern Heritage Centre. Some
21 archeologists prefer to leave things in the field
22 unless they, you know, are endangered, threatened by
23 something.

24 When I found things like grave sites
25 when I was working on the Tibbitt-Contwoyto winter

1 road, they were a long way from the road. They
2 weren't threatened by the road at all. But I did -- I
3 did take GPS coordinates, and I submitted those GPS
4 coordinates to the Prince of Wales. I also actually
5 took your archeologist out and showed her those --
6 those grave locations. And she took GPS record --
7 coordinates and recorded them.

8 Normally, we'd do the same with cabins,
9 too. Just take a GPS location. It'll be in -- in our
10 files, our GPS files, that are also submitted to the
11 Prince of Wales, along with our field notes. So that
12 information would be noted in our reports and then you
13 could refer to the Prince of Wales for specific
14 locations.

15 I can't include specific locations in
16 my reports, because we want to protect these
17 locations. We don't want people picking up a report
18 that's generally circulated and saying, Oh, I can go
19 there and get a stove from that old cabin. Right? So
20 we keep those kind of things confidential.

21 Does that answer your question?

22 MS. SHERYL GRIEVE: Sheryl from the
23 NSMA. Not exactly. I'm more concern -- what -- what
24 if you were to find an old bullet or a shell casing or
25 a piece of a shoe, you know, a manufactured shoe, or

1 dog harness, or a gun, an axe handle, an old pot, tin
2 cans, old bottles, you know, miscellaneous garbage
3 that people leave on the ground, what happens with
4 that? Or old claim posts, diamond drilling holes, et
5 cetera, what -- what's done with that evidence of land
6 use?

7 MS. JEAN BUSSEI: In my case, I have
8 run into old claim posts. I usually GPS them. I
9 include that GPS information in the confidential
10 information that goes to the Prince of Wales.

11 Yes, I've run across areas with, you
12 know -- not in the Gahcho Kue project, but I'm just
13 talking about my technique in general. I've run
14 across places with piles of tin cans. Again, I GPS
15 them. I indicate that there -- you know, there is
16 debris that appears to be of some age out there.

17 But if it's not more than fifty (50)
18 years, it's not usually recorded as an archeological
19 site. And I'm not an expert on tin cans, so I
20 couldn't tell you if it was forty-nine (49) years old,
21 or fifty-five (55) years old, but I do have a bit of
22 an idea as to the approximate age. So, yes, I do
23 record that kind of information.

24 MS. SHERYL GRIEVE: Sheryl, with the
25 NSMA again. I'm assuming I can con -- continue?

1 THE FACILITATOR EHRLICH: Please
2 continue, Sheryl.

3 MS. SHERYL GRIEVE: So the other
4 archeological work that's been done for Gahcho Kue, as
5 you mentioned, was done by other archeologists. as
6 well. Do you know what their practices and procedures
7 were?

8 MS. JEAN BUSSEI: I know to the extent
9 that that information was included in their permit
10 reports. Who their crews were, how many people, where
11 they walked, you know, whether they walked, you know,
12 spread out or walked close together, the -- the
13 traverses, you know, but -- whether they used boat or
14 helicopter, that sort of thing.

15 But I -- I wouldn't know his -- his
16 mindset for collecting everything versus leaving them
17 in place and GPSing them.

18 THE FACILITATOR EHRLICH: Sheryl, I
19 see you're nodding. Do you have any other questions?

20 MS. SHERYL GRIEVE: No. I -- I just
21 understand that I'm going to have to spend lots of
22 time poring over reports and studying maps. Thank
23 you.

24 THE FACILITATOR EHRLICH: Thanks,
25 Sheryl. And -- I mean, to my understanding of the

1 previous response from De Beers if -- of the two
2 hundred fifty-four (254) sites, they're all pre-
3 contact sites. That -- that can give some indication
4 of the -- you know, the kinds of things that were --
5 were found there. I mean, I think we've heard a bit
6 about that today.

7 I have a question -- do -- do any other
8 parties have questions they want to address to the
9 developer, now?

10 I -- I have a question. Is someone
11 going to be speaking about -- you've talked about
12 tangible heritage, like archeological sites and that.
13 Is someone going to be speaking regarding cultural
14 intangibles, intangible heritage, later today? Or is
15 this the time to ask questions on that?

16 MS. VERONICA CHISHOLM: I believe some
17 of the -- Veronica Chisholm from De Beers. I believe
18 some of that information will be captured in the
19 socioeconomic assessment. So perhaps after that
20 presentation might be the best time to ask any follow-
21 up questions.

22 THE FACILITATOR EHRLICH: So cultural
23 sites will be addressed in the socioeconomic
24 presentation, then?

25 MS. VERONICA CHISHOLM: No, not

1 cultural sites, per se, but cultural themes will be
2 addressed in the socioeconomic assessment. Veronica
3 Chisholm, from De Beers, sorry.

4 THE FACILITATOR EHRLICH: In that
5 case, I'll ask my question regarding intangible
6 cultural sites now. In many of the previous kinds of
7 environmental impact assessments the Board has dealt
8 with, some of the more challenging issues have to do
9 not strictly with tangible heritage, but also with
10 intangibles, which have proven to be quite important
11 to communities, and some of these were specified in
12 the terms of reference, which talks about -- that De
13 Beers was to evaluate or include impacts on loss of
14 spiritual connections, effects on the Lockhart River
15 sacred site, Artillery Lake and Lady of the Falls.

16 These are all downstream of the
17 project, allow not close. And so what I am wondering
18 is: How have you discussed these with communities?
19 How have you looked into what the perceived impacts on
20 those sites may be and what kind of mitigations do you
21 have in mind for those?

22 The reason I'm asking now is because in
23 other EAs we've seen these left quite late in the
24 process and they take time to deal with, they take
25 time to figure out and I just want to be sure that

1 you're, you know, keeping up with those early enough
2 in the process so you still have some -- some
3 meaningful options before you.

4 MS. CATHIE BOLSTAD: Thank you, Alan.
5 It's Cathie Bolstad from De Beers Canada.

6 I'm going to use an example perhaps to
7 -- to address the question you're asking and I'm doing
8 this too close I can tell. I will use, for example,
9 that in our environmental impact statement we are
10 aware of the significance and the importance of Perry
11 Falls, Lady of the Falls to the -- the people of
12 Lutsel K'e. We've had conversations through our
13 community engagement about the importance of the
14 annual journey that people make to Reliance.

15 This summer I was pleased to be able to
16 participate and attend the spiritual gathering to
17 build within De Beers a better understanding of -- of
18 what this cultural practice means -- what this place
19 means, sorry, in terms of the importance to the
20 people.

21 I did not have the opportunity to go to
22 Lady of the Falls because the Chief was very
23 particular with all of the people at the gathering
24 that it has a spiritual significance and that only
25 those who need healing should be going. That it

1 shouldn't become a tourist attraction. So I didn't
2 get the opportunity to go and experience the healing
3 part of that with the members that did go.

4 But our company has and -- and
5 continues to work with communities where those
6 cultural activities and those places in their society
7 of cultural importance are part of how we engage, and
8 we support those. So, this year, De Beers, and in
9 previous years, actually supports the spiritual
10 gathering of the people and assists them financially
11 so those journeys can -- can continue.

12 And I think, you know, we -- we and I
13 may never ever experience the way that -- that place
14 the way that the people who have been in that area and
15 using the land for generations will, but the
16 willingness of the people to work with De Beers and to
17 share that experience, I think goes a long way over
18 the life of mine of how we -- we respect it and we
19 work.

20 And so environmental protection of the
21 water is a conversation we've had with the
22 communities. They want us to make sure that we manage
23 our water carefully, and we will talk about water
24 management here so that the water continues to be
25 clean in those areas. And we will continue to support

1 those journeys of the people that go to those areas.

2 I hope that sort of articulates and
3 answers the question of about how we're dealing with -
4 - with what you're calling cultural intangibles.

5 THE FACILITATOR EHRLICH: Well, it
6 certainly indicates a sensitivity to the concept and
7 an interest. And I understand that. My question was
8 more: What is De Beers doing to look at how potential
9 impacts on intangibles, cultural impacts in that
10 respect, are being perceived by people in communities
11 that may be affected by that.

12 You know, this is not to suggest this
13 is necessarily an issue, but I know that, you know,
14 you're developing upstream of these areas that were
15 specified in the terms of reference and you were asked
16 to look at and evaluate potential impacts related to
17 that.

18 So I know that the panel will be
19 interested in how you've attempted to evaluate that.
20 One (1) of the points that has come up in many past
21 assessments is that people who are -- the holders of
22 the culture are often a useful indicator of how a
23 change is going to be perceived, and it really is
24 helpful to understand that perception early in the
25 process.

1 The stuff you said is all very positive
2 stuff, you know. I mean, I can see your sincerity
3 with respect to the respect that De Beers wants to
4 give things that are spiritually important and other
5 intangible cultural aspects. My question was more:
6 How are you looking into evaluating your potential
7 impacts on the people who care about those sites, if
8 any?

9 So I'm wondering what kind of processes
10 you looked at. You don't need to respond now; later
11 in the session would be okay. If not, it's something
12 that -- you know, I don't know if parties will pursue
13 in terms of IRs, but we have seen in the past that
14 leaving this too late in the game can be challenging
15 and can reduce the number of options a developer has.

16 So I -- that's why I wanted to raise
17 the question now. Thank you.

18 MS. CATHIE BOLSTAD: Thank you, Alan.
19 It's Cathie Bolstad, De Beers Canada. Perhaps I
20 haven't maybe explained a little bit about how we have
21 the discussion about impacts with the communities and
22 -- and put mitigation in place.

23 And so, you know, going to an example
24 again, and -- and using the same example, if the fear
25 is expressed, you know, we're afraid we're going to

1 lose our spiritual connection to the land and -- and
2 we asked the question, Well, how will the project
3 impact the spiritual connection to the land?

4 The first thing that comes up is, We
5 want to make sure the water is clean and what is De
6 Beers doing to mitigate any potential that you will
7 harm the water. And so our mitigation to that is in
8 part managing the water.

9 The second part of the discussion we
10 have is, What can the Company do to help you maintain
11 that spiritual connection to the land as the project
12 and the life of the project exists. Some of the
13 things we heard this summer at -- at our participation
14 and gathering of reliance is, Can the Company work
15 with us to ensure that hand games that are played, the
16 journeys to places that are close by, continue. Can
17 you help work with us to maintain the site as the
18 place that we gather?

19 And those are the kinds of things that
20 we've said, Yes, we can. And those are the things we
21 -- we will do with you to make sure that you can
22 maintain that spiritual connection.

23 So that's an example of the dialogue,
24 and how we look at potential impacts, and what the
25 Company can do to mitigate what those impacts might

1 be.

2 THE FACILITATOR EHRLICH: Okay. That
3 helps. Thank you. Any other questions for the
4 developer before we break for lunch? I don't see any
5 hands moving.

6 In that case, it is ten minutes to
7 12:00. We were supposed to break in five (5) minutes
8 anyway. Rather than start the next presentation, I'll
9 ask you to please take -- take lunch now.

10 We'll start again at 1:15 as scheduled
11 because I want to try to keep on that schedule where
12 we can. But you've got an opportunity to -- to get
13 into the restaurants before everyone else does, which
14 will help you get back here on time.

15 Thank you very much for the
16 participation we've heard this morning, for what we've
17 heard from the developers, and what we've heard from
18 parties.

19 We'll see you at 1:15.

20

21 --- Upon recessing at 11:50 a.m.

22 --- Upon resuming at 1:18 p.m.

23

24 THE FACILITATOR HUBERT: Good
25 afternoon again, ladies and gentlemen. It's good to

1 see you all back, and a few new faces as well for the
2 afternoon session here of the Gahchoe Kue analysis
3 section. My name's Chuck Hubert. I'm with the Review
4 Board. I'll be doing some facilitating this afternoon
5 for you.

6 I thought we'd begin this afternoon by
7 completing some of the actions from this morning. The
8 first question is for Jean. During your presentation
9 you referred to something as a sicsic hole. Could you
10 please describe that and give us a spelling for the
11 transcription, please?

12 MS. JEAN BUSSEI: It's a local term
13 for the ground squirrels. Sicsic, S-I-C-S-I-C. And
14 they can cause quite a bit of damage when they get
15 going, especially in their colonies. And often they
16 expose artifacts for you, so it's something you -- you
17 look for, is sicsic holes. And then a bear comes
18 along and digs up the whole colony and destroys the
19 site just as quickly as you find it.

20 Does that answer?

21 THE FACILITATOR HUBERT: That does.
22 Thanks very much.

23 MS. JEAN BUSSEI: You're welcome.

24 THE FACILITATOR HUBERT: And I believe
25 De Beers requested some time for some follow-up from

1 this morning. Veronica, please.

2 MS. VERONICA CHISHOLM: Veronica
3 Chisholm, from De Beers. Yes, I'm going to toss this
4 back to Jean. There was a question regarding the
5 study areas used for the archeological assessment, so
6 I'll put that over to Jean.

7 MS. JEAN BUSSEI: Jean Bussei again.
8 The -- the question this morning had to do with the
9 regional study area. It was a arbi -- arbitrarily
10 selected area that encompassed all of the recorded
11 sites found in studies conducted for Snap Lake and
12 Gahcho Kue. So it was arbitrarily selected.

13 From east to west it goes from the west
14 side of Camsell Lake to the west side of Walmsley.
15 And from north to south it goes from MacKay Lake to an
16 arbitrary point 63 degrees 20 minutes, north to the
17 south. And the reason this was -- this particular 63
18 degrees 20 minutes north was selected was because
19 archeological sites are identified by something called
20 a Borden system. And the Borden system divides the
21 whole of Canada into equally sized squares that are
22 given designations, two (2) capital letters and two
23 (2) small letters at -- at Gahcho Kue.

24 The -- the Borden block that covers the
25 mine site and surrounding area is called K-I-N-P. So

1 it's a specific Borden block. And I use the south end
2 of that as an arbitrary boundary for the regional
3 study area. And that was this -- this simply -- there
4 was no landform that would be big enough for or
5 specific enough to serve, so I picked an arbitrary
6 distance.

7 So I hope that answers that. Anything
8 else?

9 THE FACILITATOR HUBERT: Just a
10 follow-up to that. About how -- the square is how
11 many kilometres by how many kilometres roughly?

12 MS. JEAN BUSSEI: Right. Thank you.
13 The regional study area is estimated to be two --
14 between 708 -- 7,000 and 8,000 square kilometres.

15 THE FACILITATOR HUBERT: Thanks.
16 Please go ahead.

17 MS. VERONICA CHISHOLM: Thank you,
18 Jean. Also I wanted to provide a response to the
19 cultural sites just for clarification. All the
20 cultural sites have been identified in the EIS in the
21 TK section. That's all -- based on all the available
22 documentation as well as information gathered through
23 the engagement process, and that is specifically
24 Section 5, Annex M4.4.3.1. Also, matters related to
25 cultural significance, including spiritual

1 significance, are identified or have been identified
2 as part of the De Beers engagement process are
3 documented.

4 Each environmental assessment
5 discipline had undertake -- taken an assessment and
6 there were no predicted impacts to the culturally
7 significant sites identified in the TK assessment.
8 Since the EIS submission in December, 2010, De Beers
9 has been working to keep the communities informed
10 regarding all aspects of the EIS, including updates in
11 March 2011 and July 2011 as part of conformity, and
12 most recently at the October EIS overview workshops.
13 And at that time in the October workshops we actually
14 brought all the communities together to review the
15 EIS.

16 And in the new year De Beers hopes to
17 further engage with the communities, and one (1) of
18 the topics may be culturally significant sites. And
19 at that time we will review the EIS information and
20 the predicted impacts with them as well. All the
21 outcomes from community meetings will be documented
22 and will be submitted to the Board.

23 MR. ALAN EHRLICH: It's Alan Ehrlich
24 for the Board. So I gather you're saying that in
25 response to my earlier question regarding intangible

1 heritage?

2 MS. VERONICA CHISHOLM: Correct.

3 MR. ALAN EHRLICH: And are -- is De
4 Beers going to use those responses to -- to assess
5 perceived impacts, if any, on -- on intangible
6 heritage? I assume that you're going to be carrying
7 that information forward to -- to apply your
8 environmental assessment criteria to?

9 MS. VERONICA CHISHOLM: That's
10 correct, Alan. It's Veronica Chisholm from De Beers.
11 That's correct, Alan.

12 To date we haven't received a lot of
13 information from the communities or feedback from the
14 communities on intangible. But we hope as we go
15 through the engagement process and consultation with
16 the EIS, should that become a topic we will discuss
17 the outcomes from that and document that and provide
18 as information to the Board.

19 MR. ALAN EHRLICH: Okay. And -- and
20 the reason why I was citing the specific parts of the
21 terms of reference where it is a topic is because it
22 came up in the scoping sessions when we were in
23 communities, and the Board felt it was important
24 enough to -- to ask particular questions about. So I
25 don't want to make it sound like this is coming from -

1 - from nowhere, right?

2 There's a very specific process that
3 led to it being here, it's the same one that De Beers
4 has pointed to in the presentations yesterday and
5 today about how you -- you've got a sense of the --
6 the community issues. So, yeah, I think that's -- I -
7 - I don't have anything else to add about that at this
8 time. But I thank you for giving a more fulsome
9 answer than -- than you were able to do this morning.

10 MR. TODD SLACK: Thanks, Alan. My
11 name is Todd Slack, I'm a regulatory specialist with
12 the YK Dene. And this ties into a question that I
13 pulled out this morning. I'm trying to remember which
14 presentation it -- it was -- it was Cathie's
15 presentation anyhow.

16 And so one (1) of the things that we
17 heard this morning was Cathie said something to the
18 effect that the TK was the communities wanting to
19 participate in -- in the process. And while that is,
20 you know, certainly true, the TK is important because
21 that provides for informed decisions, not simply
22 because they want to participate.

23 What I -- the information gap that I
24 see existing here is I don't understand how the
25 impacts to either -- regardless of the variables or

1 the -- in this specific case, as Veronica was just
2 talking about, the cultural places, I don't see how
3 these impacts can be properly evaluated given the
4 paltry data that's available at present in terms of
5 the -- the published form.

6 Now I'm not a TK specialist by any
7 means, but I have been doing this job for a few years
8 now and I know that the diamond mines are not
9 producing much in terms of TK research.

10 So what I'm wondering, or the point
11 that I'm trying to make and I -- I'm interested in
12 understanding the Company's perspective is: How can
13 they properly evaluate the impacts given the -- the
14 rather large hole that exists on this -- on this
15 particular theme?

16 THE FACILITATOR HUBERT: It's Chuck
17 Hubert with the Review Board. Thanks for that
18 question, Todd. We'll give De Beers a moment to
19 respond.

20 MS. CATHIE BOLSTAD: Thank you. It's
21 Cathie Bolstad from De Beers Canada. And good
22 afternoon, Todd. It's good to see you here. Thanks,
23 Veronica.

24 I just want to clarify. I believe what
25 I said this morning was that as we engage with

1 communities about how they would like to provide input
2 into the project, the pace at which we engage and the
3 kinds of things that they want to do with us emerge in
4 that discussion.

5 And so, it is -- it is not, and I just
6 want to correct, it's not our ability to participate
7 and move forward with a formal, traditional knowledge
8 study. It's something we're always interested in
9 doing and we always ask communities what kind of
10 information they would like to make available to us to
11 help us and the regulators better understand the
12 impact of the project.

13 And, in some cases communities -- and
14 in your case, the Yellowknives Dene First Nation,
15 identified that a traditional knowledge study was one
16 (1) way. That taking people to site, that having
17 discussion with them are other ways.

18 And so, certainly I -- I would say that
19 we don't have any gaps that have prevented us from
20 assessing the environmental impact of our project. I
21 would say we would welcome more ability and more -- to
22 -- to work with the -- the Yellowknives Dene First
23 Nation and others to gather more information, to
24 better help all of us understand perspective and the
25 impacts of the project.

1 So at this point, we believe that we
2 have adequately assessed that and if there's
3 additional informations that the communities would
4 like to provide about the impact assessment, that
5 there are a variety of vehicles for that to happen.
6 The community engagement process is one (1), and
7 certainly this process is the other.

8 THE FACILITATOR HUBERT: Chuck Hubert
9 with the Review Board. Thanks for that response.
10 Follow up, Todd?

11 MR. TODD SLACK: Todd Slack, YKDFN.
12 No. Thanks, Chuck. I think that certainly from the
13 Yellowknives point of view, the -- the hole in the TK
14 knowledge -- simply relying on the published data,
15 does not adequately present the -- the existing
16 cultural landscape and the cultural uses that are occ
17 -- occurring out there, and that will be impacted.

18 That's not -- it's mostly just because
19 the historic or existing information is essentially
20 deficient. The -- the amount of work to be done,
21 especially in this area, hasn't been enough. So, we
22 strongly would encourage more information to be
23 collected on this front, to allow for an adequate
24 impact assessment. Especially with these particular
25 themes.

1 MS. CATHIE BOLSTAD: Cathie Bolstad,
2 De Beers. I'd like to thank Todd for those comments
3 and, of course, De Beers looks forward to a response
4 from the Yellowknives Dene First Nation on -- on our
5 offer and their acceptance of pursuing a traditional
6 knowledge study. And we -- we look forward to hearing
7 how that can proceed.

8 MR. ALAN EHRLICH: It's Alan Ehrlich,
9 again. I -- I -- I just would point out to the
10 parties something that I've -- I've mentioned to De
11 Beers earlier today as well, which is that if this
12 information is going to be considered during the
13 environmental assessment, it's important that it comes
14 in -- in a timely manner, where it can actually have a
15 meaningful role in the evidence.

16 So, you know, anything that's going to
17 be put forward with respect to these issues that is
18 going to matter to decision makers should hopefully
19 come out, you know, before the second round of
20 information requests. Sooner is better.

21 Of course, the public record is -- is
22 closed shortly before the hearing. So my point is
23 that I understand there's a certain pace you can do
24 this stuff at. But understand also that the Board is
25 committed to a timely environmental impact review.

1 And because of that it needs to get the information
2 that it will consider by the times that have been
3 indicated in our work plan. Anyway, this -- this came
4 up before.

5 And, Todd, actually my understanding is
6 I'm -- I'm -- I'm probably repeating myself to you
7 because you were part of a remote audience this
8 morning and yesterday. But as -- as -- being here and
9 asking stuff about this morning is -- is living proof
10 that someone's actually listening out there. So
11 anyway, thank you for that.

12 THE FACILITATOR HUBERT: Chuck Hubert,
13 Review Board. Anything further, follow-up-wise,
14 before we continue with the afternoon agenda?

15 MS. VERONICA CHISHOLM: Veronica
16 Chisholm from De Beers. I think that's it. We can
17 proceed with the socio-economic presentation.

18

19 PRESENTATION BY DE BEERS RE SOCIO-ECONOMIC AND
20 CULTURAL MATTERS:

21 MR. GRAEME CLINTON: Well, good
22 afternoon everybody. My name is Graeme Clinton. I'm
23 an economist here in Yellowknife. My firm is Impact
24 Economics. And what I did for this project is -- is
25 the economics. And quite specifically, the economics

1 -- not to be confused so much with the socio-
2 economics. Although, of course, the two (2) are very
3 closely connected.

4 My presentation today is based on
5 results -- I'll just go to the first slide, I guess.

6 THE FACILITATOR HUBERT: Just to
7 clarify for those on the webcast, we are on the day 2
8 presentation document. And we're on the slide
9 "Economic impact assessment." And, please proceed --
10 and the occasional mention of a slide number would be
11 excellent, too. Thanks.

12 MR. GRAEME CLINTON: Okay. So, we'll
13 -- there we go. So we're on slide number 2.

14 So, quite specifically, the -- the
15 information I'll be presenting today can be found in -
16 - in Appendix 12-2. And this is a -- a fairly small
17 report in the -- in the context of the overall EIS.

18 But it is quite important because as --
19 as an economist I understand the -- all the impacts
20 from this project, in particular, the socio-economic
21 impacts, but also a lot of the -- the natural science
22 impacts, occur after the projects -- the developer
23 starts to spend money and actually goes in and -- and
24 develops the mine, employs people, con -- establishes
25 contracts and -- and whatnot.

1 So -- so, in that sense it's a small
2 section of the report but it's -- the results can
3 really be found throughout the entire EIS as a result
4 of the -- the actual spending of money.

5 So, I'll just -- I'll just move down
6 here to slide number 4. I'm going to start the
7 presentation by talking a little bit about the current
8 economy. So this -- this is, sort of the -- the
9 approach that an economist takes to forming the -- so
10 the baseline, to establish where it is, our current
11 economy is. And then in a few minutes we'll talk
12 about, sort of where -- in general terms, where we're
13 going, because it's very important to understand the
14 context of the human environment in order to assess
15 what the actual economic impacts of the project will
16 be.

17 So in this slide 4, we can see -- I'm
18 just -- just talk specifically about the -- the graph
19 at the bottom, where this represents the gross
20 domestic product of the Northwest Territories over the
21 last eleven (11) years. And you can see, starting in
22 19 -- 1999 to 2004, the economy grew by 65 percent,
23 approximately. And this is almost entirely a result
24 of the development of Ekati and -- and Diavik diamond
25 mines. This is phenomenal growth and it was -- is led

1 -- at that time, the NWT's economy led the country in
2 terms of its increased economic productivity or
3 production.

4 Since that time -- this is where we're
5 going to start -- things start to get a little bit
6 more interesting in that the -- the economy hasn't
7 actually grown since 2004. There was a period in 2007
8 where there is a spike, and that was a result of -- of
9 three (3) things -- two (2) things, really, I guess.
10 Additional capital developments at Ekati and Diavik,
11 but also the -- the -- the start up of construction at
12 the Snap Lake project.

13 So -- but other -- other than that the
14 overall production in the Northwest Territories has
15 been relatively flat. And in -- in fact has actually
16 declined. Now we don't -- we're almost at the end of
17 2011, I suspect that 2011, we're going to see a slight
18 increase in -- in -- in the GDP of the territory as a
19 result -- principally as a result of public sector
20 spending on infrastructure.

21 And then -- and also as a part -- part
22 of the recovery from the recession that you can see in
23 this graphic in 2009, obviously had quite a
24 significant impact on -- on the -- on the Territories
25 GDP. So -- and then, when we get out to 2012, we're

1 almost at 2012, now. I would actually pro -- predict
2 a decline in -- in GDP as the result of, again, not a
3 lot of activ -- not a lot of new activity going on --
4 on the resource sector, and a fairly significant
5 decline in the -- in the public expenditures on
6 infrastructure. So -- so this is sort of -- in -- in
7 a really, really broad sense, this is the picture of
8 where the economy has -- has come from and gone to
9 over the last eleven (11) years.

10 Okay. Now during this period obviously
11 the -- the growth in the economy was brought about
12 through -- through the -- the development in the
13 resource sector. This represents approximately 30
14 percent of the economy, and -- and since that point,
15 has been -- has been maintained because of the con --
16 you know, once -- once these mines are up and running
17 they -- they essentially employ the same number of
18 people. Their -- their rate of production is quite
19 similar, and so the economy is levelled out.

20 Now in that time we've seen -- oh, I'm
21 on slide 5. Thanks. So in that time, you know, some
22 of the things that I look at as sort of an -- as an
23 overview is -- is what this growth in the economy and
24 the changes over the last ten (10) years have done to
25 the -- to the human environment.

1 We see the largest impact came within
2 the Aboriginal communities, and this is because prior
3 to the -- the development of the diamond resources
4 and, particularly, the communities that are -- that
5 are -- were not connected closely with the economy in
6 Yellowknife didn't have as many economic opportunities
7 and -- and -- in the wage economy.

8 So -- so in that -- in that sense, the
9 -- the growth of the -- the resource sector brought a
10 certain amount of economic vibrancy to a broader
11 population than just Yellowknife and it sort of spread
12 out throughout the entire local study area of Tlicho
13 and Akaitcho communities.

14 Some other things sort of that -- that
15 we looked at in terms of recent changes is -- is one
16 (1) of the -- the struggles that the Northwest
17 Territories has been facing is -- is labour force
18 retention. Certainly the -- there is a growth in the
19 population from 1999 to 2004. But since then, it's
20 been very difficult for the NWT to -- to attract and
21 retain labour.

22 There's also a de-ruralization taking
23 place. That is residents of smaller communities
24 moving to -- towards larger communities. And then
25 also with the out migration, then people moving from

1 these larger communities to other parts of the
2 country. These are some issues of -- these are sort
3 of issues of -- potentially issues of sustainability
4 that the Northwest Territories is facing.

5 So I'm on -- I go to slide 6. So if
6 that sets sort of the -- I mean -- and this is very,
7 very -- again, very broad, but if that sets the
8 context of where we are, my next task is to assess
9 where it is we are going.

10 This is impil -- important because the
11 project that we're discussing today won't start today.
12 So while it's very important and interesting to
13 understand the human environment today, it's actually
14 more relevant to understand what it'll be in five (5)
15 years from now if that's the schedule -- if that's the
16 -- the schedule in which it will begin operating.

17 So there is a certain element of -- of
18 forecasting, if you want to call it that, that -- that
19 comes as a part of the economic assessment. We need
20 to understand what the human environment will look
21 like in 2015, but also 2016, 2017, all the way up to -
22 - to the closure dates because, you know, the human
23 environment is constantly changing and the -- the
24 effect the project will have on the human environment
25 will change as -- in -- as a result.

1 So I've already discussed some of the
2 things we're looking at at the near term, 2011, 2012,
3 what we can expect in terms of the overall economy.
4 The reduction -- the likely reduction in -- in public
5 sector spending will actually have a large impact.
6 We're not seeing a lot of new exploration, but there's
7 exploration around current sites.

8 So I had a look at what's currently
9 going on as potential projects that might -- that we
10 might see over the next five (5) to ten (10) to
11 fifteen (15) years. This is a short list of the --
12 sort of the more famous ones, of Giant Mine, the
13 Gahcho Kue diamond mine, of course, Prairie Creek,
14 NICO, Yellowknife Gold, Avalon's Thor Lake project and
15 -- and the others there.

16 Now what I always emphasize at this
17 point in the presentation is that there isn't a -- a
18 project in this list that's occurring today.
19 Therefore, in the world of economics there's -- we
20 can't be 100 percent certain of if and when they will
21 be -- actually take place.

22 You know, Giant Mine, of course, is a -
23 - a large project. It's -- something is going to
24 happen there we can be certain, but I don't know what
25 it is so I don't know what the economic impact of it

1 will be. And -- and the same for all these other
2 projects, we -- we don't know for certain if these
3 other projects will go ahead.

4 But they -- so there's -- there is some
5 opportunity there in terms of the future economy, but
6 there's also some questions as to how big the economy
7 will be. Will there be projects sort of in the
8 process of being developed or already developed when
9 the economy slows down in 2012, and if it continues to
10 slow down over the course -- course of the next five
11 (5) to ten (10) years because of closure at other
12 projects or -- or other events?

13 So these are just things that are -- I
14 put this up there because this -- these are things, as
15 an economist, that I think about when I'm doing the
16 economic assessment.

17 We'll go to slide -- slide 8. So -- so
18 that's -- that's a -- a brief look at the -- the -- of
19 the baseline or current settings or whatever you want
20 to call it.

21 Now let's just talk a little bit about
22 the methodology that -- that I adopted to do this
23 study. First of all, I take all my information from
24 De Beers and their engineers in terms of the -- the
25 way they will spend money. That's what I'm most

1 interested in, when and where and how will they spend
2 money?

3 So I get this from their engineers and
4 it -- they provide very detailed information on -- on
5 exactly how much fuel they'll need, exactly how much
6 labour, all the different nuts and bolts and pieces
7 and buildings and -- and consumables that they'll go
8 through over the life of the project.

9 All of this information feeds three (3)
10 different models. There's from statis -- one (1) is
11 from Statistics Ca -- Statistics Canada, their
12 interprovincial input/output model. The NWT Bureau of
13 Statistics has a -- a model for the -- an input/output
14 model for the NWT specifically and it's based off of
15 that from Statistics Canada. And then my firm has
16 built additional models that feed off of those results
17 in order to get a better sense of what the impacts on
18 people -- or people living in the NWT will be, so very
19 specifically things on -- on -- on labour,
20 demographics, population change, the sort of things
21 that drive, sort of, the broader economic environment
22 of -- of communities in -- in the region. Okay.

23 I'm looking specifically at -- at gross
24 output, GDP, labour income, employment, and I'm
25 looking at indirect and induced effects in addition to

1 the direct effects. And I'm going to spend some -- a
2 lot of time talking about this next.

3 So that's, again, a brief overview of
4 the methodology. If you want to -- if you want to
5 read a lot and -- and learn a little bit more about
6 the -- the pros and cons and the -- and the ins and
7 outs of these different models; it's all available in
8 the -- at Appendix 12.2.

9 So I'm now going to take a few minutes
10 on slide number 9 to talk a little bit about economics
11 and economic concepts. The reason I do this is that I
12 gave this presentation about eighteen (18) months ago
13 and it was just full of numbers; one (1) -- one (1)
14 slide of numbers after another slide of numbers and
15 even I got bored, and let me tell you, I like numbers.

16
17 So -- so I decided that it needed to be
18 changed. And in order to really understand the
19 numbers and -- and I guess what I'd call the
20 important numbers, you really have to understand basic
21 economic concepts. And I'm not trying to be, sort of,
22 funny about this so much, although I hope you're
23 enjoying yourself, but I can find economist out there
24 who would go -- couldn't give me a proper definition
25 of gross domestic product.

1 So we're going to go through this. And
2 if -- if you understand this slide, and there'll be a
3 couple slides after this, they're -- they're visual.
4 If you can understand these, then all the results are
5 -- just sort of fall out and we're going to use these
6 visuals to actually present the results from my
7 economic analysis. So it's important that we sort of
8 understand these.

9 So here on slide 9, we have a bar, and
10 -- and the purpose of this is to -- to talk about the
11 difference between a term "gross output," which is
12 something that few of you have probably heard but it's
13 -- it appears in the -- in the -- the report and is a
14 really important number for economists -- the
15 difference between "gross output" and -- and "GDP," or
16 as -- it's probably better referred to as the value
17 added component of the total gross output.

18 Now for this I'd like to use an
19 example. And my example is -- is if you shop at Ikea
20 and you buy a shelf or -- or a bed, okay, and you --
21 you buy this thing. It comes in the -- it arrives in
22 the mail, if you live in the Northwest Territories,
23 and you take it your livingroom and you dump it out
24 and before you is a big pile of things, pieces and
25 bits and pieces. There's wood. There's metal. There

1 -- there's tools. There's instructions. These are
2 all inputs.

3 That pile of stuff is not -- is not
4 really worth anything in terms of it doesn't have any
5 market value other than the two hundred dollars (\$200)
6 that you've paid for the shelves. It's just sitting
7 there in a big pile. It doesn't have -- what you do
8 when you assemble it is you add value because you add
9 your time.

10 So -- where's my pointer gun? So -- so
11 here is -- in this example your -- your inputs are all
12 the bits and pieces that came with your Ikea bed. And
13 I'm pointing at -- yeah, and I'm pointing at the dark
14 bar at the top that's labelled, "Inputs, intermediate
15 goods and services."

16 So in this -- so in this example the
17 big pile of stuff is -- is the bits and pieces that
18 have come from Ikea. You will then add, depending on
19 your skills, one (1) or two (2) or possibly three (3)
20 or four (4) hours of labour. And I'm now pointing at
21 the white box with the label "Labour income" next to
22 it.

23 Depending on how you value your labour,
24 if you say your -- your time was worth fifty dollars
25 (\$50), you have added fifty dollars (\$50) of value to

1 that -- those inputs. So your value added is fifty
2 dollars (\$50).

3 Let's -- and if -- if in this example
4 you use a tool, you use the allen key. And I'm now
5 pointing at the box "Operating surplus." You use your
6 allen key and then you basically discard it because
7 it's worthless after that because if you buy another
8 Ikea item it comes with its own allen key. So you
9 discard it. You've spent the value of that allen key
10 so it's depreciated down to zero. So there's a value
11 there.

12 So a part of operating surplus is your
13 capital consumption allowance, better known as
14 depreciation. And if you were to ever sell that bed
15 to somebody and sell it for more than the two hundred
16 and fifty dollars (\$250) plus the value of the allen
17 key, let's say you marked it up by ten dollars (\$10),
18 you sold it for two hundred and seventy dollars (\$270)
19 or something, that would be your profit, okay.

20 So within operating surplus is
21 basically your return on capital. So your return on
22 capital is your depreciation and your profit, okay.
23 So pointing at labour income, indirect taxes, we won't
24 talk too much about that right now, and operating
25 surplus, those -- that is what you've added to that

1 pile of stuff.

2 Whatever you value that -- in this
3 example, if you value all those things at seventy
4 dollars (\$70), your gross output for that -- in that
5 example is the two hundred dollars (\$200) of bits and
6 the seventy dollars (\$70) of value added, your gross
7 output is two hundred and seventy dollars (\$270).

8 This is -- so this would be -- if -- if
9 it's a discreet activity, this is the direct impact of
10 your action, okay. The direct effect in terms of your
11 value added is your -- your labour income and your
12 operating surplus and the inputs are those bits and
13 pieces, okay?

14 THE FACILITATOR HUBERT: As far as go
15 -- questions go -- Chuck Hubert, with the Review Board
16 -- it's entirely up to you, your call.

17 MR. GRAEME CLINTON: I'm going to just
18 stop here. Does anybody have any questions about this
19 bar or the -- the example that I gave, or the
20 difference between gross output and GDP in this
21 example? Yeah, Juanita.

22 MS. JUANITA ROBINSON: Juanita
23 Robinson, GNWT. Can you just explain that one (1)
24 more time, Graeme? So GDP is -- the difference again
25 between GDP and gross output?

1 MR. GRAEME CLINTON: Yeah. Okay. So,
2 it's Graeme Clinton. So the -- the -- the GDP is -- I
3 love people using the word value added because it
4 makes sense.

5 So the -- the val -- the value that
6 you've added to that two hundred dollars (\$200) worth
7 of bits and pieces is your labour income, and whether
8 -- depending whether or not you've extracted any
9 profits.

10 Let's -- let's for the sake of
11 simplicity -- I'm pointing at operating surplus with
12 my pointer and doing an 'X'. Let's assume that this
13 is the only thing that you add, is your labour income,
14 fifty dollars (\$50) worth of labour income. That is
15 the value of added, so that would be registered in
16 your little world as GDP.

17 Your gross output would be the fifty
18 dollars (\$50) of value of added, plus the two hundred
19 dollars (\$200) of inputs that you've added that value
20 to. So the total would be two hundred and fifty
21 (250).

22 Now if -- if -- sometimes it's easier
23 to understand if I escalate the example to a resource
24 project. De Beers will spend money on thousands of
25 inputs. I'm pointing at the intermediate goods and

1 services. Fuel, consumables, catering services,
2 transportation, security, you know, the list goes on
3 and on and on, bits, all sorts of stuff. And -- and
4 I'm talking about operations here, not -- not
5 construction.

6 They will spend all of those things.
7 That act of purchasing those things does not have a --
8 an impact on the GDP of the territory. They've just
9 gone out and purchased these things. That -- if
10 nothing else happened, they've bought all these
11 things. They've put them out on the site, near
12 Kennady Lake. There's no impact on GDP, okay?

13 The -- the impact on GDP happens when
14 they start to add value to all of those things. In
15 other words, they put productive resources to it.
16 They add productive capital and productive labour.
17 And it's a value that they've added to all that stuff
18 that gets recorded as GDP.

19 So in the case of -- of -- in 2010, the
20 -- the diamond mining in -- sector of the Northwest
21 Territories -- its GDP, or value added, was just under
22 \$1 billion. It's \$950 million, approximately.

23 What they're -- how they get that
24 number is, that is the amount that the existing
25 diamond mines have spent on labour income, indirect

1 taxes less subsidies -- less subsidies is not there,
2 it's not really important -- and their operating
3 surplus. So that is the depreciation on all of the
4 capital that they have out there, which is a subst --
5 substantial amount, of course. And any -- if, in the
6 current economic environment, if they made any
7 profits, it would also show up in that number.

8 The gross output in 2010 -- and I'm
9 just going to guess here -- was approximately \$2
10 billion. So that means that they -- that they -- the
11 -- the existing mines spent a billion dollars on
12 intermediate goods and services. They added labour
13 income. They -- they added their own capital, which
14 depreciated through its use. And they -- they may or
15 may not have extracted any profits. I haven't looked
16 at the numbers closely enough. Okay?

17 So -- so that's -- so we're very
18 interested in, as -- as economists, in the gross
19 output to GDP ratio because that tells us a lot of
20 things. It tells us, first of all, how big this
21 basket of inter -- intermediate goods and services is,
22 because that's where all the indirect impacts come
23 from. We'll talk about that next.

24 We're interested in how big that labour
25 income amount is because that's where all the induced

1 impacts come from.

2 And of course, the other components of
3 value added is also important. The rate of
4 depreciation is important because that can spark the
5 additional need for more capital, more spending and --
6 and ultimately leads to more inputs down the road.

7 So as these numbers change, and -- and
8 again, when we get into indirect to deduced effects,
9 you can see -- come back to this one and understand
10 why it's important, like the -- the -- the details
11 within the intermediate goods and the details within
12 how the value added is being formed, in other words,
13 how big is the labour income, how much indirect --
14 indirect taxes, which is being paid, which, by the
15 way, includes resource royalties, and what -- what --
16 what's the value of the capital that are being added?

17 So, Juanita, does that help?

18 MS. JUANITA ROBINSON: Juanita
19 Robinson. For now that's good. Thank you, Graeme.

20 MR. GRAEME CLINTON: Okay, thanks.
21 Okay, so let's move on.

22 So as I sort of alluded to, the -- the
23 slide number 10 is -- what we alluded to in the
24 previous slide was that is the direct impact. So --
25 but it -- if that's all that we were interested, the

1 direct impacts from a reser -- from any project or any
2 activity, then -- then the -- my job or the job of the
3 economist would be very simple because it would just
4 be a matter of -- of asking -- asking the resource or
5 the developer: How many people are you going to hire?
6 How much money are you going to spend on -- on inputs?
7 And your job would be done. But that's not enough.

8 We're interested in actually what are
9 the additional effects that that -- that those
10 expenditures will have. And this is where we
11 introduce the concepts of indirect and induced
12 effects. So when -- and I will just move down here to
13 -- so I say here on the slide, as the main point, that
14 we follow the money. In the other -- in the other
15 sense -- in other words, when you spend a dollar
16 somewhere, whether it's you -- whether it's your
17 business or you -- you as a consumer, that dollar goes
18 to pay for the good that you purchased and which can
19 also then have additional impacts. And when we move
20 to slide 11 I'm going to explain how that happens with
21 another example.

22 So in this slide I've divided in --
23 that original bar, I'm pointing at the left-hand side
24 here where it says:

25 "Direct effects, gross output, GDP,

1 labour income from construction and
2 operation expenditures."

3 So that is -- that is just like the
4 slide we just saw, it is the gross output and -- and
5 the GDP.

6 Now for every one (1) of these inputs,
7 when De Beers makes a purchase or the devel -- any
8 developer makes a purchase of an input it sparks
9 additional activity. And my example that I use here
10 is on catering services because I know that that's a -
11 - there are local catering companies.

12 So if -- if the developer purchases a
13 million dollars worth of catering services that is an
14 input to the production of the mine, but the caterer
15 then needs to go out and do things that will actually
16 provide food services to the -- to the mine.

17 So they go out and they need to
18 purchase all the food, and pots and pans, whatever
19 they need to provide in order to produce the food. So
20 these are all -- and I'm now pointing at the -- in the
21 circle labelled "Indirect Effects," I'm pointing at
22 the top left-hand corner. That little mini gross
23 output and GDP bar is, in this example, the caterer
24 going out and purchasing a whole bunch of inputs, good
25 -- goods and services that is necessary to produce

1 food. They employ their own staff. They dep -- they
2 -- they use their own capital as deprec -- depreciate
3 their own capital and they too might make a profit.

4 Okay?

5 One (1) of the inputs in ord -- one (1)
6 of the inputs that they purchase -- I'm pointing at
7 the very top bar, dark bar -- is perhaps bread. They
8 need bread as a part of what they serve, so they go
9 out and they purchase bread from a -- a baker.

10 The baker -- I'm now pointing in the
11 middle of that circle at the top. That baker has his
12 -- his own inputs. He buys flour, and he buys yeast,
13 I guess. He has an oven, and he adds his own labour.
14 I'm pointing at the little white bar there. And he
15 too hopes to make some profit and -- and probably his
16 ovens or whatnot slowly depreciate to the point where
17 he needs to replace them. The flour that he purchases
18 from -- let's just say he goes straight to the farmer.
19 I'm now pointing at the very last column. The farmer
20 has inputs, has his own labour and hopefully makes his
21 own profits.

22 So this -- this chain of -- of
23 activities continues for every single purchase that
24 the resource developer makes, whether it's a catering
25 service, whether it's tires, whether it's fuel, if you

1 can imagine this and this sort of chain reaction that
2 that expenditure has happens with every single --
3 every single time the resource developer spends money.

4

5 Now if you -- if you then sum all of
6 the gross output from every single one (1) of those
7 additional transactions that take place, the sum of
8 those things is the total indirect effects.

9 So this big circle in the middle is --
10 is -- represents the summation of all of these boxes.
11 Every single one (1) of them is the -- is the total
12 gross output -- sorry, total indirect gross output.
13 If you then take all the labour, I'm now going to
14 point at all the little white boxes in the circle, if
15 you -- if you sum all of the labour income at every --
16 at every sort of transaction, you sum that together,
17 that's the -- that's the total indirect labour income,
18 and so on and so forth, right.

19 So in other words, an important
20 takeaway here is that -- is that all the indirect
21 effects from an economist's point of view comes from
22 the purchase of goods and services. Okay.

23 Now, induced impact effects are a
24 little different. Induce effects, what that means is
25 -- is the people that earn money through labour income

1 either directly from the project, they get paid by the
2 resource developer as a part of the -- the productive
3 process of -- of operating the mine, or they earn
4 income because they work for the catering company or
5 they work -- they're a baker or they're a farmer, we
6 sum all of those, all of that labour income together
7 to get a to -- the total labour income, and then we
8 make assumptions on how those people will spend that
9 money.

10 They pay a portion of it to taxes,
11 income taxes. They save a portion of it perhaps, not
12 always, but perhaps. And they -- they have a few
13 direct imports, which means they go out -- they go on
14 the internet perhaps and they order some -- an Apple
15 computer from China or maybe they take a vacation to
16 Las Vegas; that's also an import. So we take away
17 imports. These things -- tho -- that consumption has
18 no impact on the local economy.

19 What's left over is money available for
20 domestic consumption. You go to the store. They go
21 to the local retailer of whatever description and they
22 purchase goods and services. The value of those goods
23 and services represents the gross output because all
24 of those -- all the things they purchased, the price
25 includes the inputs that the seller has purchased, the

1 -- the seller's own labour, the seller's indirect
2 taxes less subsidies and the seller's profits and
3 their return on capital. Okay.

4 So this bar at the end, I'm pointing in
5 the -- now in the right -- the bottom right-hand
6 corner, is the -- is the induced effects on gross
7 output, GDP, labour income, and it's the total consume
8 -- it's the total effect on consumer activity. In
9 other words, induced effects come from the -- the
10 expenditures of -- of the wages made through direct
11 and indirect means.

12 I'll stop now to see if there's any
13 questions. Sheryl...?

14 MS. SHERYL GRIEVE: Sheryl, with the
15 North Slave Metis Alliance. I think I've seen your
16 presentation once before, so I'm -- I'm guessing I'm
17 not jumping the gun and asking this question just
18 before you get to it. But my background looks at
19 economics from a systems point of view, and we look at
20 the things -- we -- we look at what we call an
21 ecological footprint of a project and we do economic
22 analysis as a closed loop system so that it -- it
23 takes those induced impacts all the way to the biotic
24 and the abiotic aspects of the environment, you know,
25 right down to primary production, solar energy, and

1 then the waste that comes out.

2 You know, you don't just throw your
3 allen key away. It goes into another system of waste
4 management and recycling. And there's more -- and
5 eventually, since we live in a -- on this earth and
6 it's one (1) system, it has to end up being a closed
7 loop system.

8 So I can see opportunity for combining
9 your economic analysis into the biophysical analysis
10 and quantifying things, so you can actually know
11 exactly how many, you know, pounds of lettuce will be
12 consumed, or, you know, for your whole project, from
13 everyone, you know, how many diapers will be changed.
14 Everything can go into your model.

15 Not that you would want to, but the
16 point is, those things can be quantified, and if you
17 take it so far, why not take it a step further?

18 And then the second point I wanted to
19 make about the economic analysis is that economic
20 analysis is meaningless without political judgments,
21 like whether the activities that are being done are
22 actually worth doing and good. And that's a political
23 decision. And that depends on how those costs and
24 benefits are distributed and allocated to the
25 different parties.

1 And economics only works if all buyers
2 are willing buyers and all sellers are willing
3 sellers. We don't allow slavery. Everybody who works
4 has to be participating willingly.

5 So the -- the point I'm trying to make
6 about this is that it's not all numbers. What you
7 need to do with every economic analysis is get the
8 people who have a right to have an opinion on whether
9 things are desirable or not and make sure that they do
10 have their chance to say, and that people should be
11 involved in making the decisions about what inputs
12 will come from where and where outputs will go to.

13 MR. GRAEME CLINTON: It's -- am I on?
14 Thanks for that, Sheryl. I'm not sure if you're
15 looking for a response. I -- I could definitely
16 respond to your first point if you want in terms of
17 the -- the different approaches to economics. It
18 might be a little technical.

19 And I'm -- but I'm not sure if you want
20 a response to the second point, or if De Beers was
21 wanting to respond to that. I'm not certain. I don't
22 think that was a question for me, really.

23 MS. SHERYL GRIEVE: I'll -- I'll --
24 Sheryl with the NSMA. Later on -- I -- I wasn't ready
25 to ask it yet -- but later on I will ask you about

1 where the community specific economic impact
2 assessment is, and I know what you're going to answer
3 me. So I -- I was sort of preparing you for that, but
4 we'll -- we'll get to that one (1) when it comes.

5 MR. GRAEME CLINTON: Okay. Okay.
6 Well, thank you for that, Sheryl. Then -- it's Graeme
7 Clinton. I can say that -- that my task in this was
8 to define the economic effects. The distribution of
9 the economic effects is -- is another question in
10 which -- which we address and -- and I guess we'll
11 talk about that in -- in the coming slides.

12 In terms of the -- the -- the total
13 value of the goods and services being purchased or
14 produced, from an economist's perspective the -- the -
15 - the world -- the market establishes the price, and
16 that that price accounts for those things that society
17 sort of values and the -- the rate at which they --
18 they are valued.

19 Now I know there's some -- the -- the -
20 - there will be long debate -- the long debate about
21 that, but this is -- this is -- this is sort of the --
22 the rigours of -- of economics as a science. This is
23 the way it's approached.

24 So I think I -- probably what I'll do
25 is I'll just keep going and -- and I'll anticipate

1 your question.

2 So I understand that we've sort of gone
3 through slide 11. This -- this picture is important
4 because I'm going to come back to it to -- to -- to
5 provide the results from the economic assessment.

6 So we're now moving on to slide 13. So
7 just as a -- as a -- a sort of a way to introduce the
8 project, again, as an economist I look at the -- this
9 -- I've looked at the current and sort of future
10 setting of the -- of the -- the existing economy, and
11 developed a methodology.

12 Now we want to look at what the pro --
13 the actual project it -- itself and where -- what is
14 the project and where it fits in. So I've pulled up a
15 graphic here on slide 13 at the bottom. I believe it
16 was probably provided yesterday as part of the project
17 description because it's quite important. It is
18 exactly where the Gahcho Kue Project, under its
19 current timeline, fits in. Excuse me.

20 And we have Diavik, Ekati, and Snap
21 Lake currently operating. Now this is what -- these -
22 - this is the timelines that we used for Ekati, Diavik
23 and Snap Lake, I believe, in -- in the economic
24 assessment, but of course, we've since learned that
25 Ekati -- Ekati most recently has -- has announced that

1 it's potentially closing its operation in 2019.

2 So I'm just bringing that up because --
3 because, of course, these things can change and that's
4 why it's important to understand the human environment
5 over time because things do change and you have to
6 sort of understand that, if you understand the -- the
7 economics well, you can understand how small changes
8 will affect the project.

9 So the Gahcho Kue project is, when
10 compared to Diavik or Ekati is relatively small as you
11 can see, just simply the total amount of employees
12 that -- at each mine. I think Ekati is now more --
13 closer to twelve hundred (1,200) but in the direct
14 employment sort of predicted for Gahcho Kue project
15 it's -- so there's -- there's -- there's an
16 interesting point there on the relative size.

17 But there's also interesting points to
18 observe re -- regarding the type of operation the
19 Gahcho Kue is. It's an open-pit operation which
20 means, for example, it needs more truck drivers and
21 fewer -- fewer -- well, I guess, no underground
22 miners, which -- which re -- which comes with a
23 different skill set, okay. And -- and it's
24 interesting that -- that at Ekati they employ a lot of
25 truck drivers. And these -- these truck drivers will,

1 of course, be without work after 2019 and per -- and
2 quite likely before that as -- as some pits get
3 decommissioned.

4 So -- so this context is important
5 because the Gahcho Kue project comes along at a time
6 when certainly Diavik and Ekati are at the latter
7 stages of their operating -- operational life. And in
8 the absence any other economic activity, all that the
9 Territory is left with in terms of resource
10 development is Snap Lake currently and it is -- it is
11 the smallest of the three (3) current operating
12 projects. So -- so it's an important sort of
13 observation, I guess.

14 So I'll move down now to slide 15 to
15 get into the actual effects of this project. And then
16 -- and then when we move through we'll see sort of how
17 it -- we'll come back to the timing of the project at
18 the last few slides.

19 So the construction phase here on -- on
20 slide 15 shows that the total construction cost is
21 \$535 million. And I break out here in large -- and
22 just in the larger categories of where that money is
23 going to be spent. So 17 percent of that money will
24 be spent on -- on direct imports; this is equipment
25 coming from Korea, or Japan, or United States, or

1 South Africa. It's the specialized equipment that's
2 simply not produced in Canada; therefore, it's
3 imported.

4 That -- that expend -- that portion of
5 the expend -- the 17 percent, that means that money
6 leaves the Northwest Territories, it leaves Canada and
7 is gone and has no impact on the local economy or the
8 Canadian economy, except, of course, for the
9 transportation, which is very small.

10 Then we break out some of the major
11 components in terms of the -- some machinery that's
12 purchased within Canada, the transportation to get it
13 all up to site, then the labour and then this big
14 thing of other goods and services.

15 So moving to slide 16.

16 MS. SHERYL GRIEVE: Excuse me. Could
17 you go back?

18 THE FACILITATOR: No, we'll -- we'll
19 proceed with the presentation and questions after, if
20 possible, please.

21 MR. GRAEME CLINTON: Okay. So -- so
22 following those -- those graphics that we saw before
23 we're interested in what the -- the direct impact of
24 the construction, which is the first really big bar
25 here of gross output, GDP, and labour income. And

1 then the -- the indirect effects of the labour income
2 -- or sorry, the -- sorry, the indirect effects of the
3 expenditure on goods and services used to -- to build
4 the mine, okay. And the results are here, and I can
5 read through them if it's helpful.

6 So \$362 million will be the -- was --
7 is the value of the impact on gross output. Of that -
8 - of that amount, the -- the value that's -- that's
9 added to the -- the pile of goods and services is
10 112.2 million, of which labour income makes up a very
11 large portion of it, 71.5 million, okay.

12 The -- the purchase of -- of goods and
13 services, of course, are made in -- in the Northwest
14 Territories. It's made in Canada. It's made interna
15 -- in the international markets, but the local
16 purchases creates or -- or generates additional rounds
17 of -- of economic activity. And when we sum those
18 together we get the -- the results in terms of the
19 indirect gross output is 71.7 million. The -- the
20 GDP's component of that is 36.6 million, of which the
21 labour income is 25.1 million.

22 Now, the in -- the -- these numbers are
23 all generated through the input/output model, which is
24 really just a really big, big accounting model where
25 it has all your inputs down one (1) side and all your

1 outputs along the other side and all your different
2 producers and -- and multiple -- multiple levels of
3 these -- these tables to know exactly where all the
4 transactions are taking place. And the model follows
5 it all through for you and gives you the results.

6 You can, I suppose, follow them all
7 through individually if you so chose. So, now -- oh,
8 sorry, I just didn't -- and then, of course, on the
9 right-hand side of -- of table -- of slide 16 is the
10 total direct and indirect effects in terms of gross
11 output, GDP, and labour income.

12 So on slide 17 the -- there's one (1)
13 extra step that we do in the Northwest Territories
14 because it's -- the -- the extent of the local
15 benefits and really the -- the local -- the -- the
16 impact of the projects is defined largely by the --
17 what the territory can supply the projects.

18 In that sense, the -- the NWT economy
19 is -- is much a supply-side driven economy as is a
20 demand-side economy, meaning that the -- the project
21 will create in terms of direct and indirect jobs one
22 thousand three hundred and twenty-seven (1,327) jobs,
23 and a total labour income of \$96.6 million.

24 Now, we assume that all of that labour
25 won't come exclusively from the Northwest Territories,

1 so in order to complete our analysis, in particular,
2 on the induced effects, we need to establish how much
3 labour participation, and, thus, how much labour
4 income, will remain within the Northwest Territories.

5 For this, the assumption that we used
6 was the -- the results from the Snap Lake
7 construction, okay. Now, I need to emphasize at this
8 point that again this is not a forecast or a -- it's
9 not a forecast spi -- in the technical sense of
10 exactly what the labour participation will be. Of
11 course, that's a matter of -- of how many local par --
12 local -- how much local labour chooses to work at the
13 site, how many are available, how many people move
14 from one job to another job to work at this particular
15 site.

16 We -- we use this number because it was
17 the most recent project -- the most recent similar
18 project in the Northwest Territories, so. And -- and
19 as -- rather than trying to -- to forecast a variable
20 that had -- a number that had too many variables in
21 it.

22 So this gives us a result of the local
23 impact, which is -- so 26.5 percent of the total
24 employment and labour income. The results are
25 presented at the bottom of slide -- slide 17.

1 Now, so that twenty-fi -- oh, jeez.

2 The \$25.6 million in NWT labour income is then -- we
3 use that figure in order to generate the size of the
4 induced impacts. So from the \$25.6 million, we have
5 to subtract direct taxes, savings, and imports. We
6 dir -- subtract -- sorry. And it gives us the total
7 of 13.4 million, and that amount is spent locally,
8 which has an impact on GDP, valued at 4.2 million, and
9 labour income of 1.57 million.

10 And again, this is all using that --
11 that original graphic of knowing -- of understanding
12 what the GDP is versus what you actually pay for a
13 product. So it's the difference between the gross
14 output and the value added. Okay?

15 And of course that -- that ex -- that
16 spending of money in the local market creates
17 additional jobs, which I estimate at thirty-five (35).
18 And this is over a two (2) year period.

19 So, just in terms of slide 19, in terms
20 of the relative contribution of the construction
21 phase, this is just to show -- sort of, compared to
22 some -- comparatively speaking with the size of the
23 current economy, which in nominal terms in 2010, was
24 4.6 billion. But in terms of construction, we don't
25 have a 2010 number for nominal. So I used the real

1 figure. The -- the real construction output for 2010
2 was very close to \$153.6 million. So it's basically
3 the -- the size of -- of last year's entire
4 construction activity in the territory. And in terms
5 of jobs, it would be equal to about 1.8 percent of the
6 local employment in the territory.

7 So moving on to operations phase. And
8 again, this is -- this is -- this will look exactly
9 like the other one, because I'm using the same -- same
10 approach. Of course the operations phase is a lot
11 bigger and the -- the process to -- to track all the
12 expenditures is quite a bit more detailed as we follow
13 -- we track the details of all the different
14 expenditures that an operating mine would make.

15 But highlighted by, of course, the \$1.3
16 billion total, which is a number just far too big for
17 anybody in this room to really understand or fathom.
18 It's a massive number, so it's hard to get your head
19 around, sort of, what the impacts will be. So -- but,
20 nevertheless, in terms of how that breaks out is -- is
21 four hundred (400) -- almost \$440 million of direct
22 labour and the re -- the remaining money will be spent
23 on good -- that big pile of goods and services.

24 So moving to slide 22. Moving to slide
25 22, we have the results of the -- the -- the modelling

1 results of the operations phase. So in this case, you
2 can see the results. The first -- on the left-hand
3 side of slide 22 is again, the gross output, GDP and
4 labour income. How that breaks out. So you can see
5 the forty (40) -- \$438.8 million of labour income.
6 The -- the size -- the impact on the GDP and the gross
7 output of four (4) -- basically \$4 billion dollars.
8 That's the value of the diamonds. Okay? So that's
9 the gross output. Okay?

10 So we're interested in that \$910
11 million wor -- expenditure on goods and services --
12 those -- those inputs to the process. Because we're
13 very interested in where that money goes and how much
14 of it stays within the Northwest Territories. And
15 this is -- this is an important number not only -- you
16 know, as an economist, but as you track it over time.

17 As you see for -- as an example, the
18 increased amount of businesses within the local study
19 area and within the NWT that -- that supply the mines
20 with goods and services. As those businesses grow, as
21 joint ventures in -- the number of joint ventures
22 increase, the size of this box grows because it means
23 that more money is be -- is -- is coming out of this
24 box, which is the -- again, is the -- the -- the gross
25 output inputs from the direct activities, staying

1 within the Northwest Territories as -- as stimulating
2 indirect activities.

3 So again, the -- so this box over the
4 years is getting larger and larger and larger and
5 larger because the -- the number of local businesses -
6 - in particular, Aboriginal devel -- development
7 corporations and joint ventures has grown, allowing
8 more and more participa -- partic -- participation and
9 an increased -- essentially the money stays in the
10 territory longer, okay, so it -- it feeds this box.
11 And -- and -- so in terms of the -- the results, the
12 indirect effects, the total gross output was \$377.7
13 million, and you can see the rest of the results. And
14 of course the totals, again, are along the right-hand
15 side.

16 Oh, what's happened here. My chart has
17 gone off the slide. I don't know why. Does it look
18 like this in the handout, guys? No?

19

20 (BRIEF PAUSE)

21

22 MR. GRAEME CLINTON: Okay. So -- so
23 in -- in the same way, in the same methodology we used
24 for construction we looked at the total jobs that
25 we've created in both direct and indirect employment

1 through the operations phase, which totals over the
2 life of the project six thousand and eight-nine
3 (6,089) is what the -- what the model returned.

4 We assume, again, that local
5 participation won't make up the -- the entirety of
6 that number. But then how many will? So we looked at
7 the existing record of employment at the Snap Lake
8 operations which is 37.6 percent. In order to
9 generate the local -- local labour -- local
10 employment, local labour income, and that helps us
11 generate an induced impacts effect. And this is --
12 I've been reminded this is slide 23. I guess I can
13 see that right there.

14 Now -- and again I need to -- I guess,
15 more than just emphasize that this is, you know, not a
16 -- it doesn't represent a target in any way. I
17 probably need to reiterate at this point the idea of
18 the -- the changing dynamics of the NWT economy over
19 the life of this project, which was scheduled -- and
20 that's according to its current schedule to begin
21 operating in 2015.

22 And over the life of the project some
23 significant things will happen in the Northwest
24 Territories, in particular, the closing of Ekati and
25 Diavik diamond mines, which curr -- which currently

1 employ in excess of two thousand (2,000) people. I
2 understand that they're not all local, but approx --
3 more than half of them are. And so this project
4 stands to benefit from that labour of trans -- moving
5 over from those operations into this operation.

6 Now to get -- so to get a precise
7 number on that, of course, you imagine would require
8 infor -- a lot of information on -- on an annual basis
9 as to how much labour would become available on each
10 year, it would depend on the operating schedules of
11 the other mines, and -- and other things such as the
12 graduation rates, education rates, and -- and change
13 in -- in population over time. This process -- we've
14 taken this number because it's -- again, it's the 37.6
15 percent is the most recent mine operation to open, and
16 it's its current record. Okay.

17 Oh, I guess I should read off the
18 results because I can't see them on my current slide.
19 So in terms of that 37.6 percent, the total labour
20 impact on the Northwest Territories would be two
21 thousand two hundred and eighty-nine (2,289), and on
22 an annual basis that translates into two hundred and
23 eight (208) people -- or sorry, two hundred and eight
24 (208) full-time equivalent jobs.

25 Now -- so to take the labour income

1 that's generated from -- from both the direct and
2 indirect effects, which is 212.9 million we subtract
3 the -- the direct taxes, savings, and imports, are
4 left with the amount spent locally, which has an
5 impact on local gross output, GDP, and labour income,
6 which is supri -- provided here on table -- on slide
7 24, which, again, has an impact to -- creates
8 additional jobs, which -- which we estimate to be two
9 hundred and eighty-nine (289).

10 So -- and slide 25 shows the relative
11 contribution of the -- of the mining operation. If it
12 were to open today in comparison to the current level
13 of the current economy at 6.6 percent. And in terms
14 of the mining output it would be -- this would be 30
15 percent of the -- the current real mining output. In
16 other words, the -- so the \$305 million annually is --
17 is 30 percent of the current mining output, which is
18 approximately 950 million, okay. We also have the
19 results, the relative impact in terms of full-time
20 jobs, and also on labour income.

21 So we didn't talk about taxes in -- in
22 construction because it's a relatively small component
23 of the overall impact but, again, the -- the figures
24 are available in the appendix. For -- of course, for
25 the operations of the diamond mine the -- the

1 potential impact on -- on taxes is significantly
2 larger and, in particular, the -- the largest impact
3 comes from corporate taxes and mining taxes, which is
4 -- which is the royalties.

5 Now, probably a note to make on terms
6 of how we generate the corporate tax and the mining
7 tax specifically because these figures are -- are
8 dependent, of course, on the -- on the tax -- taxation
9 regimes, but it's also dependent on the -- on the
10 annual profits after -- after the -- the initial
11 capital expenditures has been accounted for.

12 So there are a lot of assumptions
13 embedded in the -- in the accounting model that --
14 that I use to generate these numbers. And the
15 assumptions in -- used is that everything is pretty
16 much a steady state, so the an -- annual production is
17 the same every year, profits are the same every year,
18 and whatnot. And there's no -- and -- but, of course,
19 the -- the fluctuation of -- of diamond prices is not
20 embedded in this -- in this process, nor is -- is sort
21 of the fluctuation of the changes in -- in -- that
22 might occur as a result of different productive
23 processes.

24 So, anyways, the point being is -- is
25 that these are estimates based on these sort of fairly

1 straightforward assumptions.

2 So slide 27 presents our es -- or my
3 estimate of -- of what the total revenue impact will
4 be on the GNWT because -- and I avoid going into too
5 much detail here, but because of the -- the current
6 territorial formula financing agreement the -- first
7 of all, the -- the mining tax or the royalties go
8 directly to the -- to the Federal Government. And a
9 portion of additional earnings or taxation earnings
10 from the GNWT are -- result in a reduction of its
11 transfer to the -- from the Federal Government to the
12 -- to the GNWT.

13 And there's a very complex formula that
14 -- that gives us this number. I don't have access to
15 that complicated formula, so I use a simplified
16 version that assumes, that makes a number of
17 assumptions. And again, you can read about this in
18 the appendix. I'm just going to give you the results.
19 It shows that of that -- of the total revenues
20 generated, \$73.5 million approximately would remain
21 within the GNWT, or that -- that would be their net
22 gain.

23 So -- so now we'll move to the third
24 phase of the project, which is closure. We're on
25 slide 29. And for this, the -- this is a -- the

1 closure phase is very small because a lot of the --
2 the reclamation activities will be taking place during
3 operations, which are accounted for in the modelling
4 process.

5 So by the time we get to -- to post-
6 closure we're talking about esse -- what's essentially
7 a very small project of seventeen (17) point -- \$17.5
8 million will be spent on labour and capital over --
9 over several years. The employment numbers are small.
10 So we didn't -- I didn't run a specific model for
11 this. We assume all these benefits will be realized
12 within the NWT.

13 And I guess it's also important to note
14 that a part of this -- the closure in terms of
15 understanding the economics is that -- and -- and
16 other people can speak to this better than I can, but
17 when there -- the developer gets its licence to
18 operate it posts a bond that assures that this -- that
19 this closure activity will take place. So that --
20 that money is -- is set aside essentially for -- for
21 the activity so that -- that the -- the pub -- the
22 public is not held -- is not held financially
23 responsible for completing the -- the reclamation
24 phase of a project, okay.

25 So moving down to the additional

1 impacts that this -- so -- so what I've presented so
2 far is -- is that the technical side of the -- of the
3 assessment. The -- direct, indirect, and induced
4 effects. The -- within that -- the report there is
5 additional effects that are described in terms of what
6 happens to the labour market, what happens to the
7 population.

8 I just have a few slides here to show
9 you some of the -- some of the highlights. So what we
10 do is we say that the change in the economy will
11 actually -- make -- have an impact on demographics and
12 labour. I have a specific model that -- that allows
13 me to -- to understand what these impacts would be.

14 So we -- we -- we start by establishing
15 four (4) scenarios in this case. One (1) is a base
16 case, which is, basically, the current -- the current
17 population as it is just continues to grow, but with
18 no assumptions on -- so when -- when Ekati and Diavik
19 close, they have no impact on the population
20 whatsoever. It just continues on as if nothing has
21 ever happened. So that's sort of a steady state, kind
22 of thing.

23 Scenario 2, is -- allows the closures
24 of these existing projects to actually have an impact
25 on the labour market and on the population. So this

1 mine is closed. If you become unemployed there's a
2 possibility you might leave the territory. So the --
3 in Scenario 2, that's allowed to happen.

4 Scenario 3, we add in the Gahcho Kue
5 project to see what this impact is on the actual -- on
6 the current -- on the current scenario.

7 And Scenario 4, we add in two (2) other
8 projects. In this I added NICO and Canadian Zinc. Of
9 course, you could add others. But the point here is -
10 - is somewhat for demonstration purposes.

11 So what are the results of these
12 different scenarios? On slide 32, I just picked out
13 one (1), which is the unemployment rate. All -- all
14 of the different results are available in the -- in
15 the report.

16 So Scenario 2, we -- looking at, here
17 on slide 32, shows the unemployment rate under the
18 current scenario. So this is -- with Ekati's --
19 Ekati, Diavik, and Snap Lake operating, and closing as
20 -- as sort of scheduled. And nothing else happening.

21 Of course, I remind people that this is
22 not a forecast. It's an impact scenario, so I'm not
23 assuming any other changes going on elsewhere in the
24 economy or any response from the government in any way
25 to -- to alter the economic environment.

1 So if allowed to proceed as is you can
2 see, of course, by -- shortly after 2020, both Ekati
3 and Diavik close. People will leave -- start leaving
4 the territory but the unemployment rate will con --
5 will fall. And will fall quite sharply by 2030 when,
6 under that scenario, there's no -- there's no more
7 mines operating in the territory.

8 Scenario 3, we add in the Gahcho Kue
9 project. So if it -- it starts -- you can call it
10 starts at 2015, so you can see that's where the impact
11 starts to show up in terms of the unemployment rate.
12 It also, of course, affects the population and the
13 source population and the -- and the overall labour
14 market. And -- and it's a -- it's a relatively short
15 -- is -- is -- in terms of its operating timeline. So
16 its closure comes around the same -- just prior to --
17 sorry, just after 2025. And then its impact on
18 unemployment rate sort of goes to -- close to where it
19 would have been anyway because again, under that
20 scenario, there's no more operating mines.

21 Scenario 4 is the cumulative impacts.
22 So you have two (2) additional mines, the NICO and the
23 Prairie Creek mine. And I understand there's others
24 out there. These are just what are included. And
25 here we can see, quite a bit -- more significant

1 impact as we stack more and more projects on there.

2 And I guess the point here is that the
3 closure of Ekati and Diavik will have a significant
4 impact on the Northwest Territories, or in terms of
5 its economics and also its socio-economics. Okay?

6 The addition of the Gahcho Kue project,
7 in terms of the economic numbers, has -- offsets that
8 to a certain de -- degree. But as you -- as you stack
9 all these -- what are, in comparison to Ekati and
10 Diavik, small projects on. So two (2) or three (3) or
11 four (4) projects, then you start to see a -- the --
12 the -- the economy, and in -- in this case through the
13 unemployment rate, stabilizes at about six and a half
14 (6 1/2) -- 6 1/2 percent or 7 percent, for a longer
15 period of time. Okay?

16 Now the next slide, 33, is a -- is a --
17 is a graphic of -- of the change in population under
18 these four (4) scenarios. So, again, it's not a
19 forecast, it's an impact scenario, so we're not ex --
20 we're not including any response from any other
21 sectors, in particular, government, how -- how
22 government might respond out here, or whether there's
23 other projects that would be coming on stream at that
24 time which there may well be.

25 But under the scenario shown, with no

1 changes -- this thin black line I'm pointing
2 at is the current scenario, we see that after the
3 closure of Ekati and Diavik and -- that was modelled
4 in 2020/2021, the population starts to drop off, and
5 then as Snap Lake winds down the pop -- there starts
6 to be a -- a more significant exodus of people from
7 the Northwest Territories, labour supply drops. And
8 this is in reaction to the -- there just being fewer
9 jobs in the economy.

10 By adding Gahcho Kue has a -- has a --
11 has a -- a small positive impact on -- on the
12 population. But as we add Gahcho Kue, NICO, and
13 Prairie Creek and others, we stack a number of small -
14 - these smaller projects in -- onto the economy, the
15 impact starts to become a bit more substantial and has
16 a more long-lasting effect. Okay. And again, this is
17 described in more detail in -- in the report, and I'll
18 entertain questions on it.

19 But anyway, I think that's -- it's an
20 important slide because it does show if you -- if you
21 showed a similar graphic on -- on GDP or -- or the
22 labour market or the labour income, you'd see a
23 similar type of trend in that once we get out here
24 into the later years beyond 2020, in the absence of
25 additional economic activities within the Territory,

1 there is going to be a falloff in terms of the overall
2 wealth in the Territory, the overall production and it
3 also has an impact on the population. So -- so that
4 sort of gives a good visual of exactly where this
5 project fits in and its relative size and its
6 contribution.

7 So, that is my presentation. I thank
8 you very much and I welcome questions.

9

10 QUESTION PERIOD:

11 THE FACILITATOR HUBERT: Thanks very
12 much and yes, we have about fifteen (15) minutes worth
13 of questions before we take a break and I'd like to
14 give the first question to Sheryl after, you know,
15 rather rudely cutting her off earlier on and I
16 apologize for that but on the plus size, you get to go
17 first.

18 MS. SHERYL GRIEVE: My -- I have two
19 (2) questions. But the first one was about the pie
20 chart where you showed imports and you were referring
21 to those -- there was actually two (2) pie charts
22 where you showed imports and you referred to those
23 imports being outside of Canada.

24 So is the rest of the pie in Canada, or
25 in the NWT, or do you have a separate slice of pie for

1 in Canada, but not in the NWT?

2 MR. GRAEME CLINTON: Okay. Yeah, so
3 to -- it's Graeme Clinton.

4 The -- the imports are imports to
5 Canada, the rest of the -- the rest of the pie
6 represents the spending in Canada. And then the
7 detailed expenditure of what remains within the
8 Northwest Territories can be -- is inferred by
9 understanding the -- the gross output of the -- in --
10 in terms of the indirect effects.

11 So the gross output here is -- that's
12 what remains in the -- in the NWT in terms of indirect
13 gross output, that's the expenditure here in the
14 Northwest Territories. Of course, the -- the diamonds
15 are here, so it -- it's all here in terms of the gross
16 output of the operations of the mine.

17 And for the construction it's a little
18 bit different, same idea but -- so of the seven (7) --
19 so again, the 17 percent is -- is imports to Canada.
20 The amount spent in the Northwest Territories amounts
21 to \$362 million which generates an additional spending
22 in the Northwest Territories of \$71.6 million. So
23 that's it's portion of the pie.

24 MS. SHERYL GRIEVE: Do you want me to
25 ask my other question, or give somebody else a turn?

1 Sheryl from the NSMA. My other
2 question was about labour market scenarios. Scenario
3 number 4 included only NICO and Canadian Zinc. And
4 I'm wondering if you had had more scenar -- if you had
5 analyzed more scenarios up until all the developments
6 that are currently on the table or be -- have been
7 proposed were considered, would you reach a threshold
8 where there was no further possible employment?

9 Like, there would be a limit on supply
10 of labour and supply of goods in the NWT and there'd
11 be no further benefit to the NWT of an additional
12 project?

13 MR. GRAEME CLINTON: It's Graeme
14 Clinton. There's two (2) questions there, whether the
15 -- the total supply of labour -- these are -- these
16 are the results that were developed as part of the --
17 as a part of my report. Of course, as ongoing work,
18 I'm constantly looking at the -- the impacts of
19 different projects and its impact.

20 I've -- so it's conceivable you could
21 stack every possible project on top of one another and
22 include them and see that, you know, it's one of the
23 rea -- it's -- if -- if, for example, you included the
24 -- the Mackenzie Gas Project in any of these
25 assumptions it doesn't matter what else is going on in

1 the economy, period, the Mackenzie Gas Project dwarfs
2 all others in terms of its demand on labour. So -- but
3 it -- it sort of makes the modelling process at that
4 point not very valuable because there ha -- there
5 would have to be -- a change in the structure of the
6 economy would take place as a result of that.

7 And these models don't account for that
8 change in structure. So then you ha -- then you sort
9 of -- you take -- you take the results outside of the
10 model and you start to look at some, what we would
11 call -- describe as technological or structural
12 changes to the economy, which would mean, for exa --
13 for -- in another example, in a more local example,
14 additional projects or resource projects within the
15 local environment, what does that actually do the
16 current labour market in terms -- what does it
17 actually do to participation in schools and in
18 graduation rates, what does it actually do in terms of
19 the importation or the immigration of -- of the
20 population.

21 So in these -- in -- so again, in that
22 -- in a scenario where the economy grows and grows and
23 grows would likely stimulate immigration of people,
24 but I haven't done that work, so.

25 Now, your second question, if I recall,

1 was, oh, whether we not -- whether or not we reach a
2 point where there's no more benefits to the NWT. Of
3 cour -- well, of course, there are benefits to the
4 Northwest Territories. I mean, a large portion of the
5 benefit comes from the -- the labour participation.

6 We did a survey for -- of the business
7 community as a -- as a part of our economic
8 assessment, and there wasn't a single business that
9 said they wouldn't welcome more projects. So the --
10 from a business perspective they of course want more
11 and more and more business. Like from -- and then --
12 then in terms of tax revenues, of course, that can --
13 that also continues to grow.

14 And the territory is -- currently
15 receives close to a billion dollars from the federal
16 government in transfers. So there's a lot of revenues
17 that could be generated in the Northwest Territories
18 before the region reached a point where -- where we
19 were completely saturated in terms of our -- our local
20 needs. So that's in part an answer, I guess.

21 THE FACILITATOR HUBERT: Chuck Hubert,
22 with the Review Board. Thanks very much. We have
23 time for another question or two (2) from other
24 parties. Go ahead.

25 MS. AMY LIZOTTE: Amy Lizotte, with

1 Department of Industry, Tourism, Investment. I was
2 just wondering if you could move to the slide -- I
3 think it's number 13, the -- the one that shows the
4 timeframe. Yeah.

5 With that, I was wondering if, and I
6 could have missed it in the DAR, if there is a
7 strategy like specifically on how you're going to be
8 able to engage people from the other mines when your
9 mine, according to this schedule, will have already
10 been operating like five (5) years or so.

11 And I know you mentioned some people
12 might -- I can't remember the term, but, you know, BHP
13 and -- and Diavik might slow down in the earlier
14 years, but it seems like Gahchoe Kue is going to start
15 and be in operation for like five (5) years before the
16 other mines, as they're scheduled right now, are going
17 to close.

18 So how is that going to work? I'm not
19 sure if that's, yeah, outlined in the EIS or what. I
20 haven't -- yeah.

21 MS. VERONICA CHISHOLM: Veronica
22 Chisholm, from De Beers. I'm going to have Cathie
23 Bolstad answer that question.

24 MS. CATHIE BOLSTAD: Cathie Bolstad,
25 from De Beers. Okay. Looking at that -- that graph,

1 we certainly make reference to the Ekati Diamond Mine
2 and the AB Diavik Diamond Mine. De Beers works in a
3 global mining environment and we have to position
4 ourself competitively -- competitively to attract our
5 human resources in -- in that context. Certainly the
6 Northwest Territories, and the training that all three
7 (3) of the diamond mines have done, the global mining
8 community is very aware of that.

9 And so, as a company with an operating
10 mine already here in the Northwest Territories,
11 relationships with the government of the Northwest
12 Territories, education, culture and employment, and
13 the Mine Training Society, we are already in dialogue
14 about what kinds of training we need to start planning
15 for. We feed into the government of the Northwest
16 Territories, and I may get the name wrong on this, but
17 the labour framework that they're developing. I know
18 we have provided in 2011 to GNWT an outlook of the
19 kinds of skills that we're going to need as have the
20 other operating mines here.

21 We will continue to have those
22 dialogues so that as a company we can continue to
23 update and make our strategy for recruitment and
24 maximizing the employment of Northerners.

25 Part of that recruitment strategy and

1 part of that training strategy just -- I'm losing
2 track of days here -- just -- just this week following
3 a meeting with the Mine Training Society
4 Chairperson/Executive Director last week, De Beers has
5 confirmed support for the next two (2) years of the
6 Mine Training Society, and that support includes the
7 development of a strategy for us to address training,
8 which will encompass the Gahcho Kue Project.

9 So it really is building on the
10 relationships and -- and the systems out there now to
11 make sure we have a solid training recruitment and
12 retention plan.

13 MS. AMY LIZOTTE: Thanks for that. I
14 was also wondering if I missed it in the DAR,
15 something around a closure, like the socioeconomic
16 plan for closure and potential temporary closures,
17 given the possibility of an economic downturn or an
18 economic recession.

19 MS. CATHIE BOLSTAD: Cathie Bolstad,
20 De Beers. Well, first let me say that we hope we
21 never see -- we hope we never see another 2008 and
22 2009, but those factors are outside of the company's
23 control.

24 So things that we do as a company to
25 make sure that when factors outside of our control

1 impact our business and we have to make decisions so
2 that our business remains operational, always look to
3 how -- how do we retain our key skill level with us
4 through tough times.

5 I think in the session we had with
6 communities and regulators in October I outlined a
7 number of the steps that De Beers took when Snap Lake
8 had to make some very difficult decisions late in 2008
9 and 2009.

10 And a number of those were steps to
11 make sure that we worked with employees to plan for
12 what was at that point in time a temporary six (6)
13 week shutdown during the summer and could have been a
14 -- a second shutdown and we fortunately avoided that.

15 So as a company we will always continue
16 to look at how do we use those systems, and how do we
17 minimize the impact of factors outside of our control
18 and our employee base, because we have very good skill
19 sets among our existing employees and we're going to
20 want to attract and retain similar skill sets for --
21 for the Gahcho Kue project.

22 So that's how we would address those as
23 a company, through op -- operational tactics that
24 involve assisting our employees as we did in -- in
25 2008 and '09.

1 THE FACILITATOR HUBERT: Thank you
2 very much. Chuck Hubert with the Review Board. We'll
3 take one (1) more question and then we'll have a
4 break. Anybody?

5 MR. TODD SLACK: Todd Slack,
6 Yellowknives Dene First Nation. I want to pick up on
7 the first question that Amy just asked there. And one
8 (1) of the keys to any sort of development in -- in
9 the NWT is that we have to see socioeconomic benefits
10 for -- for the residents.

11 I'm wondering if Graeme has done any
12 work in terms of optimization, in terms of these three
13 hundred (300) jobs, quote/unquote, or, you know,
14 ballpark three hundred (300) jobs that we're talking
15 about, in terms of optimizing that they're going to go
16 for Northern residents.

17 It seems to me given, the timelines
18 that we're talking about, we're going to be seeing
19 three hundred (300) folks from the south -- essentially
20 three hundred (300) folks from the south come down
21 with a minor amount of transfer from the other mines;
22 whereas were this mine to be shifted in terms of its
23 development and operations, those people would be
24 walking out of one (1) job that doesn't exist into a
25 job that does -- a new job that does exist.

1 And in terms of benefits for
2 Northerners, it seems to me that would be much more
3 beneficial. So one (1), has that work been done in
4 terms of optimization and timelines, and two (2), is
5 there any plan in terms of undertaking that work to be
6 presented during the environmental assessment?

7 MR. GRAEME CLINTON: Okay. Graeme
8 Clinton. So there's, I guess, a few questions there,
9 or points, statements. Which one (1) should I start
10 with? The -- in terms of -- of the local labour
11 participation, it's certainly a very complex question
12 because -- because it's -- we're dealing with -- with,
13 first of all, the human element in -- in understanding
14 who's going to want to actually participate in the
15 mining project or any project, you know.

16 We're dealing with a timeline which was
17 five (5) years from today. So in -- between now and -
18 - and 2015, several things will happen in terms of the
19 -- the local labour market. There -- there will be --
20 the -- the population aged 18 and over, of course,
21 will grow. And depending on your assumption on
22 changes of the graduation rates and participation in -
23 - in post-secondary education, the skill levels will
24 change.

25 The -- the -- the 37.6 percent that we

1 used, I -- I would view as a conservative number in
2 terms of what the local participation would be. And
3 most certainly, over the life of the project I would
4 consider it a very conservative figure.

5 I see there's -- I see that the -- the
6 labour market within the Northwest Territories -- some
7 people in particular, maybe say, five (5) or six (6)
8 or seven (7) years ago, it was very -- you -- you
9 would often hear people talking about a -- a labour
10 market that was at its capacity. That there's no --
11 nobody else to employ.

12 But that's not actually true. Because
13 there's -- at that time there was over two thousand
14 (2,000) people in the Northwest Territories that were
15 over the age of 18 but were not working. There are
16 some challenges with some of these people entering the
17 labour market. Education was one (1). Labour
18 mobility was another. It's not necessarily that all -
19 - all labour would originate from specifically within
20 the LSA. The -- so there is an opportunity through --
21 through -- there is an opportunity, regardless of
22 where you might live in the Northwest Territories, to
23 oper -- to -- to take employment at any of these
24 operations. So, the idea that the Northwest
25 Territories is tapped out in its -- in its labour

1 supply, I wouldn't -- I don't believe is true.

2 In terms of optimizing the -- the
3 timeline, this -- from an economic stan -- standpoint,
4 is a very dangerous game to play. Because there's a
5 couple of things that might happen sort of between now
6 and 2015, or if you were -- if you were to suggest
7 you're going to delay the project for another five (5)
8 years.

9 And -- and -- for example, the -- the
10 Ekati diamond mine is currently scheduled to close at
11 2019. Some of the labour that's working at -- at the
12 -- at the -- at the mine will -- will likely lose
13 their jobs prior to that date. They would not, in my
14 opinion, for the most part remain in the Northwest
15 Territories on the assumption that in the future,
16 another mine will op -- will open and they'll stay --
17 they'll just sit around for two (2) -- one (1) or two
18 (2) or three (3) years, or whatever it takes to stay
19 here.

20 Miners are notorious, in particular,
21 for going where the work is, and in the global market
22 where you can -- you can live anywhere and work
23 anywhere in the mining sector, there's no reason why
24 they'd necessarily stay.

25 So there -- there's a risk there in

1 terms -- just -- just in terms of -- of labour
2 retention, that we might -- we would -- would see a
3 flight of labour if the project weren't available
4 like, you said, like the day they lost their job,
5 which is not necessarily in 2019 or 2021.

6 I think on the -- from a financial
7 standpoint, of course -- not to get into the tech --
8 technical issues of time, value, money, and -- and --
9 and whatnot, but there's -- as we saw with the
10 recession, the -- the -- the -- the two (2) diamond
11 mines shut down temporarily, but they didn't close.
12 But no new mines opened up that -- during that time
13 period, nor was there any exploration during that time
14 period.

15 If you were to -- if you were to
16 arbitrarily delay a project and the economic -- the
17 world -- the world economy were to change, which it,
18 of course, can, the likeli -- and -- and of course,
19 I'm implying it would change for the worse. The
20 implications for a mine that's not currently open and
21 operating, are far different from a mine that's
22 already had a -- a billion dollars, or in this case
23 say \$550 million of capital expended to -- to open
24 that mine.

25 In other words, it's -- it's far easier

1 to continue operating a mine that's already been built
2 than it is to build one (1) during rough economic
3 times. So there's -- it's a -- it's a -- from -- from
4 that standpoint, it's a dangerous game to play to try
5 to -- to try to manipulate a local economy when you're
6 really dealing with a world economy, of which you
7 can't control.

8 And I don't know. I -- I don't want to
9 take up all your time but -- in answering this
10 question, but, I mean, it's -- it's a lengthily
11 discussion about, sort of, trying to control a market
12 and -- and its implications and -- and the
13 implications that that type of a process or that
14 approach would have with future developments or future
15 investors which are -- would be looking at the
16 Northwest Territories and saying, Well, you know, if -
17 - if a project is being arbitrarily altered then is my
18 investment dollar safe. And if they're not, then we
19 get into a -- into a worse situation where -- where
20 less and less exploration dollars are spent in the
21 territory.

22 THE FACILITATOR HUBERT: Thanks very
23 much. I'll -- would like to compliment you on -- on
24 your ability to synthesize, you know, and boil down a
25 rather complex topic into some -- some -- a decent

1 explanation of economics and theory here for us. So
2 thanks very much.

3 And with that we'll take a fifteen (15)
4 minute break and come back at 3:15. Thanks.

5 MS. VERONICA CHISHOLM: Veronica
6 Chisholm from De Beers. Just one (1) other quick
7 comment. That's the economic presentation. We still
8 have the other presentation which deals with the
9 socio-ec. So hope everybody comes back. There's more
10 to come. Thank you.

11 THE FACILITATOR HUBERT: Understood.
12 And we're looking forward to it. Thanks.

13

14 --- Upon recessing at 3:05 p.m.

15 --- Upon resuming at 3:20 p.m.

16

17 THE FACILITATOR HUBERT: Ladies and
18 gentleman, if we can take our seats, please, and get
19 started. We do have an important topic to deal with
20 this afternoon and I'm sure people are looking forward
21 to it.

22 I'd like to remind people who haven't
23 put their names down in the sign-in sheet which is at
24 cor -- the back corner that -- to -- to do that so
25 that our -- Wendy, our transcription person has the

1 opportunity to write those names down.

2 So, please, De Beers?

3

4 CONTINUED PRESENTATION BY DE BEERS RE SOCIO-ECONOMIC
5 AND CULTURAL MATTERS:

6 MS. LINDA HAVERS: Okay. Thank you
7 very much. I'm very happy to be here. My
8 presentation is -- is on the socio-economic impact
9 assessment. It -- I'm going to repeat a few things
10 that -- that Graeme talked about, but hopefully it
11 won't get too repetitive.

12 First of all, I have about thirty (30)
13 slides to go through. Oh, and my name is Linda
14 Havers.

15 So, just so you know, sort of, the flow
16 of this presentation, first of all I'm going to let
17 you know where you can find socio-economic
18 information. We'll talk a little bit about the terms
19 of reference requirements that were set out in 2007,
20 the socio-economic study area, and then I'm going to
21 go to some key assessment findings.

22 After that the -- the other bullet
23 points on -- on this slide number 2 explain the
24 process, the steps, that we undertake to come to those
25 key findings. So I hope that you -- you find that

1 useful.

2 In terms of where you can find socio-
3 economic information, mainly it's -- everything is in
4 Section 12. There's a -- a summary of the baseline
5 report, as well as the -- the complete impact
6 assessment. And within that Section 12, of course, is
7 Graeme's economic impact assessment.

8 Section 4 is important, it contains
9 information about community engagement which heavily
10 informed the socio-economic impact assessment. Also,
11 Annex K, L, and M are discrete reports. Annex K is
12 the complete socio-economic baseline, 'L' is the
13 traditional land use study that we have, and 'M' is
14 the complete cultural and heritage resources annex.

15 As -- as you probably know and have
16 heard about over the last couple of days the terms of
17 reference was developed by the MVEIRB. They go out
18 and conduct scope -- scoping sessions with all the
19 communities that they expect to be in the study area,
20 they also talk with other groups. And all of -- all
21 of that information is -- is compiled into a terms of
22 reference, it informs the valued socio-economic
23 components and topic areas that we would be focussing
24 on in the impact assessment.

25 Now one (1) thing that's -- that I

1 think is very important is that MVEIRB goes out and --
2 and listens to people and groups and then they
3 categorize issues according to their importance. And
4 the most important issues are referred to as key lines
5 of inquiry. And those are expected to be very well
6 examined in the impact assessment. For this project
7 there were three (3) key lines of inquiry: the first,
8 long-term social, cultural and economic effects;
9 secondly, family and community cohesion, so how does
10 the project -- could the project have an impact on
11 family and community cohesion; and social disparity
12 within and between communities.

13 In addition to those key lines of
14 inquiry there were six (6) subjects of note that have
15 been delineated. They're -- they're there on slide 4.
16 And in addition to those, eleven (11) other issues
17 that are relevant to socioeconomic assessment are --
18 are to be covered in the socioeconomic impact
19 assessment.

20 And you'll notice that there is some
21 overlap. The -- the impact assessment and baseline
22 report is -- these are large documents. This is a
23 pretty comprehensive socioeconomic impact assessment
24 covering -- covering all of these topics. Okay.

25 The local study area is also defined

1 for us in the terms of reference. These are
2 communities that could be affected by the project or
3 could benefit from the project. You'll notice that we
4 have a number of geographical communities that are --
5 are separated into -- into administrative regions.

6 We also have communities that are non-
7 geographical in nature. Studies were undertaken of --
8 of those groups, the -- the NSMA, Deninu K'ue, Fort
9 Mesolu -- Resolution Metis.

10 In addition, we have a regional study
11 area, but that's really for purposes of the economic
12 impact assessment. Economic impact assessment is --
13 is handled at the level of the region, which, in this
14 case, is NWT.

15 Okay. So I'm going to sort of walk you
16 through the -- the SEIA process. Actually, I think I
17 -- okay.

18 Slide 7. Just to -- to go over a few
19 key assessment findings, the -- the project, as Graeme
20 mentioned, is -- and -- and discussed in -- in some
21 detail, is quite small relative to Ekati and Diavik,
22 but it still contributes to -- to growth in NWT and --
23 and, importantly, maintains jobs in diamond mining
24 after other mines close. So the project is -- is
25 quite well timed.

1 There will be new -- new positions
2 created in -- in both construction and operation
3 phases. I'm going to talk more about social
4 disparity, but we believe that the project will
5 maintain the gains that have been made in reducing
6 social disparity in communities and -- and a nu --
7 number of other social indicators.

8 The project should do its part to
9 contribute to capacity building and to the development
10 of -- of a skilled -- further development of a skilled
11 labour force in Northwest Territories.

12 We also were interested to -- to find
13 out about how the project -- or that the project would
14 contribute to maintenance of cultural activities, such
15 as harvesting. This is important to mention because
16 low participation in harvesting activities in some
17 communities is attributed to lack of -- of money.
18 Okay.

19 The project is not expected to affect
20 opportunities to harvest. That is, other assessments
21 have been done and the project is not expected to
22 affect the -- the resource that people harvest.

23 Because the project is relatively small
24 in socioeconomic terms it's not expected to induce
25 population growth. Therefore, we don't expect that

1 the project or its workforce will place any stress on
2 physical or social infrastructure. Okay.

3 And again, because of the scale of the
4 project, we -- we feel that while, you know, community
5 and family cohesion is -- is -- you know, is an issue,
6 we can't expect change above baseline conditions.
7 Okay.

8 Okay. Now I'm going to just quickly go
9 through the -- the steps undertaken to arrive at some
10 of those key findings.

11 So after receiving the -- the terms of
12 reference we review the project description and we're
13 mainly interested to know certain key socioeconomic
14 elements of the project. In a case like this we're a
15 little less concerned about project footprint. The --
16 the project, as -- as you know, is 140 kilometres from
17 the nearest community.

18 We also develop a robust socioeconomic
19 baseline that allows us to look at trends. In this
20 case, we're particularly concerned to note trends
21 since the diamond mines began in Northwest
22 Territories.

23 Then we -- we go through a process of -
24 - of brainstorming potential project effects, and our
25 terms of reference helps to inform that process. So

1 we're -- we're asking, you know, how can the project
2 have an impact on social cohesion? What is the
3 pathway that leads us to -- to -- to determine whether
4 the project could affect social disparity within or
5 between communities?

6 Now those potential effects or pathways
7 can be -- if -- if valid, would be carried through for
8 further assessment. Can you hear me okay, or...
9 Okay.

10 MR. ALAN EHRLICH: Can we -- I just
11 ask you to hold on for one (1) second. There's a
12 technical issue that we're looking into regarding the
13 webcast.

14 MS. LINDA HAVERS: All right.

15 MR. ALAN EHRLICH: And if we can
16 resolve it easily then we'll carry on with the
17 webcast. If not, we'll carry on without the webcast.

18 MS. LINDA HAVERS: All right.

19 MR. ALAN EHRLICH: But it might take a
20 minute or two (2) to sort it out. Thank you.

21 MS. LINDA HAVERS: Okay.

22

23 (BRIEF PAUSE)

24

25 MR. ALAN EHRLICH: Hi, it's Alan again

1 for the Review Board. So we've -- we've heard that --
2 from one (1) of the remote participants that the sound
3 appears to be cutting in and out and we've informed
4 Dave, our sound technician, of that and we'll
5 certainly see if there's anything that can be done to
6 -- to deal with that.

7 But in the meanwhile we're going to
8 continue on with the presentation. Thank you for --
9 for pausing for a minute there.

10 MS. LINDA HAVERS: Okay. That's no
11 problem. Okay.

12 Okay. I think I was just talking about
13 potential effects or pathways. And -- and this is
14 slide number 8. So after we have identified pathways,
15 potential effects, we look at what some people called
16 mitigation by design, or operational elements of the
17 project.

18 So these are -- are usually strategies,
19 plans, and programs that the project intends to put in
20 place that's kind of like preemptive mitigation. If -
21 - if we expect -- if we're confident that that
22 preemptive mitigation can work, then the pathway or
23 the potential effect is not carried through for -- for
24 -- for more assessment.

25 At the same time, De Beers is taking

1 information that we're providing them about the
2 socioeco -- economic environment and they're making
3 plans. And so as the project is further defined there
4 are some potential effects that might get dropped from
5 the assessment.

6 In this case not -- not many did,
7 because we -- we felt that there were additional
8 mitigations and things that -- that De Beers could do
9 to enhance benefits and -- and deal with potential
10 issues.

11 But once you've carried through that
12 issue you're looking for residual effects, what's left
13 over after we've -- we've determined that many issues
14 have been mitigated. Okay.

15 So additional mitigation is planned
16 with De Beers and committed to in the -- in the EIS.
17 And -- and we also develop a social management
18 monitoring plan and I'll talk about -- about that a
19 bit -- a bit later on. Okay.

20 So, as I mentioned, an important step
21 is to look at the project description and we're more
22 concerned about particular socioeconomic elements of
23 the project. In this case, the construction is -- is
24 a two (2) year period. Operations is eleven (11)
25 years. Closure and reclamation is another two (2)

1 year period. So that gives us, sort of a -- some
2 temporal boundaries.

3 We know that cons -- the construction
4 workforce is about seven hundred (700) at peak.
5 Operations is -- is around three hundred and seventy
6 (370) positions. Closure and reclamation, about a
7 hundred positions. And this is -- is slide 9.

8 Another important thing that -- that we
9 look at are facilities on site. In this case we have
10 a -- a fully contained accommodation camp. We're
11 looking for things like twenty-four (24) hour medical
12 services, so that we can be confident that the project
13 is not going to place strain on medical services in
14 communities.

15 We also have an interest in -- in the
16 recruitment plan. In this case, De Beers is -- is
17 offering transportation to -- to and from site,
18 between communities and the site. So where people
19 live is not a barrier to employment.

20 And the rotation is two (2) weeks in,
21 and two (2) weeks out. And -- and that's important
22 when we're looking at things like family cohesion and
23 harvesting and time on the land and that kind of
24 thing.

25 So all of this information is

1 considered in the effects assessment.

2 From -- from there, we -- we take a
3 really hard look at the trends that have occurred in
4 the social environment since the advent of diamond
5 mining. I have a number of -- of slides on trends.
6 We're on slide 10 now. I've categorized these by
7 VSECs -- valued socioeconomic components.

8 So in terms of -- of the economy and
9 labour force, of course, we've -- we've heard about
10 the economic downturn and lived through it in 2008.
11 Nonetheless, there's a long-term need for -- for mine
12 workers in NWT. The Mine Training Society has
13 estimated that number of workers at about five
14 thousand (5,000).

15 In the last ten (10) years, NWT had a
16 very modest population growth of only about 4.3
17 percent. Out migration is -- is a phenomena in -- in
18 NWT. Out migration is being linked to the cost of
19 living. And -- but as a result, labour retention is a
20 very critical issue in -- in Northwest Territories,
21 and -- and has to be addressed in order to ensure that
22 -- that people are getting work.

23 The -- in terms of the unemployment
24 rate, the unemployment rate was -- was 5 to 6 percent
25 between 2005 and 2008, very good. Four percent is a

1 full employment economy. It rose to 7.3 percent in
2 2010, which is still lower than for the rest of
3 Canada, generally, lower for Ontario. But it is high,
4 and of course, as you know, it varies greatly between
5 communities.

6 The labour force participation rate has
7 -- has always been quite high in -- in Yellowknife.
8 It's -- it's been pretty steady at about 85 percent.
9 On average for the territory it's 75 percent. Some of
10 the smaller communities, you find ranges more in the
11 sort of 50 to 55 percent labour force participation
12 rate.

13 It has declined a -- a little bit. In
14 2010, it went down to 72 percent. That suggests that
15 there are -- are discouraged workers that drop out of
16 the labour market, can't find work.

17 One (1) -- one (1) trend that we've
18 seen is an increase in aboriginal businesses and
19 expansion of existing businesses. A couple of
20 examples are Tlicho Logistics and Det'on Cho
21 Corporation that have been -- been providing services
22 to the mining developments.

23 And where -- we've also seen employment
24 rates for Aboriginal people grow. Graeme has provided
25 -- oops. Oh, slide number 12, I'm sorry.

1 Graeme provided this -- this graphic
2 that shows that at the height of -- of the diamond
3 mines, eight hundred (800) person years of employment
4 were provided to Aboriginal people.

5 Now, in terms of income and earnings,
6 slide number 13, we -- we were seeing some increase in
7 income disparity until about 2000 and -- and then
8 trending toward more equal distribution that seems to
9 be attributed to diamond mining. Incomes are rising.
10 Gains made in some of the North and South Slave region
11 communities, that is the study area, rose by over 20
12 percent. We've also seen some reduction in -- in
13 poverty and low-income situations.

14 Also, the percentage of high income
15 earners, which is defined by Stats Canada as people
16 earning more than sixty thousand (60,000) a year grew
17 from 49 to 65 percent between 1996 and 2006, so some -
18 - some fairly important gains there. As, by example,
19 in Behchoko the proportion of families earning less
20 than twenty-five thousand (25,000) dropped from 43
21 percent to 25 percent. That's a fairly significant
22 trend.

23 Okay. On the education side of things
24 we have seen an increase in the number of students
25 graduating in NWT generally in a period of about ten

1 (10) years. The number of students that -- or the
2 percentage of students that were enrolled in grade 12
3 went from 39 percent graduates to 53 percent. A lot
4 of that is attributed to increases in Aboriginal
5 students that are graduating, which have nearly
6 doubled over the past decade from 23 percent to 44
7 percent.

8 Now I'm not suggesting that this all
9 has to do with mining. There's lots of other things
10 happening including additional high schools and -- and
11 opportunities for students and -- and maybe even more
12 relevant culturally appropriate education but,
13 nonetheless, we are seeing a trend of an increased
14 number of -- of graduates from high school.

15 Okay. In terms of culture, the
16 traditional cultural environment is -- is changing.
17 Interestingly there -- there's -- there has been a
18 trend of -- of a decline in language, Aboriginal
19 knowledge of language and use. And the -- it -- the -
20 - the rate is -- is quite interesting, it fell from 56
21 percent to 30 -- in 1989 to 38 percent in -- in 2009.

22 Okay. The government and other groups
23 responded to this, developed programs which are
24 basically countervailing measures that help the
25 situation. And so now we're seeing some resurgence of

1 -- of language, so that trend is actually improving.
2 So that -- that's a very important trend to monitor
3 because when we have some good monitoring results then
4 government and groups and industry can get together
5 and -- and figure out interventions that are
6 successful.

7 Another sort of interesting trend is
8 that there -- there have -- we've seen a slight
9 increase in -- in harvesting activities among South
10 Slave and Tlicho residents and individuals in their
11 prime income earning years are more likely to harvest.
12 Those kinds of statistics and studies have been around
13 for a long time suggesting that there is a -- a
14 pretty strong link to employment and income and being
15 able to maintain harvesting. Okay. And that was
16 slide 15.

17 Okay. I wanted to talk a little bit
18 about the Community and Diamonds Reports. I just have
19 a few slides. We're on slide 16 now. The baseline
20 report describes some key findings in the Community --
21 the Community and Diamonds Reports. Community and
22 Diamonds was an initiative to identify and monitor
23 socioeconomic trends occurring in the diamond affected
24 communities. And the most recent report relies on
25 2009 data, that's the most recent one (1) that we

1 have, but the reports go back to the late '90s.

2 The -- one (1) thing that's kind of
3 interesting is that the -- the diamond affected
4 communities are compared with another set of
5 communities to sort of have a control group, but
6 they're not completely comparable because the -- the
7 other communities are affected by oil and gas. So
8 they -- they have some similar facts, okay, but it
9 would be very difficult to find a control group or a
10 reference community in this context.

11 Anyway, some of the -- we'll go to
12 slide 17. One (1) thing that's important is to -- is
13 to understand that these are correlations. There's --
14 there's little way that we can really show a cause and
15 effect relationship between a diamond mine or a sector
16 and, you know, a specific impact or trend. There's a
17 lot of other drivers of -- of change, but these --
18 these are some of the -- the negatives, and I'll go
19 through some positives too, that are observed and
20 written up in the reports.

21 So one (1) -- one (1) finding is -- you
22 know, and these -- they follow a series of
23 socioeconomic indicators and one (1) is rates and
24 incidences of communicable diseases. And those have
25 risen in both affected and unaffected communities.

1 Okay.

2 One (1) negative impact that is
3 associated with diamond affected communities is that
4 there happens to be more single parent families. The
5 investigators from Community and Diamonds attribute
6 that to rotational work. That's not our attribution,
7 that's actually said in the report.

8 So that would be an interesting thing
9 to follow up on. If there is concern that there may
10 be an increase in single parent families, then you
11 could sort of zero in and do more study on that
12 particular topic.

13 Also, in both communities there's
14 increased substance abuse related crime but all other
15 crimes are kind of stabilizing or the trend is
16 improving. Okay.

17 Yeah, and actually Cathie just reminded
18 me that, you know, one (1) -- one (1) possible reason
19 for the -- for showing an increase in substance abuse
20 related crimes is just the way that reporting and
21 categorization of -- of crimes has been -- has been
22 changed recently. So, I mean, there's various things
23 that have to be considered.

24 Okay. Some of the -- the positive
25 trends that have been noted is that there's -- well,

1 one (1) is that there's less crowding in both
2 affected, unaff -- and unaffected communities.

3 We're also seeing an increase in
4 trapping in both affected and unaffected communities.
5 Again, you can't really link that to -- to diamonds or
6 diamond mining, or even oil and gas. It could have
7 other things to do with -- with pelt values and new
8 systems and that sort of thing.

9 Both sets of communities are seeing
10 increased employment and labour force participation
11 rates and high school completion rates. And both sets
12 of communities are seeing a decrease in -- in wage
13 disparity and income assistance cases are going down.

14 There -- there does appear to be higher
15 average incomes in diamond affected communities and
16 that probably has to do with wage levels and the fact
17 that the employment is year round.

18 So that -- that basically concludes --
19 it's kind of a summary of the -- the baseline and
20 trends that we've seen since the -- since the
21 beginning of the diamond mines. Okay? And I've
22 really focussed on a -- on a few things.

23 Now we are on slide 19. So our -- our
24 next step is to look at possible linkages and
25 socioeconomic effects -- potential effects from the

1 project now that we have a pretty good understanding
2 of what -- you know, what the trends have been, what
3 the -- what links we can possibly make between diamond
4 mining and the socioeconomic environment and we have a
5 fairly good understanding of what the project is all
6 about in terms of -- of numbers of jobs, and temporal
7 boundaries, and rotations and recruitment, that sort
8 of thing.

9 What I did want -- I did want to make a
10 couple of comments about socioeconomic effects. The
11 effects assessment looks at both direct and indirect
12 effects of the project, that most of the ones that --
13 that interest people and that people are actually
14 concerned about are indirect effects.

15 Socioeconomic effects are often in
16 response to drivers of change. A big one (1) is
17 population change. Many socioeconomic effects are the
18 result of population change, which a project of this
19 scale is not expected to bring about.

20 As mentioned, effects have a lot to do
21 with a project's operational elements. And in -- in
22 our case we have a proponent that has an existing
23 mine, Snap Lake Mine, and so we know a lot about what
24 they intend to do around rotations, accom --
25 accommodation, transportation, et cetera. So that

1 information actually becomes part of the baseline.

2 Okay.

3 A great deal has been done to -- to
4 plan -- plan ways of limiting effects through the
5 current monitoring approach that's been taken, as well
6 as plans to enhance benefits.

7 So one (1) key difference between other
8 discipline effects assessments and the socioeconomic
9 one is that there is a requirement to enhance
10 benefits, both jobs and other kinds of benefits for
11 communities and people in Northwest Territories.

12 Okay.

13 Okay. So this is slide number 20. I
14 have trouble reading the number. So I wanted to go
15 through some of the operational elements that are
16 going to be brought over from Snap Lake. So we are in
17 a -- in a position where we can apply lessons learned
18 from other mines and from the -- the monitoring
19 results that Snap Lake has -- has been -- been
20 undertaking.

21 So these are kind of preemptive
22 mitigation and -- and then after this I'll -- I'll go
23 through some specific examples of residual effects and
24 additional ways that De Beers is going to enhance
25 benefits.

1 So under employment and contracting,
2 what is really key is that De Beers implements a
3 preferential hiring policy, including priority points
4 of hire and study area communities. And those both
5 for pro -- that applies to procurement, as well, and
6 both hiring and procurement policies are expected to
7 be applied by their contractors. Okay.

8 De Beers is also fully engaged in
9 offering a variety of education training and
10 scholarship programs. And De Beers is also looking at
11 all kinds of ways of promoting and accommodating
12 Aboriginal culture in the workplace, taking into
13 consideration its operational requirements. And I'll
14 give you a few examples of -- of that.

15 For education and training, De Beers is
16 committed to a full range of training and career
17 development in employment approaches from pre-
18 employment life skills and literacy, to ways to
19 encourage high school completion, support for post
20 secondary education, and job and mentoring programs.

21 De Beers, as -- as well as the other
22 mines, are also promoting female participation and, in
23 particular, in training and employment, for a couple
24 of reasons. There is gender disparity in -- in income
25 and jobs, but also we need to involve more women in

1 the labour market and in mining employment in order
2 to, again, keep the benefits in NWT. So that's a -- a
3 -- quite a critical piece going forward.

4 Now, one (1) way of -- of mitigating
5 potential effects is to develop a fairly elaborated
6 workforce management policy and program. So, De
7 Beers, now at Snap Lake, has policies to ensure that
8 Aboriginal employees have opportunities to engage in
9 traditional activity. They also have different ways
10 of promoting, validating and -- validating culture and
11 encouraging pride in culture. They're -- they have
12 onsite -- and they plan on having an onsite similar to
13 Snap Lake's room for cultural pursuits. Their
14 rotation, they've monitored and talked to people and
15 it doesn't interfere with -- with people's desire to
16 continue to hunt and fish and pursue activities on the
17 land.

18 In addition cross-cultural training is
19 provided and worker codes of conduct, so there's no
20 tolerance of -- of bad behaviour. De Beers also
21 encourages the use of Aboriginal languages where
22 practical. There may even in the future be Aboriginal
23 work groups if there were people that, at the
24 supervisory level, spoke partic -- particular
25 Aboriginal languages and were fluent, and if that

1 worked.

2 And De Beers intends to incorporate
3 various elements of traditional culture at site. And
4 they -- they do that now with Snap Lake, providing
5 country foods when they're available, building in
6 recreational opportunities, celebrations, et cetera.

7 So, we all know that -- that mining and
8 dev -- development does have an effect on culture.
9 We're not ever going to deny that. And over time,
10 cumulatively, certain elements of culture can erode,
11 but De Beers is -- is doing its part to maintain and
12 validate Aboriginal culture, and has some fairly well
13 thought out plans to do that.

14 In terms of family and community well-
15 being -- and I know this doesn't really relate direct
16 to social cohesion, but -- and -- and social cohesion
17 is a -- is a difficult one, because it basically
18 means, you know, that a community has a common vision,
19 a sense of belonging, a sense of bonding, but
20 communities can be fragmented and fractured for a
21 whole bunch of reasons. But, I mean, I -- I think
22 that we do acknowledge that employment, rotational
23 work can really change -- it can change communities,
24 it can set -- set people apart.

25 What -- what De Beers is able to do the

1 -- is -- is to carry over some of its plans from Snap
2 Lake. They do have a wellness program. They -- they
3 have an EAP program for employees and their families.
4 They do provide communication systems to ensure that
5 people can stay in touch with their loved ones while
6 their at the site.

7 And De Beers is also supporting a
8 number of community initiatives. They have to be
9 driven by the community, led by the community, but
10 they are in priority area -- areas such as literacy,
11 wellness, culture, and, upcoming soon, financial
12 management.

13 Okay. So these are all of the, sort
14 of, operational elements that can be brought over from
15 -- from Snap Lake from lessons learned, that help us
16 to mitigate some effects. And mitigation, of course,
17 is -- is reduction of -- and avoidance of negative
18 impacts.

19 Okay. So, now we're on slide 23. So,
20 after considering these operational elements, we're
21 going to look at what -- what's left, what else can --
22 what -- what else might be an effect, a residual
23 effect. Graeme uses, in his methodology, uses
24 input/output model from Stats Canada and also a model
25 that he's customized, and NWT's economic impact model.

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The social impact assessment relies a great deal on -- on qualitative data and information gathering at the level of the community. So community visits, and interviews, and talking with people informs the impact assessment, as well as a review of literature and -- and looking at the effects of other mines recently and -- and even twenty (20) years ago.

Okay. So I'm just going to focus on three (3) -- three (3) topic areas. The first is labour force, the next is social disparity, and -- and then the third one (1) is culture, and then we'll talk a bit about social management and monitoring and open the floor to questions.

So this is slide 24. So we -- we can't predict precisely what -- or quantitatively what De Beers' contribution will be to -- to a growing labour force, but we expect that the project will continue De Beers' contribution to growth of a skilled Northern labour force.

Okay. And De Beers is committed to, in this EIS, in addition to what -- what it's doing at Snap Lake, to work with community agencies to link literacy, this big emphasis on literacy and other kinds of upgrading and getting people into training

1 programs, improving qualifications so that they can be
2 employed at the Gahcho Kue project.

3 Okay. They will be offering
4 scholarships for industry-related studies. Those --
5 those are broad, not always having to do specifically
6 with mining, but also with positions that -- that
7 occur at the accommodation site.

8 They will continue to sponsor
9 apprenticeship and trades programs. They have a
10 number of those that they will be continuing with.
11 And as mentioned, they will be focussing on promoting
12 opportunities to women.

13 Okay. And then most importantly, they
14 will be monitoring the effectiveness of the above and
15 making adjustments as -- as they need to. Okay.

16 Now in terms of social disparity, which
17 was a -- a key question. Social disparity is
18 connected to economic disparity. It has a lot to do
19 with opportunities. The project as I -- as I
20 mentioned, is not expected to have a population
21 effect, so it's not effected (sic) to put pressure on
22 housing, for example, that might make -- might put
23 some people in a -- in a position where they're not --
24 not able to live in a very good house, or, you know,
25 they're not -- they're in a disadvantaged position.

1 The project is -- is not effected (sic)
2 to effect harvesting. I think that we acknowledge
3 that -- well, two (2) things, that harvesting is a
4 social safety net for -- for some people, so it's
5 important that the project does not have an impact --
6 a negative impact on a traditional economy.

7 It's also important to know that while
8 social inclusion is often linked to employment, when -
9 - when people can continue to participate in a
10 traditional economy and continue to harvest, then they
11 do maintain a -- a measure of social inclusion. Okay.
12 It is true that not everybody is going to be able to
13 work, but social inclusion is -- is important for --
14 for everyone.

15 The project is expected to have
16 positive effects in terms of reducing barriers to
17 labour force participation. The recruitment plan is
18 very broad, not targeting specific communities. The
19 transportation arrangements allow people to work at
20 the mine regardless of where they live.

21 And again, I -- I mention there's a --
22 a goal to increase women's participation through
23 training and -- and recruitment. I should mention
24 that the -- you know, there is a rising cost of
25 living. It's not related to the project. It's things

1 like rising fuel pro -- prices that make
2 transportation of goods -- goods and services costly.

3 So, you know, when we think about
4 disparity and -- and vulnerability, sometimes we start
5 talking about cost of living and -- and inflation.
6 And that's not a factor for this project. The project
7 does not contribute to inflation in the territory.
8 Recognizing that inflation does harm the -- the very
9 poor.

10 In terms of -- of culture, and this is
11 slide 26. The project is not likely to have a
12 negative impact on Aboriginal language retention. And
13 there are ways that the project would like to
14 contribute to the maintenance of language. The use of
15 Aboriginal languages on site will be encouraged,
16 although English is the language of the workplace. We
17 do have now at Snap Lake core corporate policies that
18 are provided in a variety of languages. There will
19 also be initiatives to support language programs in
20 partnership with communities. And we expect that the
21 project will work with the government of Northwest
22 Territories to -- to improve and help out with
23 cultural maintenance and language in the school
24 system.

25 So those are very -- those are three

1 (3) topic areas with very broad, general conclusions,
2 focussing mainly on what we -- what we believe that De
3 Beers can do to enhance benefits and mitigate effects.

4 Now our -- our -- our final thing that
5 we talk about is -- is social management and
6 monitoring. You know, we -- because we can't predict
7 things with a lot of precision, there -- there's a
8 need and certainly an expectation that communities are
9 monitored, that social impacts are -- are monitored
10 and addressed. And there is different types of
11 monitoring in EA. There's some specific economic
12 reporting -- socio-economic reporting that -- that De
13 Beers will be undertaking.

14 They will be extending their current
15 monitoring program from Snap Lake to this project.
16 They monitor twenty-one (21) different indicators.
17 Some of them are listed here. Specifically, they
18 report on things like training hours and investment.
19 Certainly where people are being recruited from,
20 apprentices, all kinds of community development
21 initiatives, procurement. All of that is reported.
22 They make use of that information and it also is -- is
23 rolled up in the community and diamonds reports.

24 Slide 28 -- the two (2) other kinds of
25 monitoring -- effectiveness monitoring is to look at

1 your mitigation strategies and make sure that they're
2 working. If they're not and they need to be adjusted,
3 then there's an adaptive management process.

4 Now, monitoring in the socio-economic
5 sense has a great deal to do with engagement --
6 ongoing engagement and consultation -- consultation
7 plans. So that's -- you know, basically the -- the
8 ongoing monitoring approach is -- is community based.
9 Okay.

10 So, conclusions. This slide 29 --
11 again, these conclusions are -- are quite -- are quite
12 broad. And these are sort of the -- the key ones that
13 are coming out of the social impact assessment. The
14 project is -- is small, relative to the other diamond
15 mines. Because of that, it's not expected to really
16 change socio-economic baseline conditions hugely,
17 positively or negatively. Positive benefits from the
18 project have to be planned and targeted and there's a
19 number of initiatives that are -- that are underway
20 and that will be implemented that maximize benefits.

21 The project is expected to maintain
22 mine employment after the other mines close and it
23 does contribute to additional jobs as -- as well, in
24 both phases of the project.

25 The project is expected to build

1 additional capacity in the labour force in a
2 number of -- a number of key areas. The project is
3 not expected to have any negative effects on
4 traditional harvesting or language retention,
5 important elements of culture. And we don't expect
6 the project to have an effect on family or community
7 cohesion, but that is something that can be monitored.
8 If -- if the project was to find that there were a
9 number of employees from one (1) specific community,
10 then De Beers is obligated to talk to the community
11 and find out if there are adverse -- adverse effects and
12 find ways of working -- working with communities to
13 deal with those. Okay.

14 And our baseline and assessment has
15 concluded that mines -- the diamond mines have tended
16 to reduce disparity and have -- have improved incomes
17 and a number of other important social
18 indicators. For those to be maintained we do need to
19 have sustained economic development in -- in Northwest
20 Territories. I think that this project contributes
21 that -- to that in -- in a small way. Okay.

22 Okay. Thank you, so I can take
23 questions if you'd like.

24 THE FACILITATOR HUBERT: Thanks very
25 much. That was excellent and informative. So we have

1 twenty (20) or thirty (30) minutes or so for question
2 and answer, so please.

3

4 (BRIEF PAUSE)

5

6 THE FACILITATOR HUBERT: Please, go
7 ahead.

8

9 (BRIEF PAUSE)

10

11 QUESTION PERIOD:

12 MR. FRED SANGRIS: Thank you. My
13 name's Fred Sangris. I lost the page I was on. But
14 anyways, it's -- it's in regard to the study that was
15 done. A community study that was done, I'm not sure
16 what year, 2008, by -- it's in here somewhere.

17 I wanted to know who carried out the
18 study, and then which communities did they go to do
19 their study. Okay, here it is. Socio-economic study
20 area, right on the bottom there's communities that did
21 the study.

22 Can you tell me more about who done the
23 study and --

24 MS. LINDA HAVERS: Okay.

25 MR. FRED SANGRIS: -- which

1 communities? I believe N'Dilo. I live in N'Dilo and
2 it's here and I haven't seen anybody doing any study
3 in my community --

4 MS. LINDA HAVERS: Yeah.

5 MR. FRED SANGRIS: -- in 2008. I was
6 chief at that time too, so.

7 MS. LINDA HAVERS: Okay.

8 MR. FRED SANGRIS: Thank you.

9 MS. LINDA HAVERS: That's -- slide
10 number 6 refers to this socio-economic study area.
11 Now you're -- you're absolutely correct, the -- the
12 communities that are listed under North Slave admin
13 region and South Slave admin region, the consultants
14 developed profiles around each of those communities
15 and thou -- the profile information came from Stats
16 Canada, the official census, and statistics and
17 reports released by NWT. And where it was possible,
18 interviews were conducted as well.

19 The com -- community studies that were
20 undertaken by NSMA, Deninu Kue, Fort Resolution Metis,
21 were studies that those groups did themselves and --
22 and then submitted to -- submitted to the consultants
23 for inclusion in the socio-economic baseline.

24 So those studies are -- they're studies
25 of the community, they're snapshots of each community

1 that is considered a -- a -- a study area community,
2 potentially affected by the project.

3 MR. FRED SANGRIS: Study, or what they
4 did -- community people interviews, or just a study
5 area?

6 MS. LINDA HAVERS: Where -- where
7 possible community interviews were done in each of the
8 communities. Where that was not possible then the
9 reports rely on data from the official census and from
10 government reports from Northwest Territories.

11 MR. FRED SANGRIS: I just want to --
12 to get the idea that people did go to my community,
13 N'Dilo, and did interview. Is there something I can
14 take a look at or a transcript or something of the
15 interviews, because I -- I don't believe they came to
16 my community. I'll leave it at that.

17 MS. LINDA HAVERS: The -- the
18 community profiles are in the appendix to the socio-
19 economic baseline report. So that's in Annex K.

20

21 (BRIEF PAUSE)

22

23 MR. FRED SANGRIS: I have another
24 question, as well.

25 Now you spend a lot of time talking

1 about the labour force. And I grew up here in the
2 community and I grew up in many communities and I
3 travel quite a bit and see a lot of people. There is
4 a lot of people in the communities here in Northwest
5 Territory, Aboriginal communities, and no one's
6 recruiting them. They're looking for work and
7 nobody's coming to them to recruit them.

8 There's an organization just down the -
9 - down the road here, I'm not sure what it's called,
10 'D' -- DL, or something. I've been to them a few
11 times because there were members of my community who
12 wanted to work, but they were ignored and they were
13 not part of the census that was taken. So there's
14 something wrong going on, but I'm not going to blame
15 them, they're doing what they should be doing.

16 But I think the best way to recruit
17 people is to have a -- points of hiring right from the
18 First Nations community, not from anywhere else, not
19 from Metis, not from any organization, it has to be
20 from the First Nations community. Because the First
21 Nations are comfortable walking into their own office
22 and talking to their own people about hiring rather
23 than going somewhere else.

24 You know, there are people in Northwest
25 Territory who are at odds and don't work together.

1 And employment is really hard to -- to get -- to get
2 when -- when you get in this scenario. And I think
3 points of hiring should be done directly at the
4 community level with the First Nations. And that's
5 the reason why I ask earlier about the community
6 liaison, who -- who are they?

7 And you need to establish people -- De
8 Beers people in the community at points of hiring that
9 can work directly. And then -- and I believe by then
10 you'll -- you'll get a lot of recruitment, a lot of
11 people will come forward. But at present time the way
12 it's done just a few steps down here people don't want
13 to go there anymore, they've been turned around and
14 it's been biased.

15 I come from the Akaitcho group and --
16 and the people there are very biased. They rarely
17 hire people from Akaitcho, or don't want to, and it's
18 been that way for years. I -- I've experienced that
19 myself. I've gone there and had a talk with them, but
20 nothing has changed, it's still like that.

21 So, yeah, the points of hiring has to
22 come from the community. You have to establish office
23 in the community. That's the only way you're going to
24 get comfortable -- with the workers coming in and
25 asking questions and what kind of employment they're

1 looking for. Here and -- just a few steps there it's
2 -- you can't ask that kind of question it's -- it's --
3 you -- almost like you're being screened and all kinds
4 of things come your way and you're not properly taken
5 care of.

6 The other thing I want to ask is --
7 thank you for doing this whole presentation, but I did
8 not see in there where hunters and trappers -- a lot
9 of recruitments from the mines have been hired -- many
10 people were hired. But the people that were left out
11 to this day -- and nobody's ever captured it yet, I
12 still have my eye on it, as to hunters and trappers of
13 the communities, the middle -- the younger generation
14 are hired, the older generation are hired, but in
15 between there's a generation, a gap, and these people
16 are hunters and trappers. And they ask me, I can't
17 get a job at the mine. Well, go -- go pick up your
18 traps, go to De Beers or Snap Lake, go trapping there,
19 you'll get hired real quick, they don't want you
20 around there. With the fur prices going up I think
21 more trappers are going to go out this year than
22 anywhere.

23 But I wanted to see an opportunity
24 where hunters and trappers of the First Nation
25 community, how are they going to play a role in the --

1 the workforce in the mines?

2 As you know many of them are culturally
3 traditional, very strong person, they want to work in
4 the mines but they don't have an opportunity. Very
5 skilled -- they don't have the skills, all they know
6 is the -- the land use. We go on archeological trips,
7 we go on many other environmental trips to the
8 communities, but many of the hunters and trappers
9 community are -- are ignored, even to this day have
10 been pushed aside.

11 So when you go to community and ask for
12 recruit you're gonna see all these people there
13 wanting to ask question, wanting to be hired, but
14 they're ignored because they're -- they're left out.
15 And I haven't seen anything in the presentation here
16 on hunters and trappers.

17 You ask -- you talk about providing
18 benefits to the community, workforce in the community.
19 All those things are nice, but the hunters and
20 trappers have to be paid attention to because you take
21 the land away from them to do mining, you have to
22 replace that land use somewhere else, give it back to
23 them.

24 And the whole winter road that leaves
25 Tibbitt Lake to the mining areas, those are all

1 hunting and trapping areas. And the hunters who lose
2 those trapping areas are sometimes pushed aside,
3 nothing is given back to them and they're the ones who
4 are in the left field and left out to this day. And
5 they have to be regarded as people and they have to be
6 part of the workforce. There has to be some kind of
7 opportunity for them, I believe. And I -- I watched
8 this presentation carefully, but I have -- I've seen
9 nothing on hunters and trappers.

10 Maybe so -- so -- De Beers needs to
11 work on that area, a grey area and fill it up. Thank
12 you.

13 THE FACILITATOR HUBERT: This is Chuck
14 Hubert with the Review Board. Thanks for those
15 comments and questions, Fred Sangris. And just a
16 reminder to state your name before answering a
17 question. No problem.

18 MS. CATHIE BOLSTAD: Cathie Bolstad,
19 De Beers Canada. Thank you very much, Fred, for your
20 comments. I -- I think I'll -- I'll seize the
21 opportunity perhaps to clarify the facts on how De
22 Beers does go about its employment, recruitment, and
23 retention in the Northwest Territories. I think
24 you'll be pleasantly surprised.

25 As -- as everybody heard earlier today,

1 we have a staff of three (3) in our community liaison
2 division and -- and we assign those re -- those
3 positions specifically to work with First Nation and
4 Metis groups; in particular, with -- whether it's
5 their IBA coordinator that's located in the -- in --
6 in the community office, or their human resource and
7 development officers located in their offices.

8 And so every single job that is
9 available at our mine, the Snap Lake mine, and our
10 Gahcho Kue project, when posted is first sent
11 internally and our community liaisons immediately,
12 with their contacts in the community, be it HR, a Band
13 office with a bulletin board, a community development
14 officer, De Beers makes sure that they have the job ad
15 and it is posted in the local community.

16 We have taken steps, including this
17 year, that when we are seeing opportunities come up we
18 actually call in advance and say, Can you start
19 talking it up in your community, you know who's
20 unemployed, you know who might have the skill set to
21 match this job. Please make sure you bring people
22 aware of these job opportunities.

23 We do participate in partnership with
24 communities. So if a community is having a job fair
25 and would like De Beers to come and work with us to

1 make those opportunities clear in terms of both short-
2 term and long-term opportunities, to provide
3 understanding for members of the community of the
4 skill sets that we need for those jobs, the training
5 opportunity is available, et cetera, we do that.

6 And we also have taken with us as part
7 of our literacy program, student financial assistance
8 officers from the -- the GNWT so that when we go into
9 communities where there is grade 12, where there's
10 high school students thinking about the future, we
11 actually link them face to face in their community, in
12 their schools with -- with their administration
13 support and teacher support, with the very people here
14 who manage the application process for them to get
15 funding to go to school, who help them fill out the
16 forms.

17 And so, you know, those are examples of
18 how we work. We do have a 1-800 number for
19 communities outside of Yellowknife so they can call
20 for our job ads and talk directly to our human
21 resource people.

22 And certainly our community liaisons
23 play a role in that. We have funded, depending on
24 community initiated projects, and the Yellowknives
25 Dene First Nation was one (1) of them, the development

1 of a human resource database for the community so that
2 they can work with their community members and sort
3 the information of who's out there, and what skills
4 they have available as a tool for them to use to work
5 with De Beers.

6 And we continue to support community-
7 based initiatives. We have another one (1) on -- on -
8 - in progress right now with the community of Lutsel
9 K'e for a -- for a similar thing.

10 I think that probably covers the bulk
11 of the way we do that. Having said that, we're always
12 open to continued dialogue and discussion. We always
13 ask to meet with the communities and -- and we have
14 discussions around these and if there's additional
15 ideas that the -- the Yellowknives Dene or others
16 have, we -- we would welcome them.

17 On your second point with respect to
18 hunters and trappers, I think in the vein of who is
19 available to work in the community, and -- and their
20 knowledge of the opportunities that are available, we
21 would welcome the opportunity for people who do hunt,
22 fish, or trap, and people who don't to seize those
23 opportunities that we're making available.

24 And -- and again, there's all of those
25 tools that I've just outlined to you are the way that

1 we do that and we're always looking for opportunities
2 to improve, so a cup of coffee and a chat, you might
3 have some great ideas for me.

4 MS. MADELAINE PASQUAYAK: Madelaine
5 Pasquayak. I would just like to draw your -- your
6 attention to -- to slide number 13, I believe -- 12.
7 It's the economic -- economy and labour force.
8 Looking at the number of people -- the aboriginal
9 people that were employed. It -- I think it says
10 seven hundred (700) plus.

11 I was just kind of wondering, wow, what
12 an impressive number. Like, how many communities did
13 -- did you go to before you came up with that seven
14 hundred (700) number? Because if you look at the
15 Tlicho Nation alone, you know, there's -- where the
16 population of close to like four thousand (4,000)
17 people. So, you know, that could be the whole Dogrib
18 region there. But, you know, like you have to wonder
19 about that. So it would be nice if you could just
20 kind of be clear with that information.

21 And also, on the next slide over, it
22 says:

23 "The Behchoko proportion of families
24 earning less than twenty-five K
25 (25k), dropped from 43 percent to 25

1 percent."

2 You have to remember that there's four
3 (4) Tlicho communities. So I think it would be nice
4 if we could find out, you know, how many -- what --
5 what is the earnings that -- that -- that dropped, you
6 know, for the whole Tlicho nation. I think that would
7 also be a -- a good -- good information to have there
8 too.

9 And on the next slide, it says:

10 "The aboriginal student graduation
11 rates have nearly dropped -- doubled
12 over the past decade."

13 Yes, we have a lot of students that
14 have graduated from -- from high school -- high
15 school. And you have to kind of wonder, how many --
16 when they -- when they finish school, how many do
17 actually get jobs, you know, right after they finish
18 high school.

19 Because I know a number of young people
20 that are still hanging around town, you know,
21 unemployed. You know, how -- and just -- they have
22 nothing -- absolutely nothing to do because they can't
23 get employed and you have to wonder -- you have to ask
24 yourself the question, why are they not being
25 employed, you know? So, like how can we help, you

1 know, young people like that?

2 And now -- next -- next slide. You
3 said "slight increase in harvesting activities." When
4 you say "slight increase in harvesting activities,"
5 what kind of harvesting activities are we talking
6 here? Because there's trapping activities and there's
7 also caribou harvesting activities, too. So there's
8 also other types of harvesting activities. So, I
9 think you need to be very clear on what kind of
10 harvesting activities that you're talking about there.

11 And over on next slide, it says
12 "monitor and identify socio-economic trends." As it
13 is, I'm aware of the -- the only mining company that
14 I'm aware of is Diavik Diamond Mines that -- that has
15 -- that has socio-economic monitoring agreement with
16 the -- all impacted communities. And with -- on this
17 -- this Board has been monitoring negative and
18 positive impacts that diamond mining companies have
19 had on their communities.

20 And -- and we've had a lot of really --
21 a lot of -- you know, findings and reports that have
22 come forward, you know, that indicates that there's a
23 lot of problems in all of the communities. And one
24 (1) of the big problems that we've noted in all the
25 communities, is homelessness.

1 And on the next -- next slide over,
2 that should have been included on there too. Where it
3 says negative socio -- socio-economic setting, key
4 findings, negatives. The homeless people. There's a
5 rise in home -- rise of the -- there's a rising number
6 of homeless people in the Tliche region alone.

7 And you have to kind of wonder, why is
8 that? Because a lot of people that can't -- that have
9 -- have never been taught money management can't keep
10 up with rent payment and mortgage payments. They have
11 all kind of -- of bills coming that just -- coming
12 forward. They know -- they haven't been taught how to
13 money management, so before you know it a lot of these
14 people are, you know, are -- are told to leave their
15 homes. And even people who are in public housing
16 cannot maintain a payment, so the next thing you know
17 they're out on the streets homeless. So, you know,
18 that's a big issue, you know, in our -- in all of the
19 communities.

20 And -- and another problem that --
21 another question I have is over on this slide here.
22 I'm not sure. Employment and Contracting. What is
23 LSA and RSA stand for? I have no idea.

24 And so, education, the next slide over.
25 Education, training, work force management. Education

1 training is a big issue in our region. I -- we know
2 that in some of the mine -- mining companies have
3 promoted onsite training in the -- in the -- onsite.
4 And this -- it sounded like they were successful and
5 people were utilizing these training centres. But we
6 found out that they did away with it because, you
7 know, they're there to -- to hire and -- they've --
8 they've hired people to employ. So they weren't there
9 to train, so -- so they did away with the training
10 program.

11 So are you proposing -- do you have a
12 training program onsite? You know, how do you -- how
13 do you propose to support training in the community?

14 And the work force management, it says:

15 "Pol -- policies to ensure that
16 aboriginal employees have opportunity
17 to engage in traditional activity,
18 providing workplace condition,
19 accommodate and promote inclusion of
20 cultural elements."

21 The cultural activities, I believe, is
22 something the people encourage one another to do when
23 they're home -- in their home community. So I was
24 just kind of curious as to how you were planning on
25 promoting this activity? Mahsi.

1 THE FACILITATOR HUBERT: Thank you for
2 that inter-connected suite of questions.

3 De Beers, please.

4 MS. VERONICA CHISHOLM: Hi, Madelaine.
5 It's Veronica from De Beers. I really appreciate
6 those questions and I really hope we're going to be
7 able to answer them all. And I -- I'm hoping that I
8 copied them all down.

9 But with respect to some of the
10 baseline questions you were asking with respect to the
11 numbers and the specific communities, that's all found
12 in Annex K, of the baseline. And I'd be happy to step
13 through that section with you because I think all of
14 the answers to those questions regarding numbers are
15 there.

16 With respect to the question LSA and
17 RSA; LSA stands for the Local Study Area, and RSA
18 stands for the Regional Study Area. Now with respect
19 to the context around that, I'll pass that on to Linda
20 as to why they were -- those particular areas were
21 selected. And then I'll have Cathie speak to the
22 training program.

23 So we'll go to Linda first and then
24 Cathie.

25 MS. LINDA HAVERS: Thank you. Linda

1 Havers.

2 The local study area was delineated by
3 the MVEIRB. So they came up with the list of
4 communities that are potentially affected by diamond
5 mining and those include the geographical communities
6 that are listed, as well as communities of -- of
7 interest, non-geographical communities.

8 Now, we don't normally need to have a
9 regional study area except for the Economic Impact
10 Assessment. The Economic Impact Assessment is done at
11 the level of the region, so in that -- in this case
12 that is Northwest Territories, so that -- that's
13 basically what the -- the RSA is. The project intends
14 to recruit and spread ben -- benefits through the LSA
15 communities.

16 MS. CATHIE BOLSTAD: Cathie Bolstad
17 from -- from De Beers. I'm being reminded to not eat
18 the mic here, so I apologize if I've spoken too close
19 to the mic in -- in the past.

20 Madelaine, again I was writing
21 furiously, so these may not be in the order you gave
22 them because I was trying to -- to capture my thoughts
23 about your questions at the same time I was trying to
24 listen to -- to your string of questions.

25 You talked about money management and

1 the importance of that. And certainly De Beers
2 understands the importance of working with our
3 employees and their families on money management. And
4 you may not be aware that in 2011 De Beers actually
5 worked with the community learning centres in the
6 Tlicho and Akaitcho communities close to the Snap Lake
7 mine. And we rolled out in those communities a
8 financial management tool and we trained the community
9 learning instructors on that tool. We are in the
10 process, given it's the year end, to actually look at
11 how many times that is being used in the community
12 because we are not in the community but the -- the
13 learning instructors are.

14 And so we're getting a measure right
15 now and we're providing that information to the
16 Government of the Northwest Territories because in our
17 discussions with them they too of Education for
18 Employment have recognized that some curriculum
19 development in this area is an important thing.

20 And we're sharing with them, and we'll
21 share with the communities, what our observations are
22 about rolling out that tool, training someone in the
23 community to deliver it, having it available to
24 members of the community whether they work for the
25 mines or not. And -- and whether that tool is

1 something that is going to be a good thing long term.

2 It's a new thing for us, but we
3 recognize its importance. And it's also available at
4 the mine site and our learning instructors can provide
5 that. So hopefully that helps with some clarity on --
6 on financial management.

7 You talked about employment and
8 contractors. And I've -- I've lost track of what the
9 question was. So if I could maybe get you to clarify
10 -- you -- you asked a question about employment and
11 contractors, but I'm -- I just want to make sure I
12 understand the question before I respond.

13 MS. MADELAINE PASQUAYAK: Thank you
14 very much. I really wasn't expecting some kind of
15 response. I was kind of hoping that it would be
16 something that you might consider if you -- when you -
17 - when you re-write your report. That's what I was
18 intending.

19 But on -- what was that question again?
20 I mentioned something on employment? What was the
21 last bit? Con -- I don't think I -- I mentioned
22 employees but I didn't mention contractors.

23 MS. CATHIE BOLSTAD: Okay. May --
24 maybe I'll go to what -- what I heard you say is -- is
25 Diavik is the only mine that has a socioeconomic

1 agreement so I want to clarify that De Beers does have
2 a socioeconomic agreement with the Government of the
3 Northwest Territories and it is open to the
4 participation of Tlicho and Akaitcho members of the
5 communities to join in and participate.

6 As part of that agreement, De Beers on
7 an annual basis produces an annual socioeconomic
8 report. You heard Linda refer to a number of
9 indicators. So we report on a number of things and
10 those are things like how many people we're employing,
11 from which communities, in what job category by
12 community, so that we -- we can give a true picture of
13 where people are gaining employment.

14 We actually drill that down for the
15 Tlicho Government for Tlicho citizens. We measure
16 that and we provide that -- sorry, I'm getting told to
17 back off the mic again.

18 We -- we actually provide that to the
19 Tlicho Government specifically for the Tlicho citizens
20 that are working at the mine, from which communities,
21 and in which job categories; always with the goal that
22 we look at those numbers not for the sake of looking
23 at the numbers but for understanding trends and for
24 identifying opportunities to work together to do
25 better.

1 Similarly, we do that on the Northwest
2 Territories basis in terms of our training commitments
3 that we've made in the past, how we're doing at
4 performing those, and -- and we report on that. And
5 we break that down when -- when we meet with the
6 Tlicho Government and show them where those training
7 positions are occurring for their citizens.

8 So we always work as a company to try
9 and make sure that we're working with communities to
10 look at the data that's specific to them that we're
11 collecting, and putting in place action plans to
12 address that.

13 You raised a question that was about
14 culture on the site versus culture in the communities,
15 and maybe I can just sort of speak to how we try and
16 promote, support and encourage an awareness of, and a
17 pride, in the culture of the people that are from the
18 communities close to our mine at the mine site.

19 We have a cultural centre and we have
20 cultural activities that take place that we open up
21 and make available to all of our employees who are
22 interested in participating.

23 As you can appreciate, sometimes after
24 an eleven (11) hour shift, people are tired and they'd
25 rather crawl into their room and read a book or -- or

1 have a sleep. But we always make sure that -- that we
2 work on those opportunities. Certainly, in the case
3 of the Snap Lake Mine, we worked with communities and
4 Elders in a Feed the Fire ceremony that enabled all of
5 our employees to learn about the ceremony, understand
6 its significance, and meet the Elders who were
7 participating in that ceremony, gave us an
8 opportunity.

9 But in the communities, we also seek
10 opportunities to enrich an awareness of the importance
11 of culture. And to use an example I guess that's
12 probably -- I'll -- I'll use two (2) examples that are
13 recent.

14 One (1) of those was the Tlicho, as you
15 know, have their annual canoe journey to the annual
16 assembly and De Beers has, in the past, sought
17 permission from the Tlicho to have De Beers' managers
18 and supervisors participate in that journey so they
19 can experience, learn what -- what is important to the
20 Tlicho people, and to bring that back into the
21 workplace as a better manager, better supervisor.

22 Another example would be the involve --
23 working with mining engineering students, bringing
24 them into the communities and working with schools so
25 that we can present the mining job opportunities in

1 the professions where we're having trouble getting
2 them from the North, and then having those students go
3 out on the land with Elders to assist in documentation
4 of some of the projects that are important to the
5 communities.

6 So I think those are examples of how we
7 work and always those kinds of initiatives don't start
8 necessarily with an idea from De Beers. They come
9 from a community in terms of what they would like to
10 do with De Beers. And they -- they take two (2)
11 parties to flesh out how those things work.

12 So I think that tho -- hopefully that
13 clarifies some of how we encourage and promote culture
14 in the workplace from activities that are site based
15 and with the community particularly.

16 One (1) of the things I did note is
17 that we have done some studies as a mine. One (1) of
18 them, in particular, we did in 2009 and we did that in
19 collaboration with Diavik Diamond Mine, BHP Billiton
20 and the Government of the Northwest Territories. And
21 it was to really help us understand, as a mining
22 industry, what was at the heart of recruitment and
23 retention struggles we were having. Some excellent
24 results that have helped us really move forward and --
25 and address some of the findings of that. That was

1 what we called the NWT Residency Survey that we did
2 of, I think, 95 percent of the -- the mine workers at
3 all of those mines.

4 And it was really to help build an
5 understanding for all of us about what were the
6 factors that our mining employees, regardless of where
7 they lived, were hired from, had moved to, what were
8 the factors in keeping them in the Northwest
9 Territories, what were the factors that were causing
10 people to move.

11 And the -- the number 1 to -- to show
12 you, I think, the value of the information that you
13 learn from that, the number 1 reason we learned that
14 people move, whether it's from the North, from a --
15 from a community to a larger centre, from the south to
16 the North, is proximity to family.

17 And the number 2 reason that people
18 were or were not moving was cost of housing. And so
19 that has -- that is available through, I think, the
20 GNWT Bureau of Statistics.

21 So -- so we are doing research and we
22 always work with communities at the community level to
23 -- to what specific things they're interested in and
24 what digging do we need to do to help do better as a
25 company.

1 Have I -- have we covered all your --
2 your points, Madelaine?

3 MS. MADELAINE PASQUAYAK: Thank you
4 very much for responding to my concerns. But the
5 problem is that we still have a, you know, high
6 unemployment, you know, in -- in all of our Aboriginal
7 communities. You know, we -- I -- I've heard nothing
8 but -- but talk about training and employment.
9 I know from the very beginning of the -- of the
10 project with -- with BHP and we still have, you know,
11 a high number of unemployment. You know, until I see
12 that number dropping I'm not going to believe that
13 there's something out there that's workable.

14 But if you can, you know, show us that,
15 yes, you've got a training program that works, and
16 that the people are -- are taking the training
17 programs and they're learning something and they're
18 gain -- they're -- they're -- they're, you know,
19 they're advancing in a position, hey, great, you know,
20 then -- then I believe that this is working. Let's
21 see, maybe they're doing something here that's right.
22 So then I would be in support of that. But until I
23 see the whole Dogrib region, you know, come to a place
24 where their unemployment number drops, then I'll
25 believe that something is working out there and that

1 we can maybe -- it is something we can promote.

2 I believe Shirley has some questions
3 that she would like to pose before the -- before --
4 before you all -- if that's okay.

5 Shirley...?

6 MR. HENRY ZOE: I'm next.

7 MS. MADELAINE PASQUAYAK: Oh, I'm
8 sorry. Henry.

9

10 (BRIEF PAUSE)

11

12

13 THE FACILITATOR HUBERT: Yeah, Chuck
14 Hubert here with MVEIRB, can you please turn -- yeah,
15 go ahead.

16 MR. HENRY ZOE: Hi, Henry Zoe with
17 Tlicho government. I just want to make a statement in
18 regards to proactive consultation and engagement. I
19 had noted that on today's agenda you had community
20 engagement that was already talked about this morning.

21 But the binders that were given to us
22 when we reviewed it from page 12 to the 305, De Beers
23 seems to assume that this panel here will drive the
24 consultation and -- and engagement on this proposed
25 mine through its official EIR process.

1 I want to ask De Beers: What plans do
2 you have as the developer to get out to the
3 communities that -- to get out to the communities and
4 -- and vet these results with individual communities
5 and cultural groups?

6 Like my colleague here, I know that
7 most of our Tlicho citizens are going to have
8 questions like -- like Madelaine's been asking this
9 afternoon on socioeconomics and culture.

10 You know, and -- and they've got to be
11 dealt with at a community level. You know, you can't
12 deal with -- with stuff like this, you know, as a
13 session like today, just one (1) day, when you've got
14 other groups that are going to be talking also.

15 So it's very hard to deal and ask a
16 number of questions when -- when we're dealing with it
17 on a day-to-day basis like this. I -- I was looking
18 at the agenda for the whole week and we're going to
19 have a lot of questions on all those items, but I
20 guess, does the developer, De Beers, plan a face-to-
21 face meeting or do you expect this panel to set up all
22 the consultation and engagement exercise through its
23 formal EIR process.

24 We strongly suggest that -- that you
25 consider this sort of approach, because we are going

1 to have a lot of -- a lot of questions on all these
2 issues that are listed on the agenda here.

3 And if you -- if you do it through this
4 process, I think that you're going to be more
5 productive and it's not going to delay this process
6 that E -- ER -- EIR process and I think if you do this
7 more at the community level and -- and hear the
8 concerns of the people at the community level, it's
9 going to benefit you and also the people that are
10 dealing with the project. Mahsi.

11 MS. CATHIE BOLSTAD: Cathie Bolstad,
12 De Beers Canada. Thank you, Henry. It's unfortunate
13 you missed our presentation earlier today because
14 that's exactly what I talked about, is that we've been
15 to the communities, we've had site visits with
16 representatives from the communities. Most recently,
17 in October, working through the Queybay (phonetic)
18 group -- Quey -- Queybay group with -- of the Tlicho
19 Government, we coordinated and brought in
20 representatives from the Tlicho Government for going
21 through the environmental impact statement as an
22 overview session with all communities.

23 And today I outlined that in -- in the
24 first quarter of next year, we have a series of
25 community visits planned where we want to go out to

1 the communities, and certainly one (1) of the things
2 on my to-do list.

3 I certainly met with the -- the Grand
4 Chief and one (1) of the Chiefs last week, and we
5 talked about our engagement plans for 2012 and -- and
6 coming to the communities. And the -- you know, the
7 formalization of the follow-up letter for that will go
8 out after this session is complete, but our plan is to
9 be in the communities in early -- probably February I
10 think is our timeline, between the Panel sessions, and
11 -- and to again, in the summer, make an opportunity at
12 the community's choice, for us to either come back to
13 the community or for them to send a delegation to the
14 -- the Gahcho Kue project site with us.

15 So, absolutely, De Beers is -- is not
16 entirely relying on this process. We have our own
17 engagement process because the relationship with the
18 communities and our working with them is important to
19 us.

20 THE FACILITATOR HUBERT: Thank you for
21 that question and response. Go ahead.

22 MS. SHIRLEY TSETTA: Hi, I have a
23 couple of questions. My name is Shirley Tsetta, with
24 the Yellowknives Dene First Nation.

25 I don't know -- I haven't been

1 following the pages on the -- on the presentation.
2 But in terms of the employee assistance program, we
3 had issues before from other dealings with -- with the
4 other mines. And when it came down to the definition
5 of who a family member was -- because in the
6 Aboriginal communities it's not just necessarily your
7 mother or your father, your brother or sister, it's
8 more expanded than that, and especially when it comes
9 to funerals and attendance of funerals.

10 So there's a -- in some instances where
11 Aboriginal employees were denied leave because the
12 definition of family -- they didn't meet the
13 definition of family under the EAP program, and also
14 access to counselling services, because the definition
15 of family members wasn't -- didn't apply to them.

16 And also in terms of the high school
17 graduation, if there's an increase in that, we have a
18 little bit of a concern about the -- that area also,
19 because we know that the way the school system works
20 is the -- there's such a thing as social passes. And
21 so the students that go through the grades are given
22 social passes, but they're not necessarily high school
23 diplomas.

24 So there's like a certificate of
25 completion. So there's a difference between who comes

1 out of grade 12. Either they come out with a
2 certificate of completion, or a high school diploma.
3 So whether those two (2) numbers are added together is
4 a issue and a concern.

5 And the language is being promoted in
6 the school system, but I haven't really seen anything
7 in the works now to define school curriculum and
8 language curriculum in terms of moving from one (1)
9 level to the next to come out speaking fluently.

10 And -- and so that's a concern, is that
11 how are the language programs being supported, and how
12 are the language being developed, and -- and what's
13 acceptable, and what's -- what is defined as a
14 language literacy in -- in the -- in the spoken
15 languages in the area. So that -- that there is a big
16 concern because we talk about the language being lost
17 and diminished in the communities and a lot of onus is
18 left on the commun -- the parents to teach their
19 children. But a lot of times the school play a big
20 role in promoting languages. But they haven't really
21 defined an acceptable system on teaching that language
22 and -- and how the outcome of that success rate is
23 looked at.

24 Also the -- there's an area where they
25 talked about a decrease in access to income support.

1 And that the -- the wages have gone -- more -- more
2 wages are earned in the communities and, therefore,
3 reliance on income support.

4 Well, that's a good thing too, but
5 having a higher income doesn't necessarily mean that
6 you're not in a position where you still need income
7 support because a lot of the people are working poor,
8 they're living from paycheque to paycheque. And a lot
9 of the instances where -- if these people are living
10 in -- in social housing, their wages are, you know, a
11 substantive amount of their wage go to rent. And so
12 their basically making good money, but not making a
13 good living. So those are my points. Mahsi.

14 THE FACILITATOR HUBERT: Thank you.
15 And since we're getting close to five o'clock that
16 will be the final question for the evening. But if De
17 Beers can respond to that, please. Thanks.

18 MS. CATHIE BOLSTAD: Thank you,
19 Shirley. Always good to see you. We don't see each
20 other enough. I was madly writing again trying to
21 capture some of your thoughts.

22 With respect to Employee Assistant
23 Program and what you -- you referred to as issues
24 around definitions of who is a family member, De Beers
25 has a policy for the purpose of administering our

1 benefits and benefits would be leave, specifically.
2 But we also have a practice and so I want to clarify
3 because I heard you say something that concerned me,
4 is that no employee at De Beers has ever been denied
5 leave to attend a funeral.

6 As a company, we care about the
7 communities close by. And in fact, through the heads
8 up usually that comes from our community liaison
9 staff, when there is a death in the community, I can
10 assure you that very quickly a call is made to our
11 Human Resource department by a community liaison who
12 briefs them on who has passed away, what steps the
13 company should take to identify very quickly who we
14 have that are in our employee base at De Beers and in
15 our contractors who will be impacted by this so that
16 we can contact them and say, if we need to take
17 operational steps from a safety perspective to have
18 you back so you can get off site to attend a funeral,
19 we do that.

20 And in the case of some significant
21 passing of Elders, where we know the -- the tradition
22 in the community feast and the gathering around that
23 is important, De Beers has actually taken multiple
24 employees off site via charter to attend those.

25 Every one of those is dealt with on a

1 case-by-case basis, always with the objective of
2 ensuring the operation remains sustainable, safe, and
3 that we plan for replacement of an employee that we
4 need to move to participate in that. It's how our
5 company thinks and works. I'm proud of it.

6 With respect to access to counselling
7 services, our Employee Assistant Program is available
8 to our employees and their families. And as a
9 company, in order to protect the confidentiality of
10 those services used by our employees, we get reports
11 on how many people are accessing those services, but
12 we don't drill down into how and who.

13 Certainly those are services made
14 available as a mining company to our employees. And
15 services that are available to people who are not our
16 employees outside of themselves and their families,
17 that would be a responsibility of -- of -- would not
18 be a responsibility of De Beers.

19 De Beers hears your concerns about high
20 school graduation rates. It's good that high school
21 graduations are going up. One (1) of our challenges,
22 as a company, is that a lot of graduates can't pass
23 the trades entrance exams that they need to, to pursue
24 the trades or -- or the university entrance
25 requirements. What we can do as a company, and we do,

1 is we've taken a long-term view of this. We have a
2 literacy strategy that goes in through our books and
3 homes program that brings in through the NWT Literacy
4 Council family training for families for literacy to
5 the Akaitcho and Tlicho communities close to our mine.

6 I think my -- my wise mother when she
7 was alive would've said it takes a whole community to
8 raise a child. De Beers is doing its part,
9 contributing to literacy and training. And together,
10 I think government, industry, and communities have --
11 have continued work to do in that regard.

12 I don't think we can address things
13 that you've raised that are parti -- particular to the
14 school system and the curriculum development. That
15 falls outside of the scope and the responsibility of
16 De Beers.

17 And I think that -- that we've covered
18 all of the points that you've raised. Thanks very
19 much.

20 THE FACILITATOR HUBERT: Chuck Hubert
21 with the Review Board. Well, thank you very much for
22 those questions and answers. That's excellent.

23 I've had a request from GNWT to have
24 fifteen (15) minutes for further questioning on socio-
25 economic matters tomorrow morning. Would -- would De

1 Beers prefer to deal with that now or tomorrow
2 morning? Let me ask that question.

3 MS. CATHIE BOLSTAD: If -- if people
4 want to stay, De Beers is prepared to stay.

5 THE FACILITATOR HUBERT: Okay. Let's
6 stay for fifteen (15) minutes then and please go
7 ahead.

8 MS. JUANITA ROBINSON: Thank you.
9 Juanita Robinson, GNWT. I had some questions because
10 I wanted to understand how your travel arrangements
11 will work. So, Linda, you said that the travel
12 arrangements will allow people to work at the mine no
13 matter where they live. And then I see also in the
14 EIS, page 12-131, it talks about providing direct
15 return air transportation to employees travelling from
16 NWT communities.

17 So can you provide some more detail so
18 we have a full understanding of how that will work?

19 MS. CATHIE BOLSTAD: De Beers Canada,
20 Cathie Bolstad. Thanks for the opportunity for us to
21 do that, Juanita.

22 First, let me -- let me say that in the
23 context of designing our business and our operation,
24 we will always position ourself competitively to the
25 mines that we are competing with for our employees.

1 And so the way that we plan travel has got to be
2 flexible for us to do that.

3 As a company, also, we're a Canadian
4 company with more than one (1) mine, and certainly an
5 employee workforce that is across two (2) projects
6 today. And -- and with the approval of the Gahcho Kue
7 project we would become an operator of three (3) mines
8 in Canada.

9 And so the structuring of employee
10 benefits, whether they be anything, in -- including
11 how we move people and get them to site, has to take
12 into consideration that we have an employee base to
13 manage in fairness and -- and equitable practices, so
14 that we -- we don't create within our workforce
15 frustrations amongst our employees that one (1) group
16 is getting something that another group isn't, and
17 why.

18 Having said that, with hiring
19 priorities being important for the north, as we do for
20 Snap Lake today, hiring priorities would be given for
21 northern employees. We will have northern incentives
22 as we do today that are consistent with our Snap Lake
23 mine. Those are residency packages for them to live
24 and work here, and they are allowances that make sure
25 that if you're not in a place where, currently, based

1 on the number of employees we have, we're -- we're not
2 doing a direct pickup, we're doing some sort of use of
3 existing commercial airlines, that there is nothing
4 that prevents you as a Northwest Territories employee
5 from being able to get to the mine site for work.

6 So it -- it could be a combination of a
7 travel allowance and a direct pickup point. It could
8 be a charter from the Company but operationally to
9 manage the -- the economics of the situation while
10 ensuring it's not a barrier for a Northwest Territory
11 employee. We would -- we would put in place something
12 like that.

13 Examples of how we keep that
14 competitive is we review, if it's a travel allowance,
15 and we review our pickup points based on where are we
16 drawing employees from now and, you know, what's the
17 economical and best route for us to get employees
18 quickly to the mine. So I hope that explains that for
19 you.

20 MS. JUANITA ROBINSON: Juanita
21 Robinson, GNWT. Thank you, Cathie. So it's -- so EIS
22 talks about providing travel, but it's not -- the
23 employees are not being compensated for the cost of
24 their flight, they're getting some money towards it.
25 Is that correct?

1 MS. CATHIE BOLSTAD: First of all,
2 I'll say, Juanita, that how the company compensates
3 their employees is competitive information for us. To
4 put out what we pay or how we pay our employees is
5 very key to how we recruit and retain our employees.
6 So if I sound evasive, it's because I'm protecting our
7 ability to maintain a competitive advantage here.

8 What we have is a combination of
9 things. And the combination is if -- if the employee
10 does not live in a current pickup point that we are
11 operating out of with a direct flight, we have an
12 allowance system that ensures, based on milage, they
13 can get to that pickup point site to be worked at Snap
14 Lake Mine.

15 In 2010, one (1) of the things De Beers
16 did with the Department of Education Culture and
17 Employment is we actually had a information session
18 with all of the employment officers in -- in the --
19 across the -- the NWT district to make sure that we
20 informed people who are handling employment
21 applications and posting our jobs in all NWT
22 communities, that they had a good understanding of how
23 De Beers moves people and how we remove barriers based
24 on where -- if they want to choose to live in a
25 location, how we make it possible for to get -- for

1 them to get there.

2 So we make sure that in addition to
3 having those policies, we're informing the people who
4 are helping people find employment how we move people
5 and get them to the mine site.

6 MS. JUANITA ROBINSON: Thank you,
7 Cathie. So I'll take that that the full
8 transportation cost isn't often refunded. But you
9 also mentioned it's based on a number of employees, so
10 at a specific community, so can you give more detail
11 about that?

12 MS. CATHIE BOLSTAD: On your first
13 point, Juanita, about full recovery, that's going to
14 depend on the location of where the employee is coming
15 from and the cost of the flight that they book.

16 So I wouldn't be able to confirm for
17 you whether they have full recovery or not because in
18 -- in the case of an employee who's using a travel
19 allowance to get to a pickup point, that can involve a
20 milage that's a drive or a flight that they're
21 catching.

22 Our aim as a company is to look at the
23 milages in NWT communities and to structure our milage
24 so there is not a barrier. And I forget now what the
25 second part of your question was.

1 THE FACILITATOR HUBERT: Chuck Hubert
2 with the Review Board. These are getting to be fairly
3 detailed questions that perhaps could be best
4 addressed between GNWT and De Beers having a -- a sit-
5 down meeting together and perhaps producing a -- a
6 meeting report after that and submitting it to the
7 Board so that all participants can -- can review it.

8 An -- anything further?

9 MS. JUANITA ROBINSON: No, that's a
10 good -- good suggestion.

11 MS. CATHIE BOLSTAD: Chuck, if I may,
12 it's Cathie from De Beers Canada. De Beers has
13 provided all of that information to the GNWT in the
14 past, and I -- I would absolutely provide that again
15 and not -- not a problem.

16 THE FACILITATOR HUBERT: Chuck Hubert
17 with the Review Board. Thanks very much. I'd like to
18 thank all participants. I'd like to thank De Beers.
19 I'd like to thank parties who asked questions and
20 waited patiently.

21 I'd like to thank Wendy, and Pido there
22 with sound, and -- and, of course, people who provide
23 food. Always -- always important to thank people who
24 provide food.

25 So we'll -- we'll conclude for today.

1 Thanks again, and nine o'clock tomorrow our topic will
2 be wildlife -- oh, wildlife, air, and terrestrial
3 grouping.

4 Thanks very much and see you tomorrow
5 at 9:00.

6

7 --- Upon adjourning at 5:03 p.m.

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10 Certified correct,

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14 Wendy Warnock, Ms.

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