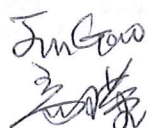


Annexe XXIX

Stratégie de formation locale (Hatch, 2019)

Guo AO Lithium Moblan Lithium Project Local Training Strategy

2019-03-14	0	Use	Hills, Bretton <small>Digitally signed by Hills, Bretton Date: 2019.03.15 12:31:02 -07'00'</small> B. Hills <small>Signature numérique de Sene, Moussa Date : 2019.03.15 15:38:03 -04'00'</small> M. Sène	Patoine, Marie-Christine <small>Signature numérique de Patoine, Marie-Christine Date : 2019.03.15 17:43:17 -04'00'</small> M.-C. Patoine	Patoine, Marie-Christine <small>Signature numérique de Patoine, Marie-Christine Date : 2019.03.15 17:43:34 -04'00'</small> M.-C. Patoine	 J. Gao President Guo AO Lithium
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1. Introduction

Guo AO Lithium (the "Proponent") is planning the construction of infrastructure to mine and treat an orebody near Lake Moblan (Quebec) in a project titled the "Moblan Lithium Project" (the "Project"). The project site is located approximately 80 km northwest of the municipality of Mistissini and 100 km north-northwest of Chibougamau.

The Proponent has retained Hatch to undertake the *Environmental and Social Impact Assessment* (ESIA-3214-14-062) of the project. As part of the EISA, various impact mitigation and benefit enhancement measures have been identified, in relation to the potentially affected communities, namely Mistissini, Chibougamau, Chapais, Oujé-Bougoumou, and potentially also Waswanipi and Nemaska.



Figure 1-1: Communities in the Project's Vicinity

One of the main impact mitigation and benefit enhancement measures that have been identified is the implementation of a Local Workforce Training Strategy (the Strategy). The current document presents this proposed strategy, in the three following steps:

- It provides a general overview of the onsite training needs and local workforce.
- It describes potential training modules that could be delivered as part of this strategy.
- It outlines preliminary key milestones to be included in the Project timeline.

This preliminary plan has been developed based on Hatch's experience with similar projects and in accordance with best management practices and frameworks established by institutions such as the International Finance Corporation (IFC) and the Centre for Social Responsibility in Mining.

The proposed strategy will be a living document, intended to be developed into a detailed plan through collaboration with local stakeholders. Also, it will be updated following the signature of Impact and Benefit Agreements (IBA) between the relevant stakeholders and the Proponent.

2. Purpose and Approach

Lithium Guo Ao Ltd. is committed to providing opportunities for local community members to participate in the Project. The Strategy is intended to outline a training program for local community members, to enhance Project employment and procurement opportunities.

The proposed approach is focused on the inclusion, development and support of local communities and it is based on the following strategic objectives:

- Support education and training programs aimed at achieving local workforce and business development.
- Promote the development of local expertise and capacity in mining and related fields based on existing community goals.
- Assist and develop opportunities for inclusion through local training programs to ensure local communities participate in and directly benefit from the Project.
- Provide a framework for training to facilitate the participation of local communities across a diverse range of opportunities offered by the project, including technically skilled and management positions.

3. Overview of Local Region and Communities

3.1 Nord-du-Québec

The expanded study area is located in Nord-du-Québec, which is the largest region in the province with 718,229 km². This region is divided into two (2) administrative territories located on each side of the 55th parallel, namely the territory of the Kativik Regional Government in the north and the territory of the Eeyou Istchee James Bay Regional Government in south.

The six (6) communities of the project's area are located in within the Eeyou Istchee James Bay Territory. Table 3-1 and Table 3-2 provide a demographic overview of these communities, and this information identifies potential opportunities for a focused approach to training, as discussed in the following community specific sections.

Table 3-1: Population from expanded study area (Statistics, 2016)

Territory	Population in 2016		Change in 2016 from 2011 (%)	Area (km²)	Population Density (hab/km²)
	(n)	(%)			
Indigenous Communities					
Mistissini	2 869	20,06%	-5,6	2,59	1 107,6
Nemaska	760	5,31%	6,7	98,49	7,7
Oujé-Bougoumou	737	5,15%	-1	2,66	277,5
Waswanipi	1 759	12,30%	-1	419,85	4,2
Non-Indigenous Communities					
Chapais	1 318	9,21%	-7	0,99	1 329
Chibougamau	6 862	47,97%	-1,2	6,03	1 137,4
Total	14 305	100,00%		530,61	27,0

Table 3-2: Demographics for Workforce and Education (Statistics, 2016)

Principals Industries	Mistissini	Nemaska	Oujé-Bougoumou	Waswanipi	Chapais	Chibougama	Total
Total for each community	1,245	405	360	685	700	3,945	6,095
Agriculture, forestry, fishing and hunting	30	25	20	60	40	145	320
Extractive Industry	100	0	10	10	75	205	400
Public Service	10	10	0	0	35	65	120
Construction	90	30	20	40	20	165	365
Manufacturing	10	0	0	0	110	570	690
Wholesale	0	10	0	0	10	50	70
Retail Business	75	35	10	35	60	545	760
Transportation and Warehousing	25	0	10	10	35	135	215
Information Industry and Cultural Industry	15	10	10	0	0	25	60
Finance and Insurance	10	0	0	10	0	65	85
Real Estate and Rental and Leasing	15	0	0	0	0	20	35
Professional, Scientific and Technical Services	10	0	0	10	10	100	130
Administrative Services, Support Services, Waste Management and Remediation Services	40	0	10	10	60	100	220
Educational Services	220	35	50	120	50	285	760
Health care and social assistance	280	90	60	150	70	740	1390

Principals Industries	Mistissini	Nemaska	Oujé-Bougoumau	Waswanipi	Chapais	Chibougamau	Total
Arts, entertainment and recreation	30	15	25	20	0	50	140
Accommodation and restaurant services	90	25	15	15	60	230	435
Other services (except public administration)	25	10	20	15	10	175	255
Public Administrations	185	105	105	180	50	275	900

Highest Degree or Certificate							
Population 15 years and over	2,455	555	495	1,170	1,070	6,025	11,770
No degree, certificate or diploma	1,325	245	200	540	360	1,535	4,205
High school diploma or equivalent only	205	75	70	120	160	1,090	1,720
Trades/ apprenticeship or other non-university certificate	710	195	170	430	325	1,455	3,285
University certificate below bachelor level	50	10	15	30	15	210	330
University degree (bachelor level or higher)	155	30	35	50	75	650	995

3.1.1 *Indigenous Communities*

3.1.1.1 *Cree Nation of Mistissini*

The Cree Nation of Mistissini (Mistissini) is located close to the Project site, roughly 80-km to the Southeast. As of 2016, the population of Mistissini was 2,869 on-reserve.

The two traplines tenure holders of the land receiving the proposed project are from this community. Table 3-2 details the breakdown of the workforce and education for residents.

Currently, 65% of the population participates in the workforce, however, 54% of the population are employed. As such, 11% of the population is available for employment on the Project. To determine how to maximize participation the following information is required:

- Skill sets of the unemployed population.
- Existing workforce training programs within the community.

3.1.1.2 *Cree Nation of Ouje-Bougoumau*

The Ouje-Bougoumau Cree Nation (Ouje-Bougoumau) is located close to the Project site. As of 2016, 760 people live on reserve. Table 3-2 details the breakdown of the workforce and education for residents.

Ouje-Bougoumau has an economic development department with a mining sub-department. This department is responsible for making agreements, implementing the

Cree mining policy, and coordinating business development opportunities for service providers.

Currently, 74% of the population participates in the workforce, however, 64% of the population are employed. As such, 10% of the population is available for employment on the Project.

To determine how to maximize participation the following information is required:

- Skill sets of the unemployed population, and
- Existing workforce training programs within the community.

3.1.1.3 *Cree Nation of Nemaska*

The Cree Nation of Nemaska, or the Nemaskau Eenouch (Nemaska) is located close to the Project site. The Nemaska had lived on Nemaska Lake since time in memorial, however, they were forcibly relocated in 1970 due to a hydro-electric project that flooded their community. In 1977, they found their current location on Champion Lake with the help of the Eeyou Istchee lobbying on their behalf.

As of 2016, 736 people live on reserve. Table 3-2 details the breakdown of the workforce and education for residents.

Nemaska has a Land and Sustainable Development sub-department responsible for economic development and lands management. They are responsible for making agreements, implementing the Cree mining policy, and coordinating business development opportunities for service providers.

Currently, 74% of the population participates in the workforce, however, 68% of the population are employed. As such, 6% of the population is available for employment on the Project.

To determine how to maximize participation the following information is required:

- Skill sets of the unemployed population, and
- Existing workforce training programs within the community.

3.1.1.4 *Cree Nation of Waswanipi*

The Cree Nation of Waswanipi (Waswanipi) is located close to the Project site. As of 2016, the population of Waswanipi was 1,759 people on-reserve. Table 3-2 details the breakdown of the workforce and education for residents.

Waswanipi has a lands management department who is responsible for executing the economic development priorities of the community.

Currently, 62% of the population participates in the workforce, however, 51% of the population are employed. As such, 11% of the population is available for employment on the Project.

To determine how to maximize participation the following information is required:

- Skill sets of the unemployed population, and
- Existing workforce training programs within the community.

3.1.2 **Non-indigenous Communities**

3.1.2.1 *Chibougamau*

Chibougamau was established in 1903 when gold prospecting was happening throughout the region. In 1949 the town became a company-town for a copper mine in the area. The town has 6,862 residents. Table 3-2 has a breakdown of the workforce and education demographics.

Chibougamau has a public entity in charge of the economic development of the town, namely *Développement Chibougamau*.

Currently, 72% of the population participates in the workforce, however, 67% of the population are employed. As such, 5% of the population is available for employment on the Project.

The following information should be found to identify opportunities for employment:

- Skill sets of the unemployed population, and
- Existing workforce training programs within the community.

3.1.2.2 *Chapais*

Chapais was originally settled as a company town when copper was discovered in the area in 1929. It was officially incorporated in 1955. The copper mine closed in 1991, after which forestry became the primary industry with a cogeneration plant to handle the waste produced by the sawmill. The population of Chapais is 1318 residents.

Chapais has a public entity in charge of the economic development of the town, namely *Corporation de Développement Économique de Chapais*.

Currently, 66% of the population participates in the workforce, however, 63% of the population are employed. As such, 3% of the population is available for employment on the Project.

The following information should be found to identify opportunities for employment:

- Skill sets of the unemployed population, and
- Existing workforce training programs within the community.

3.2 Education Institutions

Partnering with existing educational institutions for skilled training programs can reduce the cost for local capacity building. Various educational institutions are located in the surrounding area and are providing vocational training for adults, including:

- The James Bay Adult Education Centre
- The James Bay Vocational Training Centre
- The Centre of Collegial Studies in Chibougamau
- The Niskamoon Corporation
- The Metchib Metallurgical Services, and
- The University of Québec in Abitibi-Témiscamingue (UQAT)

The detailed training and employment plan to be developed will further inquire into these training centres to determine:

- Programs offered
- Levels of qualification attained
- Program schedule and length
- Admissions requirements
- Cost

4. Project Requirements

4.1 Construction

The following preliminary construction labour opportunities have been identified. These labour requirements will be continually updated and refined as engineering design and construction planning progresses.

Table 4-1: Local Construction Labour Opportunities

Category	Position	Training Required	Estimated number of positions available	Number of qualified candidates in local workforce
Client Administration	Management	Entry level - little experience needed in construction. Basic intro training, or no experience. These individuals will benefit from our on-the-job training modules.	5	
Client Administration	Financial & Material Management		4	
Client Administration	Environmental Technician	Specialty training and certification required	1	

Category	Position	Training Required	Estimated number of positions available	Number of qualified candidates in local workforce
Construction Management	On-site positions	Entry level - little experience needed in construction. Basic intro training, or no experience. These individuals will benefit from our on-the-job training modules.	25	

4.2 Operations

The following preliminary operations labour opportunities have been identified. These labour requirements will be continually updated and refined as engineering design and construction planning progresses.

Table 4-2: Local Operations Labour Opportunities

Category	Position	Training Required	Estimated number of positions available	Number of qualified candidates in local workforce
Administration	On-site Financial & Material Management		17	
Administration	On-site Human Resources	Entry level □ some mining experience would be beneficial, and experience facilitating workshops or training programs.	13	
Administration	On-site environmental		6	
Engineering & Geology Positions	Onsite Positions (i.e. Civil/mining, senior mining, mining, surveyor, mine planner, Chief Geologist, Grade control Technicians, and Samplers)		13	
Mining	Onsite Positions (i.e. Mine superintendent, Mine superintendent assistant, Admin Assistant, General Foreman, General Foreman Assistant(s), Pit Foreman, Truck Operator, Shovel Operator, Drill Operator, Dozer Operator, Grader Operator, Laborer, Sampler, Mechanic, Electrician, Welder, Oiler, Blaster, and Blaster Helper)		60	

Category	Position	Training Required	Estimated number of positions available	Number of qualified candidates in local workforce
Processing	Onsite Positions (i.e. Plant Superintendent, Plant Superintendent Assistant, Admin Assistant, Chemist & Quality Control, Chief Metallurgist, Metallurgist, Electrical Engineer, Mechanical Engineer, Process Engineer, Technicians, Plant Operation Supervisor, General Foreman, Training Foreman, Planner (Electrical and Mechanical), Reliability/DCS Technician, Electrical Supervisor, Mechanical Supervisor, Electrician, Instrumentation Technician, Control Room Operator, Plant Operator, Millwright, Welder, Pipefitter, PH Mechanic, Oiler, Carpenter, Heavy Equipment Operator, Laboratory Technician, Sampler, and Helper)		80	

4.3 Closing and Decommissioning

The closing phase, including the cessation of operations, the dismantling of equipment and buildings, the cleaning of the site and its restoration, will require labour. It is possible that this labour will require specific training, and additionally, reconversion training programs might be implemented for former employees. However, considering that this phase is only expected to start 12 years after the beginning of the operation, the current strategy does not include provisions for it. It is rather recommended that 5 years before closure of the mine, a specific training strategy for that phase be developed, notably to take into account the appropriate social economic baseline of that time.

5. Training and Capacity Building Program

The following elements will comprise the *Training and Capacity Building Program* for the Project:

- Capacity Assessments
- Engagement and Partnerships with local Training Institutes
- Candidate Pre-Screening

- Training Modules (Pre-Employment Training, On-the-Job Training, and Trades Training)
- Monitoring, Reporting, and Evaluation

The following Figure 5-1 outlines the proposed training process:

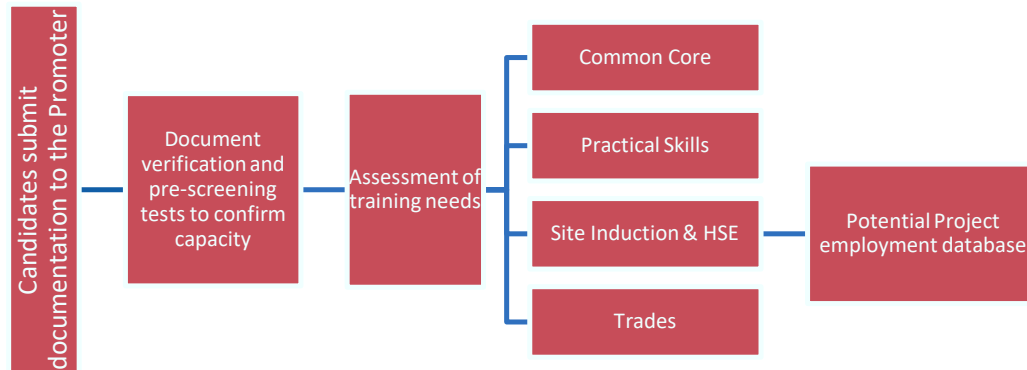


Figure 5-1 : Proposed Training Process

5.1 Pre-Employment Training

The promoter will collaborate with local training organizations to support pre-employment training during the recruitment and selection process.

The Pre-employment training is intended to accomplish the following:

- Build the capacity of qualified and close-to-qualified local residents.
- Understand fully the Project labour needs.
- How to apply and interview for employment positions.
- How to identify what training and skills are required.
- What to expect during camp life and employment on the Project.

This training could be delivered in group settings in boardrooms, classrooms, or other meeting spaces as identified by community representatives and training organizations. Pre-employment training can also be delivered on a one-to-one basis if required and to ensure participants don't lose interest, and more hands on training in the field could also be provided. Other specialized Pre-employment training or support may be offered to close-to-qualified candidates. These candidates may not have specific skills, documentation, bank accounts, etc. required for employment on the Project and they could be helped on a case by case basis. These may be identified and approved on a case-by-case basis, and may include a Driver's License and driver training program, support with securing the required identification documentation, support with setting up

bank accounts, etc. This support would provide an on-ramp into the workforce to ensure that those close-to-qualified candidates secure employment on the Project.

5.2 On-the-Job Training

On-the-job training is intended to help employees build the skills required for daily tasks, as well as prepare employees for upcoming tasks and activities.

On-the-job training is also intended to provide opportunities to employees to build skills while on the job to become qualified for more skilled positions, or positions that will become available in the future (such as the Operations Period positions).

The following sections outline the potential training that new hires would be required to complete. To further develop a full training program, the promoter will collaborate with local organizations in order to establish a detailed execution plan for the Common Core, Practical Skills, Site Induction & HSE, and Trades courses that includes number of Trainers, location, and schedule required to meet Project needs.

5.2.1.1 Common Core

Table 5-1: On-the-job Training - Common Core

Training	Module Description
Work readiness	Review of fundamentals, such as hygiene on-site.
Basic safety	Introduction to safety culture and its importance, PPE, work permits.
Introduction to hand tools	Recognition and identification of hand tools.
Introduction to power tools	Recognition and identification of power tools.
Introduction to blueprints/drawings	Recognition and identification of drawings and blueprints.
Basic rigging	Identification of rigging hardware and understanding basic procedures.
Site awareness training	Identification of site and construction safety hazards.

5.2.1.2 Practical Skills

Table 5-2: On-the-job Training □ Practical Skills

Training	Module Description
Complementary programs	Construction (general), process, geotechnical labourers. Hazards, working conditions, equipment, etc.
Introduction to math	Basic math skills, with a focus on their application in the construction work environment.
Basic communication skills	Essential communication requirements for on-the-job situations (verbal and written, depending on literacy levels).

Training	Module Description
Basic employability skills	Basic overview of workplace roles and responsibilities, including worker's rights and the Project's expectations in the workplace.
Gravel road and defensive driving	All vehicle drivers appointed to site to take driver safety training program.

5.2.1.3 Site Induction and HSE

Table 5-3: On-the-job Training □ Site Induction and HSE

Training	Module Description
Site Induction	Detailed site induction and synopsis of work readiness.
Working at heights training	Working at heights.
Authorized Gas Tester (AGT)	Skills and knowledge required to execute atmosphere testing prior to an employee entering a confined space. Instrumentation will detect oxygen content, flammable gases and vapours and potential for toxic air contaminants. The module is required before confined space entry training.
Confined Space Entry (CSE)	Skills and knowledge required to identify confined spaces (areas with restricted means of access or egress), assess the risk and reduce, control or eliminate hazards identified and use of related personal protective equipment.
Lockout and Isolation Training	Lock Out-Tag Out (LOTO) permits & use of personal locks (all workers).
Authorized Isolator (AI)	LOTO procedures, isolation methods and verification.
Job Safety Analysis (JSA) training	Daily task and job safety analysis □ all must be trained.
Mini Task Observation (MTO)	Mini task observation □ program of assessing risk with small booklet checklist.
Hot Work	Work area preparation, PPE, fire prevention, knowledge of working with permit system for operations involving open flames, sparks, heat sufficiently high enough to ignite flammable or combustible material, or work that may produce heat or sparks.
E-room and Substation Access	Establish knowledge of process to control personnel entering electrical rooms and substations or any room requiring authorized access containing equipment such as motor control centres (MCCs), enclosures and PLCs where the threat of exposure to electrical hazards has increased. Access assessment will be reviewed against the existing site protocol.
Arc flash	Provide skills and knowledge of safe work procedures designed for workers exposed to unprotected, energized electrical equipment or electrical conductors that risk exposure to an arc flash (also known as a short circuit or release of electrical energy).

5.3 Skilled Trades Training

Skilled trades training requirements will be filled out in conjunction with construction and project manager to determine the skill and qualifications required.

Table 5-4: Skilled Trades Training

Training	Training Requirements
Construction helpers and general labour	
Rigger	
Truck driver	
Heavy equipment operator	
Carpenter	
Mason	
Concrete labour	
Concrete pouring	
Electrical & Instrumentation labour	
Boilermaker	
Mechanical labour	
Welding general	
Piping labour	
Welding piping	
Steel rebar fixer	
Steel erector	
Skill test various	

6. Milestones

The following key tasks are recommended to implement the Strategy for the construction phase of the project. A year prior to the exploitation phase, the strategy would be updated accordingly.

Table 6-1: Key Tasks Milestones

Item	Tasks	Timeframe
1	Design of the training strategy	Approximately 12 months prior to construction mobilization.
2	Complete update of the local labour database	Approximately 12 to 8 months before construction mobilization.
3	Alignment with local colleges and schools for potential sharing of facilities, existing equipment and trainers.	Approximately 8 to 6 months prior to construction mobilization.
	Selection of training service providers and development of all training modules and curriculums, including training supplies and material selection.	Approximately 8 to 6 months before construction mobilization.

Item	Tasks	Timeframe
4	Ensure facilities are ready to support training programs.	Approximately 8 to 6 months prior to construction mobilization.
5	Delivery of training modules: common core, practical skills, trades, field, local business.	Before construction mobilization (6 to 3 months prior) and progressively decreasing during the construction phase.
6	Site Induction and HSE training.	Approximately 3 to 6 months before construction mobilization and ongoing during the construction phase.
7	Program evaluations (to assess success rates, retention rates and efficiency of systems and procedures).	Every 1 to 3 months from construction mobilization (a minimum of four evaluations per program in total).

7. Roles and Responsibilities

Lithium GUO AO will have to identify opportunities to build capacity in the local workforces and to understand the gaps between what the communities have in place for training, what their priorities are for economic development, and the needs of the Project. This phase of development of the program will be done in consultation and collaboration with local training organizations.

Then in a subsequent phase the Promoter, possibly via an employee of its human resources department, will be responsible for implementing the Strategy, in collaboration with local communities.

They will develop the detailed training and employment plan, with:

- Specific goals/targets for employment criteria for each community.
- Definition of reporting structures and positions.
- Recruitment strategy and selection.
- Training oversight.
- Performance management.

END OF SECTION