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Speaker: The Honourable Jobie Nutarak, M.L.A.

Legislative Assembly of Nunavut

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**Iqaluit, Nunavut
Monday March 7, 2005**

Members Present:

Honourable Leona Aglukkaq, Honourable Olayuk Akesuk, Mr. David Alagalak, Mr. James Arreak, Mr. Levi Barnabas, Honourable Levinia Brown, Mr. Tagak Curley, Mr. Joe Allan Evyagotailak, Mr. Peter Kattuk, Honourable Peter Kilabuk, Mr. Steve Mapsalak, Mr. Patterk Netser, Honourable Jobie Nutarak, Honourable Paul Okalik, Mr. Keith Peterson, Honourable Edward Picco, Honourable David Simailak, Honourable Louis Tapardjuk, Mr. Hunter Tootoo.

Item 1: Opening Prayer

Speaker (interpretation): I will ask Mr. Tapardjuk to say the opening prayer.

>>Applause

Speaker (interpretation): Good afternoon Mr. Premier, Ministers and Members. Going to the Orders of the day. Item. 2, Ministers' statements. Ms. Brown.

Item 2: Ministers' Statements**Minister's Statement 070 – 2(2): Social Work Week March 6-12, 2005**

Hon. Levinia Brown: Thank you, Mr. Speaker. I rise today to remind all Nunavutmiut that this is Social Work Week. I would like to acknowledge the admirable work done by social workers in Nunavut. Social workers in Nunavut are a great example of dedication. Their responsibilities include identifying:

- High risk children and families
- Provision of services to children and families
- Foster parent recruitment, retention and support
- Intervention for and placement of children who are in need of protection
- Adoptions work
- Services for the aged and challenge
- Referral services for residential care placements
- Family violence response and prevention services

Social workers deliver health and social services programs in the communities throughout Nunavut. Social workers are working hard towards our goal of having healthy communities in Nunavut. I would like to thank social workers in Nunavut for their commitment to promote, protect and enhance the health and well being of all Nunavummiut. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Ministers' statements. Mr. Picco.

Minister's Statement 071 – 2(2): Heat Recovery and the Kyoto Protocol – Nunavut

Hon. Ed Picco: Thank you, Mr. Speaker. Good afternoon. The Qulliq Energy Corporation is moving forward to help meet Canada's obligation under the Kyoto Accord. Two major projects will be completed by 2007 to enhance and contribute to Kyoto.

First, the Residual Heat Program in Rankin Inlet will reduce heating fuel consumption by 953,000 litres of fuel annually. The Rankin Inlet heat recovery project is projected to reduce greenhouse gas emissions by 2,716 tonnes annually.

The Iqaluit heat recovery project is expected to reduce heating fuel consumption by 3,132,000 litres annually. The Iqaluit heat recovery project is projected to reduce greenhouse gas emissions by 8,926 tonnes annually. Combined, the Iqaluit and Rankin Inlet heat recovery projects are projected to reduce heating fuel consumption by a whopping 4,085,000 litres annually. Together they are projected to decrease greenhouse gas emissions by 11,642 tonnes annually.

Mr. Speaker, 11,642 tonnes is equivalent to 11,642 Nunavummiut participating in Canada's one tonne challenge. These measures, as well as the Energy Centre mentioned in the budget, will help us be more energy efficient and help reduce greenhouse gas emissions in Nunavut and Canada. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Ministers' statements. Mr. Tapardjuk.

Minister's Statement 072 – 2(2): Update: Language Legislation Feasibility Study

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. Currently, a working group comprised of the Government of Nunavut and Nunavut Tunngavik Incorporated is conducting a feasibility study on the recommendations of the Special Committee of the Legislative Assembly that reviewed the *Official Languages Act*.

To date, the working group has held several focus group meetings with Inuinnaqtun speakers, unilingual Inuktitut Government of Nunavut workers, elders, youth, francophones, municipalities and Nunavut businesses.

Currently, the Government of Nunavut departments are being canvassed regarding the potential impacts and issues concerning the implementation of future language legislation.

Once the *Language Legislation Feasibility Study* is completed this month, it will result in a list of options for government to consider before the new legislation is proposed.

Mr. Speaker, the Government of Nunavut is committed to developing new legislation that will ensure that Inuktitut not only survives, but flourishes in the years to come, while guaranteeing rights for French and English.

Mr. Speaker, I will continually update this House on the report and future legislation. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' statements. Item 3. Members' statements. Mr. Kattuk.

Item 3: Members' Statements

Member's Statement 156 – 2(2): Tribute to Eddie Weetaluktuk

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. This has nothing to do with Nunavut, it is in regards to people who are outside Nunavut. I will speak to it in English. (interpretation ends) I rise today to pay tribute to the life of a resident of Umiujaq, Nunavik, who passed away last week.

Eddy Weetaluktuk was a well-known resident of Umiujaq and a respected elder in the community. Like thousands of other Canadians across the country, he volunteered to serve his nation during the Korean War as an ordinary soldier.

Mr. Speaker, Eddy's ancestors contributed greatly to the development of Sanikiluaq. In fact, in the early 1900's, one of his ancestors was very involved in mapping the Belcher Islands for the first time.

I understand that the Canadian Forces have been working on collecting Eddy's experiences into a book project. This project was finished very recently, just before he passed away. I also understand that APTN will be broadcasting an item about veterans, such as himself.

Eddy was also an artist. Many of his works are on display in Kuujjuarapik.

Mr. Speaker, the funeral will be held today in the community. I ask all Members to join me in paying tribute to his life and good works. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' statements. Mr. Peterson.

Member's Statement 157 – 2(2): Kitikmeot Employment Training Partners

Mr. Peterson: Thank you, Mr. Speaker. I am pleased to rise today to recognize the valuable work performed by Kitikmeot Employment and Training Partners.

This non-profit training organization was established more than five years ago by people who wanted to help Kitikmeot residents prepare for jobs in the municipal, mining, and construction sectors.

KETP is a training organization composed of 33 industry, government and Inuit organization partners. Many of the partners, such as Diavik and Kinross, contribute resources at their mines to help deliver on-site training courses.

Mr. Speaker, over the past five years, KETP has delivered 17 Kitikmeot-wide courses that include heavy equipment operator, security officer, diamond valuator, camp cook, and many others.

Mr. Speaker, KETP has also delivered a course for the kids in school. Eighteen Grade 6 students from around the Kitikmeot participated in a Youth Geology Training course. A highlight of that course was a trip to the Lupine Gold Mine for six students.

Mr. Speaker, KETP is an affiliate organization of the Kitikmeot Inuit Association. All courses they deliver are funded based on proposals that must be approved by review committees.

Mr. Speaker, while other organizations have been grabbing the headlines and core funding, KETP has successfully trained 161 students out of 173 who started their Kitikmeot-wide training courses. This is a 93% graduation rate. The attendance rate is 95%.

At last report, 73 of all available grads were working. This will probably increase as we enter the seasonal work period. Before taking KETP training courses, all the participants were unemployed.

For a training organization that few funding agencies believe in, other than the KIA and KEDC, the results clearly speak for themselves. KETP is getting the job done.

Mr. Speaker, I encourage the Government of Nunavut departments and training entities, including Nunavut Arctic College, to contact KETP and discuss training partnerships in the Kitikmeot.

This organization is doing important work in helping us realize our Arviat Caucus retreat goal of developing Nunavut's economy, private sector and job market by aggressively implementing the *Nunavut Economic Development Strategy* focus on mining and other key sectoral areas, including arts & crafts and tourism.

It deserves our full support. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' statements. Mr. Alagalak.

Member's Statement 158 – 2(2): Wrestling Competition

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. I rise today, along with my fellow members, to congratulate my grandson, Chris Qadlutsiaq, who received a gold medal in Winnipeg. Now, we have someone that has achieved the gold medal level as well and I would like to, along with my colleagues, congratulate them.

There's going to be Canada Games in Saskatchewan. He is going to school in Alberta to be able to attend the wrestling competitions in Saskatchewan. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Congratulations to Crystal. Members' Statements. Mr. Tootoo.

Member's Statement 159 – 2(2): Birthday Wishes

Mr. Tootoo: Thank you, Mr. Speaker. Today I would like to rise, I think it's a great day today and I know of at least four people that wouldn't argue that today is the best day of the year. They are Naimie Kilabuk-Bourassa, one of our interpreters in the booth back there, it's her birthday today. Also, it's Mary Nashuk's mother, Rita, it's her birthday today as well, and my mother-in-law, Ms. Mariette Morme, it's her birthday as well today; and most importantly, Mr. Speaker, to me, is my daughter Teia's birthday, she's turning 10 today. I would like to wish her and all of the rest of the people that I mentioned, I hope they have a great day and a happy, happy birthday.

Whose? Nicole Camphaug? Happy birthday, Nicole, and I think out of all of those that I mentioned, Mr. Speaker, Teia is the only one that will have no problem letting us know that she's turning 10, I don't know about the rest. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' statements. Mr. Netser.

Member's Statement 160 – 2(2): New Coral Harbour Air Terminal Building

Mr. Netser: Thank you, Mr. Speaker. I rise today with respect to the new Coral Harbour airport terminal building that is being jointly funded by the Government of Nunavut and the Government of Canada, under the Strategic Highway and Infrastructure program.

The Government of Nunavut and Government of Canada contribution agreement for the Strategic Highway and Infrastructure program was signed on October 22, 2002. The estimated timeline for the Coral Harbour airport terminal building stated that work would be completed by the fall of 2003.

Mr. Speaker, I recently received a copy of a letter from the mayor of Coral Harbour, indicating that some confusion exists with respect to the timing for turning the new airport terminal building over to the Hamlet of Coral Harbour.

It is my understanding that the work on the airport terminal building is still not completed. The Hamlet of Coral Harbour is looking forward to officially opening and occupying the building as soon as possible.

Mr. Speaker, I will be asking questions on this issue at the appropriate time. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' Statements. Mr. Kilabuk.

Member's Statement 161 – 2(2): New Granddaughter

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I rise today to send my regards to my Kevin, who I haven't said anything to for quite a while, and also our Premier, who just recently announced that he got a brand new baby.

On January 27, we got a new member in our family, a grandchild. Her name is Annie Joyce Kilabuk. She was born 9 pounds 14.2 ounces. The reason why I say that, Mr. Speaker, I was born well over 10 pounds, but my great granddaughter almost weighs as much as I did. She is doing well, and my daughter Lynn, her boyfriend Luke Etuangat, I congratulate both of them. Thank you.

>>Applause

Speaker (interpretation): Thank you. Members' statements. Item 4 in our Orders of the Day. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. Although I had already recognized this individual from my community, I just want to acknowledge him. Thank you.

>>Applause

Speaker (interpretation): Recognition of Visitors in the Gallery. Item 6. Oral Questions. Member for Cambridge Bay, Mr. Peterson.

Item 6: Oral Questions**Question 206 – 2(2): Update on the Musk ox Harvest Study**

Mr. Peterson: Thank you, Mr. Speaker. My question is for the minister responsible for the Nunavut Development Corporation. My question is: could the minister update us on the work that's being done in Cambridge Bay pertaining to the musk ox harvest study; there was a committee in place that he's familiar with. The results of that study...? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Simailak.

Hon. David Simailak: Thank you, Mr. Speaker. No, I have not seen a final copy of the musk ox study yet. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. A study group has been in place for two years, and I understand that they made recommendations to do a study to herd musk ox, similar to what's going on in Sachs Harbour to a field abattoir, and they have also made recommendations to try to purchase a field abattoir.

My question for the minister... I read his tabled document the other day that the Nunavut Development Corporation and Kitikmeot Foods are proposing to build an abattoir for \$150,000, with funds from the Nunavut Development Corporation. In reading through it, it says they will construct an abattoir attached to the existing building envelope, which is in Cambridge Bay. It seems like there's a conflict between what's being recommended by the study group versus what Kitikmeot Foods is proposing to do. I wonder if the minister could comment on that. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Simailak.

Hon. David Simailak: Thank you, Mr. Speaker. As I have said, I have not seen a final copy of the musk ox committee's report, so I don't know how much of a conflict there is. I don't know what the working group is recommending. There's not a lot to consider right now without having seen the working group's final report. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. One of the recommendations from the Nunavut Economic Forum, for the \$3 million that we are supposed to receive this year, but will probably be carried out for next year, was a field abattoir for, I think, \$250,000. It was a priority five project out of the 28 recommended. I believe that when it got to Ottawa, a decision was made that it was not important or not a very strategic priority.

There seems to me, in my mind, to be a conflict between what Kitikmeot Foods wants to do and what the Nunavut Economic Forum wants to do and what the harvest study is recommending. I wonder if the minister could clarify and get back to me with some clear strategic direction on what is planned for the musk ox harvest in Cambridge Bay. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Simailak.

Hon. David Simailak: Thank you, Mr. Speaker. Yes, I will certainly get back to the member once we know what's going on. As I said, I don't know what Kitikmeot Foods is proposing to do. I have not seen the final working group study, but once we have worked through all of that, we will certainly work with the member and the people of Cambridge Bay to see what we can do, and do what's best for the community. Thank you, Mr. Speaker.

Speaker (interpretation): Your final supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. It is very important for the musk ox herd in Cambridge Bay, in Victoria Island that we have a harvest before the herd gets very unhealthy; there also are 26 seasonal jobs at risk.

In the last two years, we have brought carcasses in from Sach Harbour; that has cost the Nunavut Government \$70,000 per year. It seems to me that we could use that money for something in Nunavut.

I was reading in the Minister of Finance's budget speech last week, or the week before, that there is \$4 million for economic development initiatives in Nunavut. Will the minister's department be considering using some of the money from the \$4 million, to assist musk ox harvest abattoir construction projects, whether it is in the field or in town, in this current fiscal year coming up. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Simailak.

Hon. David Simailak: Thank you, Mr. Speaker. There is work going on within the department and also with INAC in terms of how we can best use that money, partner that money with federal money, the \$4 million, I mean. So, those discussions are ongoing to get the most money that we can for all of Nunavut.

In terms of the abattoir and the musk ox harvest around Cambridge Bay, we're depending on the working group to come up with some major recommendations because it was a working group made up of representatives of Cambridge Bay and also with input from my department.

We would hope to be able to take that report and move forward with the musk ox harvest and get that plant in Cambridge Bay going the way it should be going, get that harvest

going the way it should be going, and create the necessary jobs and business opportunities for the people of Cambridge Bay.

So, yes, work is continually ongoing, but we are still waiting for that final report. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. The Member for Iqaluit Centre, Mr. Tootoo.

Question 207 – 2(2): Clarification on Statement Made from the Nunavut Arctic College Report

Mr. Tootoo: Thank you, Mr. Speaker. My question is for the Minister of Education. Last week, on Tuesday, March 1, the minister, in the House, used some very strong and offensive language when he talked about “character assassination” in reference to a recent external review of Nunavut Arctic College. I am sure that if any member on this side of the House, or any other member, used that expression in relation to another MLA, we would probably get ruled out of order.

Mr. Speaker, I believe that the minister owes this House and the listening public an explanation as to exactly what he meant when he talked about character assassination. I would like to ask the minister to take this opportunity to formally clarify his comments for the record. Thank you, Mr. Speaker.

Speaker (interpretation): The Minister of Education, Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. In the House last week, in regard to the question on the external review of the college, the verbiage that I used pertained to some of the items that had been brought up in the external review report, the actual report itself.

There were issues, when people were interviewed about concerns with the management of the college. There were issues around the management itself, with the structure and the personalities involved, which I felt should not be involved in a report like that. That was the terminology that I used in the actual report.

The report itself is a good report. Mr. Rudolph, who was the consultant, did an excellent job on it. He has made 75 recommendations in the report. The report itself has gone to the board of governors; the executive summary of that report has been endorsed, and later today, probably when we get into debate on the Education budget again, we will have an opportunity to look at the recommendations. Almost half of the recommendations in that report have either been worked on or have been completed. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I would like to thank the minister for clarifying his comments. It would seem, as he had indicated, it was a very good report. A lot of the recommendations are being looked at and implemented.

When he refers to some of the comments that were made during the interviews, and one would assume that's from the different staff within the college, with the management of the college, I would like to ask the minister if that's something that has happened to catch the board's, or he as the minister's eye, that there is something very concerning going on with the management and the running of Nunavut Arctic College, and what have they done since then to rectify that. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Any time you do consultative reports and so on, sometimes comments are made about the senior managers, it could be instructors, it could be fellow students, it could be processes.

In most cases, they have to look at those types of comments in the way the report was done. If someone was going to do a review of the Legislative Assembly and the members, I'm sure there would be comments in the report that people may not want to see.

So, Mr. Speaker, in that regard, that was the context of my statement last week. I don't see anything in that other than people spoke frankly and we appreciate that. Their comments were to the minister, and those are well taken by myself and the president of the college, who also has an opportunity to review the report.

As I said earlier, the member is correct, there were 75 recommendations. And again, many of the recommendations, almost 48 percent of them, almost half of them, are either being acted on right now or are being completed. Last week, senior members of the management team of the college have met to go over the recommendations.

I see the report itself as a good report. Mr. Speaker, the title of the report was *A Time To Move Forward*. That's what we're doing. As the members have said before, if there are issues, deal with the issues in an upfront and transparent way. We're doing that with the consultative report. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Second supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. It's good to hear the minister say that they want to move forward on this.

I can assure the minister that when we get to the Committee of the Whole, I'll be asking more detailed questions on it. In light of that, the report indicated that the communication between the senior management and the staff... . Having read that executive summary, it would seem like the staff with the college, the people in the front lines, the instructors

and that were just, it was like a cry for help from them to try and resolve some of the problems that they have to deal with and that they're facing.

Given that, I would like to ask the minister if any organized structural changes have taken place or any staffing changes have taken place as a result of that report. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. The total staffing of the college is a little over 115, within the base itself. At any given time, the college, if they are running third-party base programs, hire extra instructors and so on. So, since the report came to me in November, and since the report was written, there have been different personnel changes within the structure of the college itself.

Mr. Speaker, I wouldn't suggest to you that those changes have been a result of the report. There are always ongoing issues with staffing, especially at the college, when you look at the number of programs they run. Maybe they're part time and so on; they're third-party funded, and therefore you end up contracting instructors. Therefore, if you contract in, then there is change; I would not necessarily say it is a result of the report. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Second supplementary, Mr. Tootoo.

Mr. Tootoo: Second or last?

Speaker (interpretation): I'm just going by my notes. Sorry, your final supplementary.

Mr. Tootoo: I shouldn't have questioned you, Mr. Speaker. Shame on me, I could have had one more.

I would like to ask the minister if he could clarify or verify the fact that one of the senior managers of the college, the former director of the campus here in Iqaluit, was either terminated, or if his contract was done. It was pretty much, from words I've heard, that he was given a golden handshake and after he was let go, that he was given a contract by the college to act as a liaison for the college, through the Baffin Fisheries Coalition and a marine institute in Newfoundland. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Picco

Hon. Ed Picco: Thank you, Mr. Speaker. Those tell you that you cannot believe everything you hear. I don't want to be in a position to comment on an individual who may be still employed with the government, who still is employed with the college, and then besmirch a reputation. I don't want to address the issue in that way.

I would suggest to you that any process within the government itself, they are not political, they are administrative. They have to follow administrative processes, which include closely working with the Department of Human Resources. Then there is the legality of the issues that are involved. I can say that categorically that the golden handshake kind of thing is absurd and is not worthy of a comment in the House. Thank you Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Member for Nanulik, Mr. Netser.

Question 208 – 2(2): Current Status of Airport Terminal Building in Coral Harbour

Mr. Netser: Thank you, Mr. Speaker. My question is directed to the Minister of Economic Development and Transportation. Can the minister tell me what the current status of the construction of the Coral Harbour airport terminal building is. Thank you, Mr. Speaker.

Speaker (interpretation): Minister of Economic Development and Transportation, Mr. Simailak.

Hon. David Simailak (interpretation): Thank you, Mr. Speaker. I was advised that for the new terminal building, as I was given on November 24 by Community and Government Services, there is still a little bit of work to be done and that the pipes have to be worked on. For the communications part of it, the wiring still has to be worked on this summer, but it was handed over to Nunavut airports last November 24. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Netser.

Mr. Netser: (interpretation) Thank you, Mr. Speaker. Do I understand correctly that it has been handed over to the hamlet of Coral Harbour? Is that so, Mr. Simailak? Thank you, Mr. Speaker.

Hon. David Simailak. (interpretatin) Thank you, Mr. Speaker. It has been handed over to Nunavut airports, to my department, so it was given to us. But the operation and maintenance is contracted to the hamlet. It is the Government of Nunavut who owns the building. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Netser.

Mr. Netser (interpretation): Thank you, Mr. Speaker. That is very nice to hear. (Interpretation ends) Last month's federal budget address indicated that there is another infrastructure program that will be continued after the current one lapses. Has the Government of Nunavut begun negotiations for further funding for other airport development in Nunavut? Thank you, Mr. Speaker

Hon. David Simailak (interpretation): Thank you, Mr. Speaker. We have communicated with the federal government, but we have not come to a conclusion, because there are still three terminals that have yet to be completed. Once that is done, then we will draw up another agreement. Thank you, Mr. Speaker.

Speaker (interpretation): Oral questions. Member for Rankin North, Mr. Curley.

Question 209 – 2(2): Members for Elder Care Task Force

Mr. Curley (interpretation): Thank you, Mr. Speaker. I would like to ask a question in regard to tabled document 87-2(2) to the Minister of Health and Social Services.

With the document that she tabled, she said that in Rankin Inlet they are not able to provide funding for the elders. Also in the document, that a task force has been formed. I wonder if the minister can inform the House who the members of that task force are.

Speaker (interpretation): Minister of Health and Social Services, Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. On the task force, who will be working on the elders' facility, I can't give you the names yet. I can only tell you who they represent. There will be one from Health and Social Services, one from the Department of Culture, Language, Elders and Youth, one from Nunavut Tunngavik Inc., one from the Housing Corporation, and one from the Department of Education. I am sorry that I don't have the individuals' names at this time. Thank you, Mr. Speaker.

Speaker (interpretation): First supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. This is a big concern for her constituents because elders have to be looked after. It seems like the minister is stating that they can't do any work because they're doing a feasibility study. Can the minister tell this House that that they can't build such a facility in Rankin Inlet at this time? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. Yes, I know and am aware that this is a concern in Rankin Inlet. At this time, I can't respond to his question. I can only say at this time that in the Baffin and Kivalliq regions, they have independent facilities, but they don't have one in the Kitikmeot region, so they will have to be advised too. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Curley.

Mr. Curley (interpretation): Thank you. As you responded earlier, you tabled the document. You tabled that the task force will be continuing. It states that the report was to

be completed in January, I presume it's completed, which was two months ago. I wonder if you can table the report. Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. The report will be completed shortly, and if there are no obstacles with access to information I will be able to talk about it. Thank you.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. The report and the recommendations have to be dealt with. I believe they are just recommendations because that committee is not the decision maker. If they are just recommendations, I feel we have to see them, because I don't think there would be any privacy information problem with seeing the recommendations. Would you go through that route before we deal with your department's budget? Thank you.

Speaker (interpretation): Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. Yes, I can do that. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Member for Akulliq, Mr. Mapsalak.

Question 210 – 2(2): Community Visit to Address Concerns

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Health and Social Services. I have asked this before in regards to escorts and I didn't get a proper response for my question.

I wonder if her staff can come to my constituency, because they need clear understanding and they are continuously asking the same questions. I wonder if the minister could send one of her officials to my constituency to answer those questions. Thank you, Mr. Speaker.

Speaker (interpretation): Minister of Health and Social Services, Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I tried to respond adequately and I apologize if I didn't. We have to treat all of the Nunavut communities the same. If they have to get responses, there are pamphlets or written material that is available in Repulse Bay or Kugaaruk, and they can be picked up from the health centres. And the nurses can even give adequate answers through the radio.

Speaker (interpretation): Your first supplementary, Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. They hear different answers, and people wonder who makes the decisions. I don't think it's nurses who make those decisions themselves. There are a lot of people providing different responses and it would be a lot easier if they could hear those answers from just one person. Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. Yes, I don't blame them, because all Nunavummiut have to get a clear understanding. We hear that some nurses who have been in the community for a long time seem to know what is what; it's the new nurses that don't seem to have a clear understanding of the procedure. So, we have to let those new nurses know of our policy, because this has been an ongoing issue. And I will let it be known through CBC or local radio stations. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. She didn't give me an adequate answer. My question was: can she check into this and direct one of her staff to go to the community? So, all I am asking is for a yes or no answer. Will that be impossible? Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. No, it will be possible, because everyone has to understand. Thank you.

Speaker (interpretation): Thank you. Oral questions. Member for High Arctic, Mr. Barnabas.

Question 211 – 2(2): Trade School Update

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Education. Nunavummiut, and my constituents, are still waiting for the trades school in Rankin Inlet. Can he give us an update on that? Thank you, Mr. Speaker.

Speaker (interpretation): Minister of Education, Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Following the caucus retreat we had in Arviat, where the caucus, that means all the members brought forward their concerns and, again, their issue that we should have a prevocational training school, physical facility as such, in Nunavut.

In the budget that we're looking at over the next couple of days with Education, the members have noted in Committee of the Whole that indeed, the next process is to look

at what are the needs for a pre-vocational training school in Nunavut, and from there, being able plan such a facility.

So, I think it's safe to say that we are on target to look at those options. Mr. Speaker, we have not identified yet if that physical facility would be located in a given community; however, there have been some comments by members that Rankin Inlet would be one of those communities that should be looked at because it's centrally located and has some opportunity for infrastructure growth. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. Usually the students who come to Iqaluit have student accommodations. Are you going to have student residences built? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Earlier this fall, when we had the capital budget debate, we discussed the issues around capital planning, which included the student accommodations.

There are monies within the budget to look at the alleviation of some of the pressure we're facing. I've said in the House before that right now, we're leasing over 30 family housing units right here in Iqaluit, at considerable cost to the college.

We'd like to be able to get out of those leases and have dedicated accommodations ourselves. At the same time, for example, right now we're using the old Ukiivik Residence and that's not cost conducive to the college, so we need to be able to look at those options.

At the same time, Mr. Speaker, when we're looking at going forward with a dedicated pre-vocational training school, there will have to be issues around staff housing. But, because we haven't completed the first phase, I wouldn't be able to say what those needs would be based on, until we ascertain what the scope of the pre-vocational training school will be.

I think it's safe to say that before the end of this term, there will be a pre-vocational training school in Nunavut. The size and so on and location, we'll determine what we need for other infrastructure, like student housing. Thank you, Mr. Speaker.

Speaker (interpretation): Second supplementary, Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. The people of Nunavut are looking forward to seeing this trade school become a reality. There are going to be some students coming from my riding. When do you expect the trades school to be completed and functioning? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. As the members knows, we just finished the capital budget and there are no capital dollars right now for a pre-vocational training school.

As I explained earlier to the member in the answer, we need to ascertain first of all, what type of facility, what type of infrastructure that the prevocational training school would take, and then from that, we'll be able to look at location, infrastructure needs and so on.

I also just said, Mr. Speaker, that we would hope to be in a position before the end of this term to have the prevocational training school on site, in place, and open for the member's constituents as well as for everyone in Nunavut. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. I have four other names on my list. Member for Cambridge Bay, Mr. Peterson.

Question 212 – 2(2): Reducing Red Tape and Bureaucracy

Mr. Peterson: Thank you, Mr. Speaker. My question is for the Premier. This is a follow-up to my member's statement two weeks ago when I mentioned the Premier's keynote address in Cambridge Bay during the trade show. He mentioned in his keynote address something about cleaning up the red tape in government.

My question to the Premier is, what specific initiatives is the Government of Nunavut considering to reduce red tape in the government? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Premier.

Hon. Paul Okalik: Thank you, Mr. Speaker. We went as broad as possible so that we can remove as many barriers as possible. I have asked Minister Simailak to start looking at this potential review, and hopefully we can get it done sooner than we think. It has yet to start, but we remain open as to the parameters of this review. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I appreciate the Premier's answer to the first question, but could the Premier tell us if he has given any specific instructions to his ministers to reduce red tape and bureaucracy within their respective departments? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Premier.

Hon. Paul Okalik: Thank you, Mr. Speaker. I have had good discussions with Minister Simailak on some ideas, but there were some issues that were raised during our election

campaigns and I am sure that there are more that will be raised as we go forward. So, I don't want to close any barriers and want to remain open to any suggestions from the business community. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank the Premier for that comment. I have been talking to many individuals and organizations and businesses in my riding and across Nunavut, here in Iqaluit, and they all tell me the same thing, that there are too many obstacles getting in the way of efficiency and effective development and delivery of government programs and services.

As a member of the Legislative Assembly, I have been learning this first-hand in the last 12 months, the KPMG Report is a prime example. My question for the Premier: can he give us a more concrete date when he expects his directive to take effect and start delivering results to the government? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Premier.

Hon. Paul Okalik: Thank you, Mr. Speaker. Our commitment is to get it done before our term is up. I would like to get it done sooner, but it will require some resources and some more work to actually initiate it. So, I would like to carry it out, hopefully, within the next year.

But as I said, when you start reviews, you want to remain open and give opportunity for our constituents to come forward with their concerns. From there, once we look at them, we will have to respond and start actually producing results. I am hopeful that we can get it done within the next two to three years. Thank you, Mr. Speaker.

Speaker (interpretation): Your last supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. Again, I appreciate the Premier's response. It seems like he understands and recognizes that there is a serious issue of red tape and bureaucracy within the government. I guess that is probably normal for any government, but we are only five or six years in. I would like to start correcting some of the problems that have developed already.

My question for the Premier and this has to do with institutions of public government, which the Government of Nunavut is a part of. They sit on the boards, the committees, but when you look at the decision making process of the institutions of public governments, their review diagrams look like circuit boards. It is very complicated.

So, I am wondering: when the minister of DIAND comes up later this month, I think he is coming, I'm not 100 percent sure, but I am wondering if the Premier will sit down with the Minister of DIAND and say, "Listen, these circuit boards are too complicated, time consuming, and it will probably take three or four years to wind our way through it." If

he could sit down and talk with the minister of DIAND on how they can streamline the process and maybe have a line that goes just straight up and down, instead of all over the place. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Premier.

Hon. Paul Okalik: Thank you, Mr. Speaker. Unfortunately, a lot of those institutions were created by the land claims agreement and the mandate requires three parties: Nunavut Tunngavik Incorporated, the federal government, and ourselves. But hopefully with devolution we could do a bit more work in making sure that the process is a lot more streamlined and meets the expectations of Nunavummiut. Any discussions in amending the agreement will require a joint agreement with all parties involved. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Member for Iqaluit Centre, Mr. Tootoo.

Question 213 – 2(2): Plans for More Staff Housing

Mr. Tootoo: Thank you, Mr. Speaker. My question is for the Minister Responsible for the Nunavut Housing Corporation. I know a concern of mine over the years has been staff housing, and I am sure that the minister is very happy to have it under his portfolio now.

Given the mushrooming of the bureaucracy over the years, I am just wondering... This year is no different than any other, where we are seeing more PYs in the departments than there were in previous years, and I use Education as an example, with 156 new PYs.

What is the corporation's plan to deal with increased staff housing requirements as a result of the increased PYs and therefore more people eligible for staff housing within the government? Thank you, Mr. Speaker.

Speaker (interpretation): Minister Responsible for the Nunavut Housing Corporation, Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. In trying to get a better picture of the housing needs in Nunavut, we have been working with the GN departments to get a better picture or snapshot of the housing needs across Nunavut.

The findings from those fact finding missions will be forwarded to me in the next little while for review. From there, I will be able to have better discussions with my cabinet members in regards to the initial needs for housing units across Nunavut. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I used the Department of Education as an example, and like I said, there's a significant increase in Pys. Granted, as the Minister of Education indicated, that a lot of those people are just transfers, someone would assume that they are in housing, they are already housed already, but in a lot of cases they will become eligible for staff housing, and he had indicated, I think, there were 12 or 13 new teaching positions that were coming.

Say, in a case like that, where there is a significant number of new positions that potentially require housing, has the minister of the housing corporation received any requests for housing from the Department of Education leading into this budget cycle? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I can assure the member and my colleagues that in our consultations with the department, we have discussed the housing shortages not only for the Department of Education but also the other departments where housing shortages are identified.

To give a little bit of a picture, right now we have a need for about 300 units across the territory to reach the housing shortages. So, my colleagues continue to discuss with us and identify their plans for the coming year, and the discussions have taken place with my colleagues. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I know the government initiated a program a couple of years ago with the condominiums here in Iqaluit and throughout some of the other decentralized communities in Nunavut.

I'm wondering if the government is planning on coming up with any other type of staff housing plan to deal with the extreme shortage of staff housing as faced throughout the territory. Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. Yes, that is also something that we are looking at in wanting to meet the staff housing shortages. But also, the Nunavut Housing Corporation is also looking at new offers made to the communities, where units have become vacant, and we're also looking at possible leases and trying to determine a better understanding of how much money we need to be able to lease some of these units. That is ongoing and continuing work. Thank you, Mr. Speaker.

Speaker (interpretation): Final supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. It's good to hear. I had indicated earlier, and during the last session, I had asked some questions around the condominiums here specifically in Iqaluit, and there were some issues with them. I understand that they had been taken care of, and I'm sure that the minister is going to provide us with a nice report on that at some future point.

Are they looking at any other specific programs, especially here in Iqaluit where, right now, there are 467 leased units? There are 483 all together and only nine of those are vacant, five, because they are under repair.

I'm getting this information from the return to a written question asked by my colleague from Cambridge Bay. But, given those numbers and the zero vacancies that are out there, are there any specific plans that they're looking at, dealing with the extreme shortage here in Iqaluit? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. Specifically, the Iqaluit shortages for staff housing units, yes, that is something that the Nunavut Housing Corporation is looking at.

Also, the condominium units, that is also something that we had wrinkles in, and as my colleague said, we've been able to iron out most of the issues. However, having said that, the whole issue of staff housing shortages in Nunavut is one that has been very challenging. I can assure the member that the ongoing work will, over the next couple of months, be something that I'll be raising with the members themselves also, not only to keep them better informed but also to seek their input on this matter. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Kilabuk. Oral questions. Member for Rankin Inlet North, Mr. Curley.

Question 214 – 2(2): Implementation for Proper Changes to Nunavut Arctic College

Mr. Curley (interpretation): I would also like to address the Minister of Education in regards to the Nunavut Arctic College.

The report states that it's time to move forward. In the report, it says (interpretation ends) the problem with the college, identified in this report, it's origins go back many years. It also says, in short, the college must be held accountable, including the board of governors, the president, and senior managers including the minister, I would say.

How does the minister feel that he's going to be able to make proper changes that are acceptable for Nunavummiut if the current management and the board of governors have not performed changes that are required.

Speaker (interpretation): Minister of Education, Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. As I said earlier, when I became the Minister of Education, one of the things that I wanted to bring forward, of course, is looking at logistically, administratively, and financially how the college was operating, because of the concerns that I had also heard. That's why I commissioned the report with the board of governors; that's why I said it was our report. As the member can see on the report, it is called *A Time to Move Forward* and it's to the Minister of Education.

There are 75 recommendations in that report. We are not hiding from anything; I think, as the member is pointing out, we need to be proactive. The board of governors has endorsed the 75 recommendations, has given direction to the college and the senior staff to begin implementation of the recommendations within the report, and as I said earlier, I think almost half of the recommendations, 48 percent, are either being worked on right now or have been completed.

So, I think that shows some proactive responsibility on behalf of not only the minister, but the board of governors of the college itself. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Curley.

Mr. Curley: Yes, Mr. Speaker, I think the independent consultant reported quite clearly that the management, senior managers, and the team, including the minister, were not qualified or have no vision to make the appropriate changes needed.

What assurance will the minister provide to the House that there will be changes made, because the previous managers and some boards of governors have failed. If they have failed, what confidence does the minister have in the current management that they will make the appropriate changes needed? Nunavummiut are looking for answers. Will the minister respond positively that he will make restructuring a priority with the Nunavut Arctic College?

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. The member is rephrasing things in the report in a context that I don't think the report is saying. The report is not saying that the college has failed Nunavummiut. If the college has failed Nunavummiut, then they wouldn't see people graduating from a nursing program with degrees, from the NTEP program with degrees, from all of the other programs, including the Akitsiraq law program that's going forward, Mr. Speaker.

So, that's not a fair statement to the over 100 employees of the college at the community level, at the local level, that are delivering services on behalf and for Nunavummiut.

What the report does say, and the members have seen the recommendations, is that there are issues around the college that need to be addressed. The first and fundamental issue was to deal with the issue around the fiscal imbalance of the college. Last year, the

college took a cut of over \$1 million, and that had to be restored. Mr. Robert Leonard and the board of governors of the college are working very proactively with the senior management to address the recommendations within the report.

The report doesn't say that the college has wasted people's time, that it's not delivering good academic as well as vocational, pre-vocational programs for the people of Nunavut. What they said in the report is there are issues with the way the college has been directed in the past, and it's time, Mr. Speaker, to move forward.

So, with that, the people of Nunavut can feel assured that the recommendations made in the report, which was commissioned, again, by myself with the board of governors to address some of these issues... . So, I think that's a very positive thing. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Curley.

Mr. Curley: Mr. Speaker, I am not making up what's stated in the report; the report clearly states in part, "Critical issues that challenge the college's phasing have not been met. There was a strong perception by staff and by the directors that the college does not have a vision or plan to achieve one. As well, the college has not effectively promoted or demonstrated commitment to Inuit employment, which has resulted in the college failing to meet the legal obligation under Article 23. The college has failed to comply with the direction to integrate Inuit Qaujimajatuqangit." I believe, lastly, "The college has failed to communicate with Inuit members of the programs."

So, I am asking the minister if the current management is not capable to implement these, (inaudible) how does he feel the current manager will be able to make the changes needed? Thank you.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. The member reads from the document and I will read from the document also to answer his question.

Mr. Speaker, this is what the document also says: "The college is fortunate to have many dedicated and committed managers, faculty, support staff and adult educators working across the territory. All of the employees interviewed during the external review process were willing to speak openly and honestly about the current state of our college."

It goes on to say there was significant staff support for the external review, and "staff members were optimistic that the Minister of Education and the Board of Governors would take appropriate action to improve management effectiveness and accountability in order to reposition the college for future success."

Mr. Speaker, that's what the minister and the board of governors are doing, repositioning the college for future respect because we are following the recommendations made in the

report that was commissioned by this minister. I realize there were issues at the college. The members do too, so does the staff and indeed the student base. That is why the report was commissioned. That is why the recommendations, all 75, have been accepted from the external review, by the board of governors, by the minister, and by the senior management who is working on them. So, I think that's a pretty good indication of a positive response to the member's question. Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Final supplementary, Mr. Curley.

Mr. Curley: Thank you, Mr. Speaker. Let the record show there was only one member applauding his own remark.

>>*Laughter*

I wanted to, again, clearly state to Nunavummiut that our young people deserve something better than what the college has been providing. The report is quite clear. The management has failed in many respects, including creating a new vision, new direction, and creating an optimism for young people that is so much needed to face the challenge ahead.

Will the minister indicate once again that unless he makes restructuring one of the priorities in the Nunavut Arctic College, that there will be no new vision established. So, will the minister commit to making further changes that will ensure that the new management is capable, including guidance from the other members of this House. Thank you.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Yes, Mr. Speaker. I would concur with the member. If you can't clap for yourself, then who can you clap for.

>>*Laughter*

I would agree with the member and I would suggest to him again, for example, in the last few months, the senior director of the largest campus in Nunavut was just hired, and that person is an Inuk. There are changes underway within the college and within the college structure. The recommendations of the report itself will help facilitate that, and I agree and thank the member for his support, not only as myself, here as the Minister of Education, trying to bring forward the 75 recommendations, but the support of the members of the House and, indeed, the staff who willingly gave their time to the report itself. That's why we're moving forward with the board of governors on the 75 recommendations. Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you. Oral questions. Member for Nanulik, Mr. Netser.

Question 215 – 2(2): Student Accomodations

Mr. Netser (interpretation): Thank you, Mr. Speaker. I would like to address the minister of the Housing Corporation in regard to Nunavut Arctic College students who have to leave their homes behind when they travel to study in Rankin Inlet or elsewhere.

Sometimes, during their absence of up to three months, the local housing association repossesses their houses and gives them to other tenants. As a result, students get so worried about losing their homes that it affects their studying. I just want to know from the housing minister whether that's part of their policy. Thank you, Mr. Speaker.

Speaker (interpretation): Minister responsible for the housing corporation, Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. The local housing authority makes the decisions of that kind. If there are any concerns from the member's riding, I would be happy to speak with the member and make some corrections. Thank you, Mr. Speaker.

Speaker (interpretation): First supplementary.

Mr. Netser (interpretation): Thank you. I thank the housing minister. The people that go out to go to school, when they find out that their houses are going to be repossessed they have to pay their own way back to their community. I would be happy to talk with the minister.

Speaker (interpretation): Thank you. Oral questions. The Member for Quttiktuq, Mr. Barnabas.

Question 216 – 2(2): Shipping Control over Our Oceans

Mr. Barnabas: (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I have heard of concerns about our oceans from my constituency, and I have heard through the media that Federal Government has no control over the shipping routes. My constituencies are quite concerned over the shipping routes, what is Nunavut Government doing to deal with this issue? Thank you Mr. Speaker.

Speaker (interpretation): Which Minister did you ask? Premier.

Hon. Okalik (interpretation): Thank you, Mr. Speaker. The federal government does not have total control, especially the ocean between Greenland and Baffin Island is not under the jurisdiction of either government, it is open to all. Since the High Arctic is part of Canada, we have an agreement with federal government that High Arctic, and especially the Lancaster Sound area, is part of Canada, so we need to detain ships before they go through that route. Thank you, Mr. Speaker.

Speaker (interpretation): Question period is now over. Mr. Netser?

Mr. Netser (interpretation): Thank you, Mr. Speaker. I would like unanimous consent to go back to Item 5. Recognition of Visitors in the Gallery. Thank you.

Speaker (interpretation): The member is seeking unanimous consent to go back to Recognition of Visitors in the Gallery. Are there any nays? There are no nays. Mr. Netser.

Return to Item 5: Recognition of Visitors in the Gallery

Mr. Netser (interpretation): Thank you, Mr. Speaker. I thank my colleagues. I would like to acknowledge this individual from Coral Harbour, who have been helping the Department of Health and Social Services for a long time; she and her husband take in people who are homeless, Ms. Susie Angutialuk, please acknowledge her. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Simailak.

Hon. David Simailak (interpretation): Thank you, Mr. Speaker. I would like to acknowledge an individual from Baker Lake, who is very beneficial to our community, Ms. Barbara Tagoona, from the Department of Justice, originally from three other communities.

>>Applause

Speaker (interpretation): Welcome to the Legislative Assembly. Recognition of Visitors in the Gallery. Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. I would like to acknowledge an individual who just walked in, Ooloota Ovaluttannguaq, who is sitting behind me from Repulse Bay. She is stuck here due to the bad blizzards in the Keewatin region. Thank you.

>>Applause

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery. Going back to the orders of the day. Item 7. Item 8. Item 9. Item 10. Item 11. Item 12. Item 13. Item 14. Item 15. Item 16. Item 17. Item 18. Item 19. Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Tabled document 52-2(20), and Bill 8, with Mr. Netser in the Chair.

In accordance to the authority provided to me by Motion 3-2(2), the Committee of the Whole will stay in session until it reports itself out. Before we proceed with the Committee of the Whole, we'll break for 20 minutes.

Sergeant-at-arms

>>*House recessed at 14:58 and resumed at 15:31*

Item 20: Consideration in Committee of the Whole of Bills and Other Matters

Chairman: I would like to call the committee meeting to order. In Committee of the Whole, we have the following items to deal with; Tabled document 52-2(2) and Bill 8.

What is the wish of the committee? Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. We wish to continue with Bill 8 and review the Main Estimates for the Department of Education. After education, we will commence the review of Community and Government Services Main Estimates, followed by the Nunavut Housing Corporation. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Are we in agreement that we first deal with the Department of Education.

Some Members: Agreed.

Chairman: Thank you. Minister Picco, do you have witnesses. If you have witnesses, Sergeant-at-arms, please escort the witnesses. Mr. Picco, please introduce your witnesses.

Hon. Ed Picco: Thank you, Mr. Chairman. With me today are the Deputy Minister of the Department of Education, Ms. Pam Hine, on my immediate right and on my immediate left is Janice Mobbs. Ms. Mobbs, is the Acting Director for Corporate Services for the Department of Education. Thank you, Mr. Chairman.

Chairman: Welcome to the Witness Table. Ms. Hine, Ms. Mobbs, welcome. Before we proceed with page by page approval of the 2005/06 Main Estimates for the Department of Education, I would like to take a moment to remind members that we are considering two separate documents, the Main Estimates and the departmental Business Plan.

From time to time, members may wish to pose questions that relates to information in one document or the other. Please be specific as to which document and page number you are referring to when posing questions or referring to a specific section.

Also, I would like to remind members the of the Question Period guidelines which applies during both formal Session and the Committee of the Whole. The guideline states that questions must not be hypothetical or seek an opinion. I will disallow questioning of this nature.

To page G-19, School Operations, Total Operations and Maintenance. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. The other day I was continuing on with the need for following up on your objective that the relationship between the District Education Authorities, the community, and fostering that relationship is important. I believe it's not only important just to foster that good relationship. The reason I was after it because I believe you need to continue to monitor that relationship as well, and the policy is to monitor and foster the relationship. I think the question has to be asked; what for? Why?

My belief is that if our kids are going to succeed in school, then they first have to stay in school and work hard, but I believe it's not just because they have a good relationship with their teachers and the students is vice-versa.

I believe the part of the missing link that we have in monitoring the school attendance and all of the other failures, and so on, with the school drop-out rates, are all linked to whether or not the District Education Authorities, the Department of Education have, I think it's to a degree, relates to the type of relationship the school has with the community.

Okay, I hope you get me on that one because our society, unlike the dominant society, is really quite more social, in our view. Our people have come a long way from a very sociable relationship, we never did believe there was something as confidentiality of any sorts and all that stuff that is going on today that you can't even do very much because the confidentiality of some aspects. Teachers are watching out for how do discipline students for fear of like they are being charged with a court case or something.

So we are living in an atmosphere of fear, I think, fear of either being reprimanded by the community or what not. I am going to get to that. The point is; the relationship between the District Education Authorities in some communities need more encouraging than some. Why? Because I believe the success for students is dependent on not only, like I said earlier, between a good relationship between the student and the teacher, I think it also relates to the parents, the communities, and the District Education Authorities.

So will the minister or the deputy indicate to me that this will be one of their ongoing monitoring to see how well the District Education Authorities are relating to foster, not only to foster a good cooperation, but actually having a solid relationship because I really, truly believe that elders need to become part of the school environment.

So could you indicate to me how you are going to do anything differently than what you have been doing to try and foster that relationship? Thank you.

Chairman: Thank you, Mr. Curley. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Chairman. First of all, I think that there's some concurrence with the member's point. We are in the process, right now, of setting up the District Education Authority Steering Committee, which will consist of District Education Authority representatives from across Nunavut, as well as an ex official member on that committee from the Department of Education to deal specifically with some of the issues that Mr. Curley raised.

This is a fundamental shift, again, in the way we are delivering education in Nunavut, and it plays pretty well from what Mr. Curley has outlined. So we are in agreement with that type of process, and we believe that points that Mr. Curley made are some of the same things that we have been hearing, and therefore we put together this District Education Authority Steering Committee to address, certainly those types of needs and some of the other issues. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. Mr. Curley.

Mr. Curley: Thank you. I certainly would like to share in that optimism with the Minister but I think it there needs to be a little more clearly defined definition or statement. This kind of policy so how is it going to work because the solution I don't believe is to set up another committee or this committee, you already have a committee or DEA that exists in the community; it is a matter of working with them.

I often wonder what the Department of Education is doing because everything was with the DEA, and they are setting up a committee. What else is the Deputy Minister's team doing? What are you guys doing? Could they not do something in that regard and keep that momentum and build a relationship, I can call it capacity building but also communicating and do all kinds of tricks of the trade to involve that so they will encourage the children and what not to stay in school?

I want to at least go to the Deputy Minister also to express to this House, to this committee on how they will foster that because I think it is other thing for the minister to try and say that the DEA and the other committee are all there, and so on? Thank you.

Chairman: Thank you, Mr. Curley. Deputy Minister Hine or Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Very quickly, I think that the member is talking about two issues one being the administrative issue, as well as the issue around governance. The governance issue of DEAs and the role of responsibilities are being played out within the new *Education Act*, which will be coming forward.

Some of the constraints that the member is talking about are probably facilitated and coordinated within that Act. That is some of the work that Ms. Thompson has identified. Ms. Thompson will be moving forward on that type of program.

Mr. Chairman, at the same time, on the administrative side of things, away from the government side, we would agree with the member that there has to be better conciliation of what is occurring with the DEA at the local level. At the same time the DEA members that the member has pointed out, as all locally elected people from their community, and they have chosen to serve on the Education Authority. One of the toughest jobs in many of our communities is working on and serving on the DEA as local officials.

The Department of Education's role is to support the DEA. Whether that is through a financial contribution as well as providing some of the administrative issues around governance. Governance being what is the powers and authorities under the DEA.

I think that a lot of work has been done and there is more work to follow and outline within our Business Plan. That is what some of the new initiatives we are bringing forward. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. I would like to ask the Deputy Minister whether she shared the minister's view if not could she explain that this area that I am expressing makes sense to her. What kind of initiative will the Department of Education put in to ensure that the community at least given a better interaction aside from the daily administrative responsibilities of the DEAs? Thank you.

Chairman: Thank you, Mr. Curley. Ms. Hine.

Ms. Hine: Thank you, Mr. Chairman. Yes I do agree with the comments that the member had made. Community development at all angles is one of the priorities of the Department of Education and one of my personal priorities as well. That is why we want to move ahead with the *Education Act*, so we can clearly state what the roles and responsibilities are. I know that there has been confusion as to where the roles and responsibilities lie. We want to make that clarified.

We have DEA Development Officers in each of the regions working with the DEAs. That is not a committee that is a staff person that is actually committed to working with the DEAs and developing the DEAs, as the members had stated previously. They are elected officials. Every time the election happens we have a change over in DEA members so the capacity changes. We do what we can to assist them.

From the community perspective, we would personally would like to see the schools as the heart of the community and a place where the people can come in and actually participate, not just to learn but also to use the facilities. We have a lot of multi-use agreements in the communities where the schools are used for community events.

That's one of the ways of bringing the community into the schools and being comfortable with the schools. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Hine. Mr. Curley.

Mr. Curley (interpretation): That's it.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. This area deals, as the Minister is aware with the way the schools are funded. They're looking at the formula as he had indicated.

Mr. Chairman, my question deals with one of the issues that were raised as a concern in the past and it's something that I know effects the schools here in Iqaluit. What is the cut off time and what do they use in numbers to calculate the funding for the next year.

With Nunavut Arctic College being here, a lot of times they get up to 60 students after that cut off time enrolled into the school system here and they're never taken because of the timing of the numbers of the enrolment in which they use to calculate the funding. Those students are never taken into account the funding.

So, basically there are always a number of unfunded students here and I know other places. They would prefer to have the numbers from the spring time and the fall. So, I'm just wondering if the Minister can indicate any steps that they're taking in redoing the formula and addressing this issue? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Chairman. In the past the school enrollments were based on the spring enrollment. Usually there were two numbers taken, the latter being the spring number, usually in May. It is my understanding that at that time in the last couple of years that there has been recognition that those numbers may not be the true enrollment numbers, so we have moved to September 30th now as the cut off date.

We would say that in most schools, and you will see it right across Nunavut, that indeed when you look at peak enrollments, it's usually in the fall of the year, in the first two months when school starts. The member is correct, when you get to the end of the school year, usually April, May and June, for example, for communities like Iqaluit, May for the majority of our communities it's getting spring like outside now and the attendance drops off and indeed the truancy rate increases.

September 30th, in the fall is a good opportunity when you're basing your numbers. In the new School Funding Formula that we're bringing forward and we've talked about this before in different phases, we would hope to be in a position in the second phase where

we'd actually do two checks, one in September and then again sometime during the winter to see if there has been an increase in those numbers.

The double jeopardy being, if the numbers actually decrease from the September numbers to your winter numbers, then you would look at a corresponding possible reduction in the school fund and that's an issue that we're trying to look at in terms of how we would do it.

That is part of the make-up of the School Funding Formula as we move forward into phase three. We've completed phase 1. We're in the process now of doing the implementation of phase 2. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I like what I'm hearing. I'm just wondering if the Minister would commit, especially in the regional centres where there are Main Campuses for Nunavut Arctic College, like here, Rankin Inlet and Cambridge Bay, where they do have programs where people come in to take those programs and often have families. Their kids are going to school is there, that there be some way of looking specifically at that?

The College falls under the same Ministry so surely, they should be able to coordinate some way to try and address that specific issue. I know it's been an issue here in Iqaluit in the past and I'm sure it's been an issue in the other two communities where they have Main Campuses to some extent.

I'm just wondering if we could get a commitment to make sure that especially those areas are looked at? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Chairman. I think the member has made a good point and that's a commitment that we are willing to make, as again, the review of how those enrolments are done, especially with the larger campus. Thank you, Mr. Chairman.

>>Applause

Chairman: Thank you, Minister Picco. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Let the record show that it wasn't the minister clapping for himself this time on that one. One of the other things I know has been an issue, and Mr. Curley talked about it a little bit, this deals with the relationship between the department and the District Education Authorities and how their budgets are handed down and delivered and stuff like that.

But I know one thing that the District Education Authorities here had some concerns about, and I am not sure if any of the other ones have, and I had heard that it was something that the department was looking at doing, but I would like to just ask the minister, for the record, if the department is looking at taking the funding and the responsibility for paying the utilities for the schools and putting those into, as Community and Government Services that pays for, you know, looks after all of the other government buildings.

I was just thinking because I know that's money that is base funded to the District Education Authorities and if those costs go up, that means then there's no extra funding for it, that means that they have got to take more money out of the rest of their budget for the schools. So I am just wondering if that's something could be, if the department is looking at doing it or has done that? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Chairman. As the members know, last year's budget was a stand fast budget; we didn't have an opportunity to do much changes because it was just after the election. This budget, as the members see before the House, is one where all of the ministers have an opportunity to work toward. One of the issues that we dealt with very quickly was to transfer those utility costs out of the Department of Education to the Community and Government Services Department for all of the reasons that the member just mentioned. So that has been done. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. This next question is something that I have addressed in the past by the minister and he had indicated, at that time, that they were looking at something, but haven't quite gotten there yet or the first draft of it was not, I guess words were that it didn't go over too well, so they were going to look at something else and that deals with the graduation requirements for high school. We have heard over, and over by the Members in this House, that we want to make sure that our young people get the quality of education that they deserve.

So I am just wondering if the minister could update with whether they have got another draft that's gone forward. Will he ensure that the programs and the courses that you need to take or you need to have in order to access post-secondary education other than outside the territory, whether it be a college or a university in the south that the students have the opportunity, within the curriculum, to be able to obtain those courses? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Chairman. We have been looking at the graduation requirements, as the member has talked about. Again, the last two weeks, I have had an opportunity to address a two plenary sessions during the Federation of Nunavut Teachers

Conference here in Iqaluit, teachers in K to 6 and then from 7 to 12, issues around it, and this is one of the questions that came up.

We are reviewing different options right now and again, trying to get feedback from our schools and from our teachers at the school level to see what we can accomplish. We have also had the Secondary Steering Committee, which is made up of educators from across Nunavut working on this.

So we are still in the proposal stage, as well as looking at different options. We would hopefully be in a position in the next several weeks to bring something more concrete forward, and then again, to bring that back out to the teachers, and so on.

The whole idea of graduation requirements is to give the student a stronger base of different core subject areas and knowing it enhances their academics but it also focuses on some of the other issues around life-long learning and the career path that they would like to move into at a different time when they graduate, but at the same time trying to be inclusive with some of the issues around Nunavut, culture inclusion, and so on. That is what the issue is around the graduation requirement. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I appreciate the minister's comments on that. I applaud them in their efforts and it is quite the task ahead of them to sort that all out. Given that and given the minister's comments will he ensure that the level 30, or whatever courses that you need to have when you apply to a post-secondary education, it would be a College or a University in the south, they don't ask you. Their requirement is not do you have a Grade 12 diploma. They ask you do you have English this, Math this, whatever, Biology, Science, these different level certain courses.

Is the minister going to guarantee that the availability of those courses will be there for students who wish to take them in our system? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Yes, the whole idea not to water down the system, it is to enhance it. For example, right now at Grade 12 you have to have English 30, or an English 33 based on the Alberta exams to graduate Grade 12. That is not going to change. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Do you have anymore, Mr. Tootoo?

Mr. Tootoo: Thank you, Mr. Chairman. Another thing that I want to get to and going back to the DEAs, and specifically dealing with the DEAs, that to just confirm with the minister that the way that they are funded is on this formula, revising formula as the day turns, or whatever, that they are all funded equally through that formula? Is that correct? Thank you, Mr. Chairman.

Chairman: Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. That is correct.

Chairman: Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I am wondering the first question is how come on G-20, where they have District Education Authority contributions; there are two separate columns there where the Commissions Scolaire Francais contribution is separate, is the DEA for the French School. Why is it separate from the other contributions? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. It identifies some of the issues around the differences with the d'Ecole Francophone de Association. It depends on the in the budget item here how the money is transferred. For example, as the member knows, that there is a funding agreement in place that we have with the federal government.

Right now, for example, there is \$189,000 provided support for the administration as well as the delivery of the French educational program. The salary for the Director General for the Commission Scolaire, is included in that amount. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Is that separate funding then the regular DEA's funding. Is that what the minister is indicating? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The Francophone District Education Authority, the scolaire receives different fundings than our regular DEAs. We still provide some logistic and financial support to the DEAs, the Francophone DEA, and on top of that they also receive funding from the federal government through a bilateral arrangement with the federal government under the legislation of the federal government. That is why there is a bit of a difference there with the amounts of money. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. My question was if this the same type of funding that all the other District Education Authorities get, that this funding covers off the same thing for that District Education Authority and that is what I was trying to clarify.

It seems like if they're all covered off the same, as the Minister had indicated earlier by the formula and then I would assume that it's something over and above what they would have out of that \$9.972 million. Is that correct? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Go ahead, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The member is correct. There are some funds that because of the francophone minority education rights under the Charter, there are monies that we provide to the District Education Authority. Again, the amount is highlighted there. The federal government also contributes funding to the francophone education council to run the programs as well as the school and run the administrative issues of the school through that type of a contribution agreement also. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Go ahead, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I think this is the first year that we've seen this in here and I know that the school has been open for more than a year.

I'm just wondering what happened in the past and why are we seeing it in there now. Was it paid to them through a different format in the past? I'm just wondering why all of a sudden it pops up now and it wasn't there in the past? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Under the legislation that is in place under federal law, the federal government, when they look at opportunities for the Francophone School Association, it's not the same as looking at a District Education Authority.

They actually fund a school board, as it were, the federal government. So they look at the Trois Solei Ecole Francophone Association, not as a District Education Authority, but that's actually a board. That's why you have a superintendent position.

We had just set that up under the legislation because of the situation here in Nunavut to comply with that. That is why the member sees that in there now. It's in a different format. It's actually school board. They have a superintendent and we have to fund it that way. Again, the lion's share of their funding doesn't come from the Government of Nunavut. It comes through the bilateral agreements that are in place with Nunavut, with the association and the federal government. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. If they're recognized as a board, and I know there is not other boards in there, but say if like here for example, in Iqaluit, where there's quite a number of schools. I think there is about 1,350 students just in Iqaluit, not including Apex. If the Iqaluit District Education Authority and the Apex District

Education Authority wanted to get together and form a board, would they be eligible for some of this funding as well. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister, go ahead.

Hon. Ed Picco: Thank you, Mr. Chairman. Again, it's different. It's like comparing apples and oranges. In this case, the federal regulations set up the school board for francophones which is what they've done across the country in 13 jurisdictions, the ten provinces and the three territories. Nunavut is no separate or different from that.

The Government of Nunavut doesn't have any education boards and we have the local District Education Authorities. So, we wouldn't be in a position to fund those. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know as the minister is probably quite well aware of, before Division, Yellowknife was in the same situation. It was just one thing and they decided that they wanted to form their own board for Yellowknife.

My question is to the minister if that is a desire and a wish of the District Education Authorities here, would they be able to look at doing that? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. That's one of the government's issues under the legislation. As the member remembers, we did pass that session, which dissolved the Board. Under the new *Education Act*, that's one of the issues that I am sure will be raised when we look at the governance issues of the District Education Authorities and how those authorities are in place. Thank you, Mr. Chairman.

Chairman: Mr. Tootoo you are out of time, so I will lead to the next person. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. My question is in regards to the school counsellors in the smaller communities. Do they need a certain level of qualification and certain training requirements?

Usually, the school counsellors are always the same people and there is no development or further training provided to these school counsellors, and we don't have any more being trained.

How do the school counsellors get assessed or is that the responsibility of the District Education Authorities? The District Education Authorities don't have enough power to do that kind of stuff. Thank you, Mr. Chairman.

Chairman (interpretation): Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The hiring process is for the different departments under the government are pretty much the same. In this case, they are pretty similar again, under the Department of Human Resources, there would be a job description, and then it would be minimum qualifications that would be met for the position. In this case, if it were a school counsellor. So the person that would be hired would meet those minimum qualifications and then would be made a job offer.

One of the good things I can say about the counsellor position, as the member knows, indeed, this is one of the positions where we have actually got unilingual counsellors in schools working as the school counsellors and I think that's a good opportunity where the members have talked about before where people who were unilingual couldn't get a job, they have actually a full-time job, a member under the Nunavut Employees' Union, the counsellors fall under that mandate and has the position. Thank you, Mr. Chairman.

Chairman: Mr. Barnabas.

Mr. Barnabas (interpretation): So the minister has brought it out. So what kind of training do you provide for those people, if they are unilingual, they are not Grade 12? So they are not required to have that much training or credentials. It seems like they just baby-sit the students, they don't get any support from the government, and some of them have to retire because of their age. Usually the students go up to another grade when they shouldn't. How is that? Thank you, Mr. Chairman.

Chairman (interpretation): It's sort of like that. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I think one of the things we have heard over the last several months, in consultation on the budget and the members have brought up in the House to see more schools' counsellors across Nunavut. In some regions we have very few or none. I believe there is only one school in the Kitikmeot that has a school counsellor.

Mr. Chairman, most school counsellors are hired directly from the community. They bring different skill assets to the position including the ability to communicate with the students, counseling skills, and so on.

We have two types of school counsellors in our community, one being the vocational counsellor, which actually helps the students at the high school level when they are looking at the job opportunities, placements, and so on. At the lower levels, like the K to 6 levels, for example, you have school counsellors who work individually with the students that might have some issues, work with the parents at home, and so on.

Professional development is handled in two ways, whether through professional development delivered by for example in the Federation of Nunavut Teachers' Conference, which was done for the teachers under professional development fund, is the

same thing at different aspects of professional development with the Nunavut Employees' Union as employee members.

At the same time, the local schools, as well as the District Education Authorities involved, there are all of their staff, which includes the counsellors in different opportunities for professional development.

That may include, Mr. Chairman, for example, in some cases, doing sign language, but because we're dealing with students with special needs and at the same time instead of saying it, like the members implication of what the counsellor does, they play a huge role in the schools. Sometimes, when teachers aren't available, counsellors actually step into the classroom.

So, there's a huge opportunity and role for our counsellors at the school level. They are getting professional training at different times through the year. At the same times, there is a bigger need for counsellors across Nunavut, because many of our schools are asking for those positions.

I appreciate the member being in support of the counsellor position and the good things he's trying to bring out about those positions, so I thank him for that. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. Of course I fully support the counsellors but if you look at it this way, we have grade 12 in some of the communities but then again they have no counsellors even for the high school students.

They don't get any kind of support in the school system because they don't have school counsellors. But we do have school counsellors for the elementary level. These counsellor positions are given to the District Education Authorities and then problems are created and we definitely have to do something about it, Mr. Chairman. Thank you.

Chairman: I didn't hear a question. Mr. Barnabas.

Mr. Barnabas (interpretation): What my question is, how many of the smaller communities up to grade 12 have counsellors, and how many don't? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Barnabas. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. We have 42 schools in Nunavut and we have about counsellor positions. Some schools may have two counsellors, for example, the high school here in Iqaluit. However, it again depends on the region. This budget, if the budget goes through for the first time, we've got money allocated to hire counsellors against the schools as the member is saying where we don't have counsellors.

So, we're looking at for the first time again, hiring at least another 7.8 PYs or almost 8 position, 8 PY counsellor positions as part of this budget and that's part of the over 80 new positions that this budget is bringing forward. I think that is good news and I thank the member for bringing the issue up and again supporting the much needed position of counsellors in our schools. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. Of course I give my full support to the counsellors and of the unilingual counsellors especially but if you never completed your high school and you're trying to help the students in the higher grades, I don't know how they can do it.

Is it possible for the smaller communities to get high school counsellors? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The member again touches on the issues the counsellors deal with. One, especially at the lower school levels is the counsellors who deal with issues with families and so on, where there may be truancy and that. At the higher school level, say grade 9-12, we would like to have more vocational counsellors. Those are counsellors who actually work with students on deciding their career path.

That would be a different set of skills or a different skill set that that person would need, so that would be a little bit different on those types of hires. So, again, this is what we're trying to do with in the budget and we appreciate the member again echoing these concerns and supporting those more career counsellors and other counsellors positions. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman.

Chairman: One moment. Mr. Evyagotailak would like to make a comment.

Mr. Evyagotailak: Thank you, Mr. Chairman. I do believe we don't have a quorum Mr. Chairman.

Chairman: Thank you, for reminding us.

Thank you. We now have a quorum. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. I am from a smaller community and I used to be a member of the District Education Authority. The District

Education Authorities don't have enough authority to coordinate the school counsellors for example. If they were having a problem with a school counsellor, what type of authority do the District Education Authorities in regards to dealing with that counsellor? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Barnabas. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I agree, again, with the member. There are some issues around governance with District Education Authorities, again, that frames part of the debate we will be having with the *Education Act*. Thank you, Mr. Chairman.

Chairman: Thank you. (interpretation) Are you done? Mr. Curley is not here. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. There was a couple of things that I forgot to ask earlier that came to me after, and I know the minister touched on it last week or the week before, I can't remember, it's has been so long now. Hopefully the minister will remember. It's on the funding that was there for the Centre for Excellence.

The minister has indicated over and over again that there's more emphasis in his budget for special needs, and looking at this, I think that's exactly what this program did. I believe the minister stated last week that it was just an accounting thing that had to get deleted, and they hope to have it in again once the federal funding gets approved. Does that mean that, for our processes, for accounting purposes, that we will be seeing a supplementary appropriation for that amount for the Centre for Excellence Program? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Again, this is a program, you know, we are quite pleased with it, with Lakehead University. Again, Lakehead gets their funding from the federal government and they are awaiting that program to go forward.

My understanding is that the federal government may come to a vote sometime this week. I would suggest to you that in a couple of weeks after that, Lakehead University will be in a position to know what their money that they have asked for would be forthcoming.

Our issue here is in-kind; we have an in-kind contribution to help with the Centre of Excellence. Again, it's a program that we believe in. Again, the major funder is the federal government and it's channeled through Lakehead. I think it will probably be two or three weeks before we realize if they have received their funding as indicated. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know that he said that it's an in-kind donation, it's not a cash donation, but I guess in the past it has been \$86,000, \$65,000, and \$63,000 in donations in-kind. I know, for anticipating that again, you would think you would see that amount in there again, and I am little worried by not seeing it there that it will not happen.

I know, if we use the staffing, for example, it's something that I have raised in the past that we budgeted if we are 100 percent staffed, even though we know we are not going to be, but still the money is there, and I see that same thing here.

So he said it was an accounting thing that they had to delete it, take it out of there. So I would just like to get some clarification on that, and if it's an in-kind donation, why is it not showing up in there? Why is it taken out? Is it something that we are going to be anticipating in the next year? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Again, it's about \$60,000 and then it was \$86,000. So, it's a very, when you look \$180 million is a very small amount, but the member is correct, it's a good program.

This is money that we facilitate with again, Lakehead University, because the project is based on the federal budget, and so on. When we looked at last year's budget, remember we were late, and the federal budget has been in place and they knew what the amount of funding was, and so on.

When we came to do the administrative work on this budget, the federal budget hadn't come to the House, there were issues around the federal election, the minority government and that, so logistically the timing wasn't there.

In this case if Lakehead gets their money and so on, we would step back up to the plate, again with in kind contributions and if we need it extra dollars. I can't see the same amount the 30, 40 or 50 amount, then we would try to fund that internally, out of our own budget. And then if that was a line item, because of internal transfer again it would be in the budget again next year. That is the reason why it wasn't in the budget this year because the agreement hadn't been done by the feds, and we couldn't allocate just in case they got money. We can only allocate based on a pretty sure thing, especially on a third party situation like that.

The member is correct, it is a good program. With the support of the House and the member, we will be able to move forward, and in the internal fund, if we had to. We have to wait to see what happens in the next couple of weeks. Thank you, Mr. Chairman.

Chairman: Go ahead, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister, I believe that I got what I was looking for was a commitment from the minister that whatever happens, once we find out what happens down there that whatever programs and services that are offered through Lakehead University for any of our residents that they need to take part in it, they will continue to be able to access those services and programs in the coming year and not be able to because there is nothing in the budget here.

I was looking for a commitment that that wouldn't be the case. I believe that that is what the minister has indicated. I would just like to ask him to verify very briefly, if that was the case for sure or not? Thank you, Mr. Chairman.

Chairman: Can you clarify it again, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Yes, that is correct. Thank you, Mr. Chairman.

Chairman: Thank you. Thank you, Mr. Tootoo. Mr., Curley.

Mr. Curley: Thank you, Mr. Chairman. I have a question with respect to the funding policy of these schools. So far the only funding available to the DEA's is from the government. Do you have a sort of a funding policy from private sources, as to what amount to how much? If not, what they can do in the local community? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The legislation that is in place which guides the DEA's is the enabling legislation. What that means is it gives them the opportunity to be able to leverage funds from third party sources. Those can include the programs that are delivered whether it is juveniles program that is being delivered, whether it is the DARE program that is being delivered.

So it gives them the flexibility to be able to leverage other funds from other sources other than the Government of Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. That is good news. Is there a limit as to what amount that they could be funded? Do they have to be a certified programs and what not? Is there some guidelines in place that they must adhere to? And they are not subject to clawbacks if they don't qualify in some areas? For instance, can they be used to increase salaries of some people working at the school? I don't know. What are they? Thank you.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. As an incorporated society in Nunavut there are guidelines and regulations that the society itself has to follow. And as the member indicated there is also regulations and rules under the legislation that guides us, which is the *Education Act*.

In those types of issues there are limitations put on. However if a individual DEA has been successful in accessing third party funds, for example, which provide remedial instructors, and so on, in the classroom, the Government of Nunavut would not be in a position where they would clawback money from a third party source. That would be the DEA funds.

The Government of Nunavut could look at clawback of funds from the DEA, for example, when we took over the custodial positions in different communities, where in the past where the DEA was paying the janitorial positions, we took those positions over, and took the funds with them so that we could actually use them to pay for the same staff person. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you. I'm still trying to get whether or not there are limits to the contribution or anyone can give to groups because I believe these local District Education Authorities are not non-profit organizations, therefore they must break even at a given time.

They cannot, I'm not 100 percent sure whether they can continue to use any surpluses that are built up. So, in the other amount, what is the amount, the limit that each community or whatnot District Education Authority can raise to support local school curriculum and operations? Thank you.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. We have some District Education Authorities for example, right now that actually have surpluses. It could be a result of some of the things Mr. Curley has talked about or some of the contributions they gathered over the years.

The quick answer is that if the District Education Authority has raised money and they have a surplus, then we're not going back in there and taking their money out. However, when you do an analyses or an evaluation of the funding that is in place for a District Education Authority and let's say the budget was \$100,000 a year, and over four years they hadn't spent that money, then maybe at some point we would do an analysis saying well, is it maybe receiving too much money and that some other school could use that fund.

So, those types of things are an ongoing process but as a rule of thumb, we don't go in and take out surpluses. It is my understanding that the legislation that is in place is

enabling legislation. It enables them to access third party funding for different programs if they so desire to do that. The limit or the contribution agreements is based on the legislation that is in place. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Mr. Curley.

Mr. Curley: Thank you. I really believe that should be improved as far as I am concerned because there are no guidelines as to what amount could be raised. For instance, could they raise 50 percent of their operating budget. Could for instance, during election time, there can be some increased activities are to provide grants or contributions to the School Boards, or what not. What are your guidelines as far as a political donation, politically have directed grants to School Boards?

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I think I understand what the member is asking is how the disbursement of funds are made under the District Education Authority and what are the cost categories that they may disperse that fund. For example, could they support Mr. Curley in his re-election if that's what they chose or me? Could they support NASA in doing a moon flight? It could be anything, so, if I'm reading the member correctly, that's what he's asking. If there are guidelines, on what categories of expenditure the District Education Authority can make. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you. I think the Minister tried to rephrase my question instead of answering it. I'm really seeking answers because, for instance, by the end of your term, there could be some third party funding activities that will increase. As to what amount should they be contributed to an unspecified kind of a funding request but they are initiated by a third party.

Are there any rules to that kind of a contribution or what not? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. As I said earlier, the contributions agreements with the majority of our District Education Authorities, I think 100 percent of our District Education Authorities get the lion's share, the majority of their contributions from the Government of Nunavut.

Within that contribution, there is what's called a contribution agreement where it spells out the terms and references of the conditions. I don't have a copy of a given contribution agreement with us here to see what the guidelines and so on are. So I can get that information for the member and make it known what those rules are, maybe even a draft agreement that he can look at. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Are you finished? Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Chairman. I have a comment to make. It's just a question on the operations for the District Education Authorities' responsibilities in communities. For example, if a community were to hold or can't decide on the new school location and if the public wants that new school location over there, does the District Education Authority have power, or do the school operations have power?

Maybe separate because, I don't know why, but because of what may be the location and where it's to follow for the students, what's the policy if the District Education Authority wants to turn it down and say; you know what we are going to see a new school location over there, instead of over here where the public made a decision that they want to see that new school location over there. What's the policy on that? Mr. Chairman.

Chairman: Thank you, Mr. Kattuk. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The District Education Authorities play the usual role in the planning of any new school infrastructure in a given community. That includes consultative work with the District Education Authority, as well as with the Department of Education, and then again, with the hamlet and the community in question.

The first thing that a District Education Authority decides, they wanted a new school, they would have a vote amongst themselves and then pass a resolution or a motion. If they wanted to relocate it, it would be the same situation, then that information would then go to the Department of Education, and then we would look at the capital plan to see if the monies is there and so on, and then we would have to go back to the hamlet and say; look, this is what, after doing a Request For Proposal probably on these lines, and so on, what is needed to relocate the school or build a new school, and then you would have to go back to the hamlet and you would say, this is what we are planning to do, can the school, the footprint of the new school, is there a lot available for that in a given community?

So all that type of work has to go on. Just because the District Education Authority has a motion saying we want to move the school and we want to build a new one, let's say if you wanted to build a new one or just move a school, that doesn't mean it's going to happen. What it means is then you have to look at; do you have the dollar values available; what types of consultations are done with the community, and so on.

That District Education Authority motion on removal, removing or relocating or building a new school would be the first step in that capital planning process, probably the most important step in that capital planning process. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Kattuk.

Mr. Kattuk: Thank you, Mr. Chairman. So you are saying that the municipal government has power, like for example, if the District Education Authority wants, my point is that if the public decides where they want to see the location of the new school, and then the District Education Authority turns it down to have it not be there, and maybe my question might be to the Minister of Community and Government Services, I don't know, but does municipal government have power to support public interest to see that new location of a new school? Does that municipal government have power to support for the public interest? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Kattuk. Go ahead, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Every situation is different. Just for example, if the District Education Authority decides to move the school over there by the park, the hamlet looks at that and says; yes, we have looked at your motion, you want to move it, but the park is contaminated, then we can't do that. Then the municipality would be in a position to follow it and say; they would turn down that opportunity that the District Education Authority has made.

If the site where the District Education Authority has chosen is not suitable for whatever reason, it's too small or what have you, then again, the District Education Authority would not be able to move forward.

What the District Education Authority can say as a recommendation is say we have chosen a location and that's where we want to put the school. The Department of Community and Government Services with Capital Planning through Education and the Hamlet, they would review the chosen location to see if it's suitable.

If it's not acceptable, then they would recommend an alternative choice back to the District Education Authority. If it's acceptable then it moves forward. So the District Education Authority is one process, or one step in making a decision where the school will go. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Are you done? I don't have anyone else on my list. We're under G-19. Total Education Branch Summary. School Operations. Total operations and maintenance, \$97,490,000. Do you agree?

Some Members: Agreed

Chairman: Thank you. Any questions on G-21, G-22, G-23. We still haven't concluded page G-11, so we cannot go back to G-4. What is the wish of the committee? Go back to G-11 with Mac Clendenning.
Do you agree?

Some Members: Agreed

Chairman: Thank you. Thank you, Mr. Minister. Could you please bring the witness over, Sergeant-at-Arms. Mr. Mac Clendenning. Thank you, for the record, could you please introduce your witness, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I am joined at the table right now by Mr. Mac Clendenning, the President of Nunavut Arctic College. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Welcome Mr. Clendenning. We're on page G-11. Are there any questions on Adult Learning and Post-secondary Services. Mr. Curley.

Mr. Curley: Yes. Thank you, Mr. Chairman. On your Mr. Minister, or Arctic College President. The Business Plan on that, it, on that part, on page G-23, it does say there was a facility assessment done for the trades facility I believe. That page, right on the status part, it says completed trades facility assessment in Kitikmeot Region, Kivalliq and Baffin regions.

I took it to mean that these have been completed. Am I correct in that view?

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. There is some preliminary work that has been done on looking at the infrastructure that we have in place already on the ground in Nunavut with the College.

The member is correct. When you look at the three campuses that we have and the 23 Learning Centres across Nunavut. There has been some preliminary work done on those then to see what we had on the ground and then what we need. That's the work that has been looked at. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. Could either of you, Mr. Clendenning explain to us exactly what these regional profiles are with respect to facility assessment? I don't believe from reading from that, these facility assessments have been completed. We know something about exactly what has been achieved and what did they recommend. Thank you.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. First of all, the analysis is done internally with the Department of Education, our Capital Planning process. The idea is to look at what is needed on the ground with the college. That includes for example, a question that came up in the house today which was accommodations. It also looks at some of the other issues.

For example, here in Iqaluit, in the capital plan, there's an issue around, should the campus itself expand; and that's the type of technical work that occurs; can you add on to the current campus building; should you relocate the campus building to another location.

Right now, we are using Ukiivik, where there are some trades programs being used and accessed. Thank you, Mr. Chairman.

Chairman: Thank you. (interpretation) Anything else, Mr. Curley?

Mr. Curley: Thank you. Mr. Chairman, I would like to ask Mr. Clendenning because these studies were probably carried out before the minister was appointed. Could he explain to this committee whether or not these assessments have been adopted by the college? My view is that these were done by the college or the Department of Education. Could one of you explain to me what type of profile that they are, as well as whether or not they were not compared to...how long ago were they done to be exact? Thank you.

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I just want to get my capital planning book because we are dealing with the operations and maintenance budget, not the capital budget, but because it's in the business plan, the member is correct in raising it. I just want to look at some of the issues around the different capital projects that we have in place.

The capital planning process for the Department of Education includes the college, as I said before and that expertise by Mr. Levy and his team. There has been some work done on looking at all infrastructure across the spectrum of education. That's inclusive of the school, the K to 12, as well as looking at the community learning centres and the three campuses. That's what has been determined within the capital planning or substantiation sheet, and that's what gives credence and weight to the capital planning budget that we have in place.

Mr. Clendenning, I guess, can talk about some of the issues around the infrastructure itself and some of the moves that have been planned within the capital structure if the member would like that clarified. Thank you.

Chairman: Thank you. Go ahead, Mr. Curley.

Mr. Curley: Thank you. It's not 100 percent clear exactly what conduct a trades facility assessment means to be, unless I am provided with information that can help me understand what was done. I don't believe it's all that secretive, or internal for those members of the study group only. I believe these public funds were involving in conducting a trades facility and these facility assessments were completed in Kitikmeot, Kivalliq, and Baffin regions. I personally would like to know exactly what kind of trades facility assessment was done in the Kivalliq Region.

Mr. Clendenning, if you were involved, if you are a beneficiary to that report, could you maybe help us and my constituents understand exactly what was assessed?

Chairman (interpretation): Thank you. Mr. Clendenning.

Mr. Clendenning: Thank you, Mr. Chairman. That study was not commissioned by the college, I believe it was undertaken by the department. My understanding of it is that they are looking at trying to determine an inventory of facilities in communities that could be used to support the delivery of trades training.

What I understand that's going on now is that there is a study going on by the department to look at trying to determine the program needs; what trades programs would be needed in Nunavut, and the next phase in that would be to look at the infrastructure requirements to support the delivery of those trades programs, and the plan is to try to have that done in time to amend the capital plan before it's brought to the legislature for this fall. I believe that's the current status of it. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Clendenning. Mr. Curley.

Mr. Curley: Thank you. Can I ask Mr. Clendenning to explain to us whether the status of that assessment is. Has that been accepted or has it gone back to the drawing board? Is it short-term, long-term or comprehensive? Thank you.

Chairman: Thank you, Mr. Curley. Mr. Clendenning.

Mr. Clendenning: Thank you, Mr. Chairman. A good point. The work that has been done in those reports is preliminary, to give us some additional information that we can use as a basis for determining what the program needs are and infrastructure needs are so that those can be taken into consideration when we develop the next Capital Plan. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you. Mr. Chairman, from the response that I get this is not the trades facility assessment is not 100 percent complete. It is preliminary. The information provided to this committee clearly states conduct a trades facility assessment to be completed. It does not say preliminary. Who is misleading who? Could you explain to us exactly which one we should go by? Thank you.

Chairman: Thank you. Mr. Clendenning.

Mr. Clendenning: Mr. Chairman, all I can say that I believe that the work that has been done to date is and I believe that a reference that the member is making is from the Business Plan for 2005-2006, so it is for the next fiscal year that that refers to. That is my understanding. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. Could the minister at least help us out that he will ensure that the progress is reported or stated to the House so that we understand fully exactly what is involved? It is important that we know what is happening. Could the minister assure that he will bring a report and a trades assessment to this committee? Thank you.

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I will make that commitment to the committee. Thank you, Mr. Chairman.

Chairman: Thank you. Anything else, Mr. Curley?

Mr. Curley: Thank you. Mr. Chairman, I had an opportunity to ask a question earlier with respect to the 75 recommendations that are before on this item, with respect to the Arctic College. I know that the minister is fully appears to be supportive of the recommendations. It is quite clear the Arctic College, the current structure had experienced quite a serious problem in administering and guiding Arctic College programs. Just because we have the minister was appointed about three months ago, doesn't mean that the problems are still real, and there have been some changes made with respect to the financial and I understand it was one senior official hired to deal with the whole matter.

Could the minister explain to us exactly whether or not there will be final changes to not only the management staff but as the Governors system, so that we can ensure that there is a clear and as well as positive vision established in order to generate that this program is really serious about providing opportunities for young people? Thank you.

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Yes the member is correct and I would concur with the member. I think it is a good time to point out that the External Review points out that there has been several changes to in ministers; several changes to the Presidents of the College. There were concerns around the financial and fiscal areas of the College itself, and that was causing all kinds of other issues.

When the College took over \$1.3 million hit last year that affected it greatly. It affected the morale of the College itself, and I think that that was indicative of some of the comments that were made in the External Review.

So when I came in as minister in March and April of this year, the first processes that I wanted to meet with when I met with the Board of Governors, was to address the fiscal imbalance. We have done that. They have put together a deficit reduction plan, as outlined in some of the recommendations that have already come forward.

So, I think we're moving forward with those types of issues. I think Mr. Clendenning wanted to add to Mr. Curley's question. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Go ahead, Mr. Clendenning

Mr. Clendenning: Thank you, Mr. Chairman. I do appreciate the question and I would like to assure the member and the House that we are taking steps to strengthen the management team within the college and to ensure that we have senior managers in key positions that can help to move the college forward into the direction that will allow us to move on and implement a number of the recommendations in the review.

We had made some changes in the last year and again, in the last few months and are going to continue to look at ways that we can make further changes either to structure of the management group or individually to make sure that we have the right people in place that will support the long term growth and development of the college. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Clendenning. Anything else, Mr. Curley?

Mr. Curley: Thank you, Mr. Chairman. I have more questions. I take it from the external consultant position, that he was not, in my view, fully able to make recommendations to restructure the Board of Governors because that would have been suicidal. His report would not have been tabled.

When I read on the comment from the report, that links the Board Members, I assume they are Board of Governors, when he says there is a strong perception by staff, and I would even say the external stakeholders, that this the general public, Board Members, that the college does not have a vision or a plan to achieve one.

So, I'm asking the Minister, what makes him feel just because there is no reference to Board of Governors need to be restructured, that he feels that the current governorship can actually make those changes. I don't believe the Minister is able to make these changes.

It's going to be this Board of Governors that are going to establish a vision and a clear plan of action to bring in some new enthusiasm for the College. So, will the Minister explain to us whether or not he has any more changes coming with respect to the governance at the College? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I appreciate again the member's question and there may be a perception on the way the Board of Governors work and there has been some vacancies. We've been trying to strengthen the Board.

The member has put forward for example a strong candidate from his community which has been nominated and we'll be going. We're already on the Board of Governors of the college again to do exactly what the member is talking, to make sure the college Board of Governors, through the expertise of the Board Members is able to not only be forward thinking but review the recommendations from the report and move forward on the implementation and to look at the vision that is in place for the college, and strategically place the college for 2005 and onward.

That was the idea of doing the External Review. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Go ahead, Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. I appreciate the Minister's help in trying to resolve the new guidance for the future of the College. I also am of the view of this. If this report were about the Qulliq Energy Corporation, for instance, I know that the Minister responsible would have immediately taken action and put new blood in where new blood was needed and I really believe that in order to seek the confidence of the public, that there needs to be further changes, not only to the management team but the whole structure including the Board of Governors.

So, from that perspective, I'm asking the Minister, will he make further changes to the Board of Governors structure? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: Yes, there will be changes upcoming and I wouldn't want to be in a position right now to say what some of those changes are. That wouldn't be fair. There are changes underway that will be implemented in the coming months. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Mr. Curley.

Mr. Curley: My last comment is really this, this comment is really quite important, it is important to Nunavut as well as the young generation, who are keen, who are ready to take advantage of the courses and programs that are offered by Arctic College.

Nunavummiut and people who rely on it to achieve education, really, do support it, they deserve the best, and we must not cause any further delay in getting it corrected because we have quite a few as I believe indictment in Arctic College and it is time that we take it serious and these changes should in my view will encourage those people, the young people of Nunavut as well as many of Nunavummiut, a hope they can rely on.

That's all I'm expecting, and that's why that I think that my colleagues quite serious about getting the institution in proper footing, Thank you, Mr. Chairman.

Mr. Chairman: That was just a comment. Mr. Evgotailak.

Mr. Evyagotailak: Thank you, Mr. Chairman. I have a comment first, on Adult Learning education. When there's programs that's going on in the regional centres, there's quite a few of our young couples that have to move down to Cambridge Bay from Kugluktuk. It separates some of the families too, some of the older children would stay home because they didn't want to move to another community, and they didn't want to leave the school.

This question came up from an individual who attending the Adult Education Program in Cambridge Bay, the questions that was raised, and I wasn't quite sure about the answer so I told them that maybe because there's more apartments then back home.

This question came up, why can't they have the Adult Education Programs in the communities where there are more students that apply to it, rather than going to a regional community? Thank you, Mr. Chairman.

Mr. Chairman: Thank you Mr. Evyagotailak, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The member is correct. These questions calls for quite a bit. I think the quick answer is, is that depending on what program is and you might have majority of students apply for a program from Hall Beach, but the program is being offered in Clyde River. And it might be offered in Clyde River because maybe they have the expertise to run the program there, that they have housing for an instructor if that's what you have to bring in or there might be accommodations available for students to come in, and so on.

At the same time each program that is offered by the College depends on the needs assessment that is done by the adult educator in that community. So again it's based on needs and also based on what infrastructure there to support that program.

A good example is our NTEP Program, where we actually been able to take the NTEP program out of the regional campus and start delivering them in different communities, for example in Kugluktuk, or in Arviat where were running programs. Thank you, Mr. Chairman.

Mr. Chairman: Thank you. Mr. Evyagotailak

Mr. Evyagotailak: Thank you, Mr. Chairman. We all know that it would be a lot cheaper to have the Adult Education Programs in the communities where there's more applicants. That why I had to bring this up, it's kind of hard to see some families split up because of the programs, where the mother or the father are going to take this, but the children want to stay home for school and don't want to move to another community.

I am in support of my colleague that mentioned already, Mr. Curley, yes, it would be nice to see those programs go to the communities rather than going to regional levels because to bring instructors, you're only paying for one or two instructors.

When you have to bring 4 or 5 families, you're paying a lot more for airfares and that. I would like thank you. Thank you, Mr. Chairman.

Chairman: Thank you. That was just a comment.

Can you take over my chairmanship. Thank you.

Chairman: Mr. Tootoo. Sorry. Mr. Netser.

Mr. Netser: I've got a couple of questions that's been brought up to me by my constituents with respect to the environmental technology program. When they go out on the land to do the survivor mode, I have heard some very disturbing things that they do over there with respect to the students trying to survive without anything.

They take them out on the land and leave them without any rifles for self protection. That's very unacceptable because we hear about polar bear maulings and wolves coming into camps. Just recently in Iqaluit, there were some wolves really close to town.

These students are taken out on the land without any means of protection. That is unacceptable. I was wondering if you could check into that and ensure that this not happen again because I've been approached by more than two people on this situation and we need to take some action before something bad happens to these students. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Netser. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Chairman. Mr. Chairman, I appreciate the member raising the concern.

This is the first time I've heard that there was a concern with environmental tech students who would have been doing their winter camp. That's parts of the process of the program itself. Without adequate protection, I will refer it to Mr. Clendenning to see if he is knowledgeable of the issue itself.

It's the first time I've heard it raised and I would ask Mr. Clendenning to address it because it is a very serious issue that shouldn't occur. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Netser.

Mr. Netser (interpretation): Thank you, Mr. Chairman. And the other things is there are some students that come from my community to Rankin Inlet to take education and some of them have spouses.

When ever they bring their spouse, they don't provide them with accommodations but even though he is provided with accommodations when he goes to Rankin Inlet I think in

Kivalliq Hall. Whenever he wants to take his wife along, or when his wife comes, they have to go and find their own place.

This is very uncomfortable for these people. They don't pay for their accommodations when they leave the Kivalliq Hall. What has been considered thus far in this regard. Thank you, Mr. Chairman.

Chairman: Mr. Clendenning.

Mr. Clendenning: Thank you, Mr. Chairman. If I could respond to the first issue that the member brought up regarding the environment technology program, yes we do have field camps for environmental technology students, the summer field camp and a winter field camp.

We have guidelines that need to be followed for those field camps. The students are also chaperoned by at least two qualified instructors who have out on the land experienced and they do have weapons with them for protection. As a matter of fact, they often take hunting as part of the field camp and try to get some game for the camp.

If the member has some specific information about circumstances when that did happen, I would be happy to receive them and check and refer to them, but that's my understanding of how the process operates.

If I could answer the second part of your question first, I did acknowledge the concern about the lack of family units in Rankin Inlet, and at the present time, we do have an insufficient number of units for students with families. We have adequate accommodation for single students at Kivalliq College as you mentioned, but we are addressing that through the capital plan, and it is under the supplemental capital plan for the department, which was discussed here back in the fall to build additional family units in Rankin Inlet. It will happen after we complete the project in Cambridge Bay and here in Iqaluit. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Clendenning. Mr. Netser.

Mr. Netser: Thank you, Mr. Chairman. So what timeline are we looking at with the ones that go to Rankin Inlet in the Kivalliq region? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Netser. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. One of the issues that the college has been dealing with within the capital planning process has been to look at the need for accommodations.

We have just completed extra student accommodations, as the members know, in Cambridge Bay, and next time, we are trying to get out of these White Row housing units

that we are in here, and then to be able to turn our attention to the capital planning process for Rankin Inlet.

Again, this is part of the feasibility study on the process that we have in place for the campus. So it's in the supplemental plan right now. If the person is accepted into the college program in Rankin Inlet, then they are informed right away if there's availability or not availability of family housing, and in those cases, then there isn't a family unit available if the spouse comes to visit, but the student is told at the outset.

So we know it's not a very good situation to be in because if you are student, your spouse comes to visit, you should be able to be accommodated with her. That only make sense, and that's something that we are moving towards, but again, we have to find the capital dollars to move that forward. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Netser.

Mr. Netser: Thank you, Mr. Chairman. Can you commit to this House, there's some people like Ilagiiutut and there's some individuals in Rankin Inlet that lease houses for the immediate solution before you proceed with the building residents for Arctic College? Do you not have a program to approach the people that I just mentioned for a short-term solution? Thank you.

Chairman: Thank you, Mr. Netser. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. That's something we could look at. Again, the dollar values that have been available for leasing has been tight within that framework of the college that we have talked about already and it came up again in the external review.

I have asked the college to come forward with a debts reduction plan to make up some of that difference and to go back onto the open market and to look at cost money on capital leases. In the short-term, it's a good solution, in the long-term, it's a large drain on the monetary resources of the college.

So I have asked Mr. Clendenning again to review what is available in the community and how we could budget for it to follow up on the member's suggestion. So we will make that commitment. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Netser.

Mr. Netser: Thank you, Mr. Chairman. Thank you, minister for the comment. Going back to the environmental technology program, you mentioned that the land portion is to help the student how to hunt. I have heard it from more than one student. How can they learn how to hunt without the rifle, without being allowed to carry a rifle and just the instructions being allowed to be with a rifle? That's my question. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Netser. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Chairman. It's my understanding from what Mr. Clendenning was saying was that the students on that type of program, when they are in the winter camp, as an example, there are rifles, there are guns available, not only for protection, but in some cases, they're able to get game, which they share when they are at the camp, and that was what my understanding is from what Mr. Clendenning has said.

Again when they are out there, as the member has said, there are dangers, for example, with polar bears coming into the camp, and so on. I will ask Mr. Clendenning just to follow up on that because he is more familiar with the program than myself? Mr. Clendenning.

Chairman: Mr. Clendenning.

Mr. Clendenning: That is correct. The main purpose is for the students to learn survival skills out on the land, but they do have guns with them for protection. They do sometimes take an opportunity to do some hunting so that they can get some traditional food for the camp, for the students and the staff. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Clendenning. Mr. Netser.

Mr. Netser: Thank you, Mr. Chairman. Perhaps if you can maybe send some students aside without the, not to degrade the instructors at all, or anything, but just to put them aside and ask them what does go on out there, because this is conflicting to what Mr. Clendenning is saying and to what the students are saying.

I would really appreciate report on that issue. Thank you, Mr. Chairman. That is my last question. Thank you.

Chairman: Mr. Clendenning.

Mr. Clendenning: Thank you, Mr. Chairman. I would be happy to do that and prepare a report back to the minister which he could share with the House. Thank you, Mr. Chairman.

Chairman (Netser): Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know and I am sure that the minister is anticipating some questions on the Executive Summary Report that he tabled. In there it indicates and we approved it, in the last supplementary, the \$1.3 million bridge financing for the College, was supposed to enable the College to put itself in the position to re-position itself and develop a plan for re-structuring, programming, and improve accountability and provide a time to implement the recommendations that are in the report.

I think one of the other things it was meant to do is to allow them to be able to have a balanced budget for that year. I am just wondering first off, if that indeed is the case, will the budget be balanced for that fiscal year? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. There were several recommendations within the report which dealt with the financial and administrative aspects of Nunavut Arctic College. As I have said in the House, when I became minister in March, one of my key priorities was to try to re-balance the budget to get it back on line from the cut that it had taken previously.

The Financial Management Board and ourselves have worked towards that goal and we were able to find the \$1.3 million dollars. The College has undertaken a debt reduction plan which was introduced with the College's Board of Governors.

I can ask Mr. Clendenning maybe with some detail on the exercises around the \$1.3 million and the balanced budget question. Thank you.

Chairman: Mr. Clendenning.

Mr. Clendenning: Thank you, Mr. Chairman. The infusion of the \$1.3 million went a long way to helping us stabilize our funding situation in the College. We were able to present a balanced budget to the Board in December, which was approved. The majority of the \$1.3 million that has been provided will go directly towards the deficit, to reduce the deficit.

We have also developed a deficit reduction plan, which I presented to the minister in early January also to the Board at our meeting in December and again at our meeting in February. Our goal in terms of moving forward with the deficit reduction plan is to be able to eliminate the deficit by June of 2006; in a way that we don't put any additional burdens on our students and that we don't see any significant reduction in our programs and services within the College.

We feel that we have the plan that will allow us to do that and we're working very closely with the Board and the Minister to ensure that happens. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. In the report here it also indicates that the repositioning efforts should focus on strengthening the Senior Management Team in developing a plan to restructure programming and improve accountability, and so on.

I'm just wondering if I can get an idea or an explanation from either the Minister or the President on what they've done to strengthen their Senior Management Team. What have

they done for restructuring or what are they looking at doing for restructuring of programming and improving accountability as well? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The College has moved very quickly to have someone in place called the Chief Financial Officer or for the College's purposes, a bursar. That bursar position has been filled and in deed many of the recommendations that were found on the financial side are being addressed and have been addressed by the bursar or the Chief Financial Officer for the College.

One of the issue around the College has also been it's fiscal year but that's because of the way the college is structured and the school attendance and enrollment. That was one of the observations made by some of the staff in context with the way budgets had been rolled out by the College in the past. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. As the Minister has indicated, the only thing they have done to strengthen their Senior Management Team is hire a bursar. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The report has only come out in November. There have been some senior management changes as we talked about earlier that have occurred in the College. We have a new director for example at the Nunatta Campus, a long time northern educator. So we're very pleased with that.

We've got one from Cambridge Bay also. So there have been some changes in the senior management of the College. We have put the chief, a person who has an accounting designation as the chief bursar within the College framework. So, there has been some administrative as well as some technical changes to the College. Again, as we said earlier, the recommendations are being followed and updated as we move through this process. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, as the Minister had indicated, they have a new director here at Nunatta Campus. What happened to the old Director? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. There has been a transition in the position here. The position came open. We had an open competition. I am very pleased to say Ms.

Peesee Pitseolak who has done numerous work with the Department of Education, a long time educator is now the Director of the Nunatta Campus, an Inuk. Nunatta Campus as the members know is the largest campus within the College family and we're very pleased to have Peesee on board. Thank you, Mr. Chairman.

Chairman: Go ahead Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I'm sure, but I still would like to ask what happened to the old Director in the transition there. What happened? Thank you, Mr. Chairman.

Chairman: Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The previous director in the campus, as some of the members know, his wife was the lead instructor for the Nursing Program has left that position. The director for the Nunatta Campus in Iqaluit would be of course like anyone else, moving with his wife.

So, he finished his position in the College at the campus to allow for the transition of Ms. Pitseolak, which has occurred and now the gentleman in question, and I don't want to get into some of the human resources specifics but is now working with the College on different files and I believe he's finished his position in June of this year.

At the same time, part of the work that he is doing has come up in the House earlier. He is with an outside agency and part of his salary costs are also covered by that contract.

So, I don't want to get into some of those types of confidential issues on how people are paid and remunerated, and so on and so forth, but the position has been filled. The transition has occurred as has been asked for within the documents that we just talked about to address some of those needs. That's where it stands. Thank you, Mr. Chairman.

Chairman: Go ahead Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I will just ask what happened. I have been asking about any of the details that the minister was referring to. It was quite interesting that he would come out with that.

One of the other things that I read there says developing a plan to restructure programming. Can I just get an explanation from the Minister, what were some of the problems that were identified in that way that programming structure is now that would require something like that to be put in there, to develop a plan to restructure programming. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. This is one of the issues that has been raised in different aspects throughout the report. We are structuring the program, it takes on two phases. One, is being the academic part of the programs that are in place to prepare, again our graduates of the college.

Something in the line of what we see in the Nunavut Teachers Education Program, the nursing program, the law program that they are graduating with a degree. At the same time restructuring different types of programs within that context and offer other types of programs, which are more beneficial to the students. So, for example, reviewing should be continued with a management studies program, should we be introducing an I/T program.

So that is what was meant by the restructuring of the program when you get into the report itself. Thank you, Mr. Chairman.

Chairman: Go ahead, Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I guess we would have no way of knowing that unless he is planning on tabling our reports so that we can have a look at it. Indicating that it is the only way we have to know when to ask the questions. That leads to my question specifically. How do they know that they have a nursing program, the teaching program, and the environmental technology program? How does the college determine what courses that it is going to offer? How do they determine that? Thank you, Mr. Chairman.

Chairman: go ahead, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. There are a variety of ways of looking at how programs developed within the college system. Some are requests to the college. A good example is the nursing program. That was requested by the Government of Nunavut to the college to develop, implement and run a program similar to what happened with the law program. The Nunavut Teachers Education Program is another example of that, where back in the late 80's, under the eastern arctic teacher education program where the old arctic college was asked to develop a program. So, a request can come from an outside agency who's developed a program? Right now we are working on mines trades training, for example, you know with some of the sponsors to develop a program.

Second can be based on a community based needs assessment, where given communities ask for a type of program to be run, for example, a social work program like we saw which was run in Igloodik, where we had several graduates of the program.

The third way, again, is to look at what the need is in emerging trends. For example we just talked about is there for an I/T program where we have to have students graduate with a diploma. In I/T, for example, be able to fix computers and issues around broadband and so on. So those are the different variations on program delivery and courses. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead, Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Another that it points out in the report here, it talks about a new funding allocation model that the college, the board of governors, or the proper channel it will go from the board to the Minister to the Financial Management Board for approval. I am just wondering if the minister, or the President could elaborate on where they are at, with that and when can we expect to see that come forward you know as the Minister indicated that one of the major problems that the colleges face that is pointed out in here is just the lack of adequate funding. So, I am just wondering when we can expect to see that come forward. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The funding allocation model, again, is one recommendation that was in the report that is ongoing within the structure. In the past, the college has been funded based on the base allocation has been replaced prior to division. After division that continued.

One of the issues that we were trying to look at is what funding model should be in place. The Department of Education, along with the college, contracted Georgian College to evaluate the funding allocation model that we were currently using at the college, and then to see how we would move forward to include in that funding formula model what should the base or floor be and how we expand on that model. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. When are we going to see that come forward; is it going to be this fiscal year or next fiscal year or five fiscal years from now or next month? If you have any idea of when that's going to happen. Thank you, Mr. Chairman.

Chairman: Please answer.

Hon. Ed Picco: Thank you, Mr. Chairman. We would hope to have that model completed by the end of March, go back to the board for a final review and then it would come up to the, from the boards, acquiescence to the Deputy Minister of Education and then as the Minister. Thank you, Mr. Chairman.

Chairman: Go ahead, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I look forward to it, I am sure that everyone involved looks forward to it, except maybe for the Minister of Finance. So that's coming forward, and the other departments, they may have to cough up a little bit of their money.

As the report indicated, that was just one factor identified in there as some of the problems were. One of the other ones, go further down on the page there, they said there

was a great deal of staff concern over the credibility of head office, the senior management team and the college, and the majority of the staff felt that senior management was not dealing with the critical issues and challenges facing the college, and I think Mr. Curley touched on that a little bit earlier.

But I am just wondering, given that that's out there, what kind of confidence, I guess, can we give the staff members that the minister praised on earlier for the hard work that they are doing at the community-level to make them feel like that the senior management is dealing with the critical issues of the college and then the challenges that it faces. Thank you, Mr. Chairman.

Chairman: Mr. Tootoo I heard the minister was saying that he was addressing all of the issues. So that's surely irrelevant, your question, but I will let him answer it anyways.

Hon. Ed Picco: Thank you, Mr. Chairman. I have confidence in the work abilities of our senior management team, the team of the college, and Mr. Clendenning, I think, is moving to put some of those accountability mechanisms in place whether it would be on the fiscal side or the administrative side.

There were some issues like the strong issues raised by some of the employees of the college towards the senior management of the college, and I would expect that in any organization, whether it would be in this House or any other type of work, and I don't think it's that rare.

But maybe Mr. Clendenning maybe would like to speak to the point that the member had made earlier, and again, we are following up on the recommendations and we take them seriously. Maybe Mr. Clendenning could add to that.

Chairman: Please, Mr. Clendenning.

Mr. Clendenning: Thank you, Mr. Chairman. I appreciate the member's comment, and I just want to assure people that I have the utmost respect for all staff who work for the college regardless of whether they are a senior manager or frontline people. I also want to say that I have 100 percent confidence in my head office staff.

We have a chief financial officer who has been employed at the college since September of 2003 who has done a lot of good work to strengthen the college's financial position within the college. He has also done a lot of hard work with the campuses to support them in improving systems.

That hard work was paid off during the most recent audit of the Auditor General where the Auditor General noted significant improvements in almost every area of our financial management including our budgetary control, the way we handled accounts receivables, and the way we are managing third party contracts.

Mr. Tootoo, you might remember three years ago when I first came here and I had to attend the Standing Committee when the Auditor General produced a report for the year 2001, and in that report, the college was mentioned in almost every chapter for being lax and not being as accountable as they should in those areas. I think that significant improvement in the short period of time that we have had an adversity there.

Our Director of academic affairs, who works at our head office, is a highly professional individual who has done a lot of work in setting the policy groundwork that we need to update and improve our policies.

In our curriculum management processes, we now have a full time Inuk curriculum manager working in our Head Office who is working with staff on looking at ways we can incorporate language and culture into all of our programs. For myself, I came to Nunavut with 23 years experience working in post-secondary assistance in another province; 21 years in junior College and 2 years at university.

I have a bachelor's degree and a master's degree in adult education and I feel adequately prepared to provide the leadership that's required in Nunavut at the present time. So to answer your questions, I have 100 percent confidence in my Head Office Managers and my Campus Directors and team that we've put in place now. I would put them up against any Senior Management Team in this territory. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I would like to thank Mr. Clendenning for that. I'm sure that there are a lot of people out there that are happy to hear that and that steps are being taken to address some of the concerns that have been plaguing the College in the past.

You will recall your welcome gift to Nunavut was coming to the Auditor General's hearing. One other thing that I want to touch on that's in there is that there have been previous attempts to reposition and revitalize the College in the past and that those efforts have not succeeded.

I'm just wondering, give that, are there certain things that have been learned from past mistakes, things that have been tried and didn't work that we can take and build on going into the phase that you're going through right now. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. You have to look at where the College has come from to see where it's going and to see some of the issues that Mr. Tootoo had mentioned. 18 years ago, when I worked at the College, the College was a directorate of the Department of Education. It wasn't a stand alone College until later. Adult learning, Adult Education Programs as an example, were under the Department of Education. Later on with the evolution of the Arctic College network, in 1988 and 89, and so on, the

college looked at folking itself into Arctic College, and that was the name that was given at that time.

Before that, that wasn't the case. When the campus was set up here in Nunavut, with the opening of the Learning Centres, again there was some issues surrounding funding at that time and again there is some issues around how base funded programs are done. People don't realize that the College receives a little over \$15 million to run different programs. Very few of those programs that are run are based funded from the College budget.

The College has to go out and access third party funding. That's shifting some of the changes that have been talked about that haven't been as successful where the College has shifted from being based on a per program and to be a lot like the other colleges in Canada where they actually receive most of their funding from third party sources by delivering programs, training, and so on, through corporation entities.

There is an opportunity to do that and we're moving in that direction with some of the mines training stuff that we've talked about. Some of the creative partnerships in the last year, especially where the college has taken on a bigger role in getting affiliation with some other jurisdictions.

A good example is some of the work that we're doing with Dalhousie University, the work that we're doing with Memorial University with the Marine Institute, and the work that we're doing in Southern Canada with some of the smaller universities and colleges. Again, that is to place the college in a better position to react and to be able to change its focus. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo, your time is up at the moment, so I'm going to pass onto the next person. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. Under G-12, it is very weak, the funding available for training programs that money is barely enough for program development and possibly delivering. But knowing the fact, that if Department of Community government, the Hamlets or local Learning Centres, Arctic Colleges in the communities I feel that they can help with fees, because we feel we might not have enough resources to do that.

I'd like to ask the minister the resources that are available in the community, like Hamlets or government and the Learning Centres; I feel that they can participate in establishing a trades centre where they can provide those courses. I'm wondering if they can assistance from those in regards to mining exploration, or the actual mining, because I have a big concern that we don't have enough funding to train those.

I feel that we don't have adequate funding to provide those courses. So I'm wondering how the minister would feel in new to light that there already existing organizations or governments in the community? Thank you, Mr. Chairman.

Mr. Chairman: Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. The member bring up a good point where the College needs to be able to position it self, not only at the College territorial level but at the community level.

And by positioning itself by using local agencies, whether construction companies, local companies, and the private sector, are indeed to Hamlet or Housing at the local level, then there able to bridge finances, be able to leverage more training within the budget that they have allocated to them.

So each community has an Adult Educator who doesn't need assessment, and they look at what are the upcoming needs, whether it be construction under trades, or a mining development that might be occurring.

So I would agree with the member that the base amount of funding right now available for trades training in Nunavut, is small within the budget itself, that's why were trying to access third party funding, and we've been very successful in doing that.

We also have a proposal in to our federal partner, which they came back and told us that it's probably the best proposal they've seen any where in the country of Canada, on this type of trades training, that this member is talking about, to give us the extra capacity.

So the answer to the members question is yes, we want to be able to leverage and work with community groups, to partnership whether they be private business or government, at the same time to continue to access third party financing for fund on trades program within the existing budget framework of the College. Thank you, Mr. Chairman.

Mr. Chairman: Thank you, Mr. Alagalak.

Mr. Alagalak: Thank you, Mr. Chairman. The urgency in finding ways to train miners, exploration assistance, kitchen helpers, stuff like that on those upcoming mining companies that are proposing to establish mines in Kivalliq region.

I feel that I think we should be moving ahead towards working a little more closely with the communities like Arviat that have some experience in mining, mining work, who have had some work experience with the former Colleton Lake Gold mine, and it probably requires some refreshment courses and stuff like that.

I think we probably would be in better position to activate something sooner than later, because you know waiting for 2005/2006 fiscal year for the government to move and establish in 2007/2008 some training centre in Nunavut. That probably would be a bit late because the mining companies do start some time before that and the positions required for those mines probably would already be filled by someone from outside of the Kivalliq region.

It would be very embarrassing for this government not to prepare ahead of time for those possible positions in that I think it wouldn't hurt that we don't have to guarantee jobs for those trainees that are trained for something because there are always some jobs around the world. If they are ticketed miners or workers in the industrial areas like mining, I don't think we need to guarantee them a job prior to the training and stuff like that.

When I got mine is that it wouldn't hurt to approach the community if it was work with Education or Nunavut Arctic College to identify a place to open for correspondence training or getting line up or positioning onto some training, that people need at a later time, we don't have to have big or expensive facility to get these people to actually get physical experience in doing something, such as maybe plumbing, electrical, being an electrician or being a plumber or some other positions required very, very soon.

I would like to ask again the minister that if community has an idea of approaching of such way of doing things, on their own, by maybe they have an asset in the community that could be converted to some training centre, or community-owned training centre, don't have to be Nunavut-wide, if the minister would do that? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. We agree with the suggestion made by the member. I think that the member is really being proactive. We very strongly concur.

In the Kivalliq, in particular, we had put in a proposal under the Aboriginal Employment Skills Program, the feds for \$1.4 million to begin some of the base training projects that have come forward. We haven't been successful with that yet.

There are other opportunities under the Labour Market Development Agreement that we have talked about, plus under the IIBA, under the Land Claim, they get the money that goes forward there has to be an Inuit Impact Benefits Agreement signed where we should actually fund it.

In the meantime if a community has infrastructure, an idea about accessing a training program that they would like to put in place, whether it be heavy equipment, whether it be pre-employment trades, and so on, then College would be very interested in moving forward with that community. Thank you, Mr. Chairman.

Chairman: Go ahead, Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. I really wanted to bring this forward. For that I don't have anything else and I would like to thank the minister. Thank you.

Chairman: Thank you. That was not a question. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I just wanted to follow up on, first of all, the comment that my colleague; the answer that the minister gave my colleague on the Aboriginal Employment Skills Program. I believe Mr. Rigby in your department worked on a very large proposal. He submitted to your federal funding partner, it was like \$20-something million. What is the status on the proposal? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. That was the project proposal that Mr. Rigby and his team were been working on. I met with the member in March or April of last year in Cambridge Bay, to talk about the Pre-employment Mines Training that goes along with the Adult Learning Strategy.

The feds said that is probably the best proposal that they have seen and that is word that we have had back. We haven't had confirmation yet from the feds on actually the uptake on the program itself or the monetary resources coming forward. We would hope to have that very soon. That is the information that we have had from the federal government. Thank you, Mr. Chairman.

Chairman: Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. The Kitikmeot Inuit Association was working on a similar proposal and had discussions with officials in Ottawa. They also said the same thing about the KIA proposal that is the best one that they have ever seen, so maybe that is the standard line that they give to all applicants before they run out of money because I believe that they have allocated all the funding across Canada. So I am not too sure if we are going to see any up here in Nunavut.

I wanted to ask a couple of questions on the FANS program. In your Business Plan on page G-21, you talk about a priority for 2005/06 is to seek partners through ongoing discussions and specific sector initiatives to enhance FANS suitability for students pursuing high needs occupations.

I'm wondering, Mr. Chairman, if the Minister could clarify what that two line bullet means. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. That means when you're looking at a student in a placement, part of the funding resources would come from FANS and the other part might come from Peterson Electronics.

Peterson Electronics is based in Cambridge Bay, and they're trying to hire an apprentice, an electrical plumber and they would be interested in taking this electrician plumber and putting him to work. So, they would come on board and say look, we'll support 2/3rds of

this guys salary and you supply him with FANS and when he's finished he'll come work for us. So, that's the idea of that two line bullet. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Thank you, Mr. Minister. Have you had any preliminary discussions or feedback from some potential partners anywhere in Nunavut that this would make sense for us up here in Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. There actually has been quite a bit of interest not only from the private sector but also from some of the hamlets, for example, and housing associations where they actually have employment. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. That's good to know. I noticed there in your line item there that there is no increase in funding for 2005/2006. I also noted elsewhere in other discussions that we're getting more graduates out of high schools and presumably they would be going onto post-secondary education whether it's Arctic College or a university down south. One would think that we need to come up with some more funding for the students through the FANS.

So, I'm wondering if the Minister could explain why there is no increase in FANS funding for the students in 2005/2006? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. A line item in the FANS program, you look at what the historic expenditures are and then you try to allocate resources based on that. If there was some type of sudden uptake in the program in FANS, then you try fund that internally within the department. If the amount was above and beyond what the amount was budgeted for FANS and there was not an opportunity for an internal reallocation, then the Minister has the opportunity to come back to the house through a supplementary appropriation.

Based on the numbers that had been prepared at that time, when you're doing the budget again, we're months into this, the members have had a chance to see these budgets several times in the past several months in the Standing Committees, and so on, and that's the amount we felt was suitable, however there may be changes to that.

I hope that helps to answer the member's question. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Yes, that partially helps to answer it. I know we've put a big focus on our young people and encourage them to stay in school and graduate from high school and go onto colleges and universities and tech schools and trade schools if we eventually do have one operational here in Nunavut. So, it seems to me that we're going to have increasing needs for that kind of funding.

I noted that going back to funding last year; we did increase it by \$250,000 in response to demand. I'm assuming the costs of education don't go down. Costs usually go up, costs of food, accommodations and other things. They're always on the increase if you read the media reports out there that are published by newspapers and education institutions.

So it would seem to me that we probably will have a need for additional funding. Having said that, Mr. Chairman, I'm curious to know, after a university student for example, takes a four year program and then wants to pursue an MBA or a doctorate. How does the Department of Education assist those students? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. First of all, on the expenditures for the FANS program, I believe the amount that was in the budget, I am just looking at G-12, the actual expenditures for 2003/2004 for last year were \$53,071,000, and the budget in the main estimates this year is \$56,007,000. So that's an increase of a little over \$200,000 almost \$300,000.

So there has been accommodations for it based on the mains as well as the actual expenditures. Again, the actual expenditures for last year were \$5,300,000, and the budget this year is for \$5,607,000.

The second part of the question, Mr. Chairman, on how the education is funded, the student who applies for financial assistance through the FANS program, it's based on what the education requirement of the student. It's not an upper limit based on the program.

So in this case, if a person has finished a bachelor's degree and wants to move forward to a master's degree, then that funding allocation, under the FANS, is permissible. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. When I was looking at this line item, the increase from 2003/2004 was \$250,000. So this year's numbers is based on last year's numbers after an increase from the previous fiscal year.

Can the minister have a breakdown of how many students are in the FANS program currently in the south and in the north, and then how many are in the Nunavut Arctic College? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. A good example, and I will go through some of the application in numbers for the House. During the fall term of 2002/2003, there were 499 applicants for FANS. In the winter term, there were 316, for a total for following fall/winter of 2002/2003, there were 815 applications, 654 enrolments, 261 in the fall were Inuit, 236 in the winter for a total of 341 and 313. In the fall of 2003/2004, again, over 600 applications, 628, and the fall of this year, based on the numbers that we have just now as of October 29, 2004, there are 585 applications for FANS, and 376 enrolments.

I don't have the numbers for how many students right now are participating in the FANS program in the south and how many would be attending the College. Thank you, Mr. Chairman.

Chairman: Thank you. Go ahead, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I appreciate those numbers. It seems like there's a good interest in the uptake from the program. I had a student from Cambridge Bay, or a student that was taking a course in Cambridge Bay from another community contact me last month, or in January, with an interesting request for help.

She had brought her family to Cambridge Bay and couldn't make ends meet, and requested money for help to access food through the Cambridge Bay Food Bank. Of course, I contacted the Hamlet and the Wellness Centre people. They informed me that people from out of town who are on the Arctic College programs are eligible to access food through the Food Bank, and in fact on Tuesdays and Thursdays, the hours are normally from 2 until 4 p.m., but they keep the Food Bank open until 4:30 so that students, when they are finished at 4:00, they come in and get some assistance through the Food Bank.

So I was quite surprised by that. I thought that when you are approved by FANS, it usually accounts for all of your needs including your accommodation if you are an out of town student staying in one of the residence in Cambridge Bay.

So it seems to me that there might be a problem with some of the funding levels for a student, a spouse, and some of the family members. I thought maybe the minister could comment on that, or the President. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Could the president comment on that?

Mr. Clendenning: First of all, it's the first time that I've heard that a number of students in Cambridge Bay have been taking advantage of the food bank to supplement their needs.

I'm not aware of why that's happening or what brought that about but I would certainly be willing to look into it further if the member could give me some more specific information on the situation. We have in our other regional campuses for example, in Rankin Inlet, our students are provided with meals in local restaurants.

Here in Iqaluit, we have a cafeteria service where we provide students in residence, plus their families, students have apartments where they can provide their own. We do provide food boxes for students here in Iqaluit for those who are in need. We keep them in hand. I realize that's probably not consistent in the territory, but I would be interested in hearing more about the situation in Cambridge Bay. It's the first I've heard of it.

Chairman: Thank you. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Yes, this lady's initial concerns was that she's been denied assistance through the food banks and when I looked into it, the wellness center said no she's not being denied, she just thought we weren't open.

I contacted your officials at the Department of Education in Cambridge Bay and they provided me with all the information on the money that's available through FANS. I think what could have possibly happened is she just, like a lot of us, we don't know how to budget very well, and when you're a student, you really have to know how to budget.

It might be necessary for the college, the Department of Education to help some students to prepare them with some budgeting skills, because they're taking programs that are between 2-4 year programs. It's very discouraging to a student if you can't make ends meet. Quite often, a student will drop out of an educational program just because they can't feed their family or can't make ends meet.

So, that's something that we should be concerned about, the college and the Department of Education should possibly look into. That's more of a comment, Mr. Chairman. Thank you.

Chairman: That is exactly a comment. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. First of all, I would like to say that the Deputy Minister was here, but it seems like she's not coming back, but I would like to thank Ms. Hine for appearing before us.

She's been doing a lot of work. I certainly would like her to be given full support in the Assembly. Thank you.

(interpretation) My question is, I'd like to follow up with my colleague. In Rankin Inlet, there are Arctic College students who go to the restaurant to eat. I wanted them to order good meals, but they were only allowed sandwiches. I wonder if this is true. And when I was in Baker Lake, I was told by an Arctic College student who returned home because he or she said that they were tired of being hungry.

So, I talked to the parents and the parents told me that that individual was very skinny when he returned. Arctic College should be able to provide good food because if you ever come to our place, you would be tired of being at my place because we were giving you too much food. They shouldn't even be fed just sandwiches here in the Inuit land.

They're not going to be able to want to go to school with that little bit of food. They should be provided with better food. If you talk to elders, that's not the way elders feed them and that's not the way it should be done by Arctic College.

(Interpretation ends) Mr. Chairman. That's my opening comment, but I want to expand a bit more with the minister. The minister has appeared to take any more interest in the Arctic College, even without the authorized changed mandate from the legislation-wide, and I really believe that Arctic College has been set up as an independent crown corporation and set up to manage and what not.

How does the minister justify his role now to appear to have more hands-on involvement with Arctic College when, by legislation, he's not allowed to do so? Thank you.

Chairman: Please respond, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. I think that the member is overplaying the reach of the power of the legislation and the attributes of that legislation. Indeed, what the legislation allows, not only under the Education Act, but the Public Colleges Act, is the opportunity for the minister to influence, in this case, the direction of the college, based on, for example, the curriculum, the resources, the programs and so on.

Secondly, looking at the issue around finance, where the colleges get in trouble with finance, is they come back to the Minister of Education and say, we need help. The day-to-day running of the college is left to the senior managers of the college. The month-to-month and the direction of the college is under the auspices of the Board of Governors of the college, and again, I thank the member for supporting us in bringing more strength to that Board of Governors.

And then, thirdly, the role of the minister is to try to coordinate those different levels into one; not to micromanage the organization and the rolling and the running of the college, but to macro-manage, under the auspices of the enabling legislation that is present. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Minister. Anything else, Mr. Curley?

Mr. Curley: Thank you, Mr. Chairman. I appreciate this. I am fully quite supportive in trying to have a more effective relationship, not so much to micromanage, but I don't know how the minister was given a mandate to commission a report. Was that done through the Crown Agency Council, the direction and what not?

The reason I am saying that is, you know I am not 100 percent sure of all of these other legislations really authorize the minister to do what he needs to do. What I am trying to say is this: I am not 100 percent sure that they are sufficient.

I really believe we may have to look at the Act and Nunavut Arctic College in bringing a more direct reporting relationship because I don't think I am the only one worried about the ability of the Arctic College directors, the Board of Governors to really involve efficient running of the whole institution.

I am not even 100 percent sure whether we are taking advantage of the funding opportunity that the federal government announces yearly through the budget process or whatever. Do you have that ability to access third party funding ability within the Arctic College?

If not, what would you need to do to make sure, you know Nunavut is not left out of some of the federal programs that the Federal Industry Minister from time to time and Labour Minister announced to ensure that they bring in new majors to bring in, new skills needed in the whole field of economic sectors of our country including Nunavut. So could both of you respond to that?

Chairman: Which one wants to go first? Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Under the Public Colleges Act of the Government of Nunavut, the minister has the opportunity and the ability under that legislation to initiate any given number of reviews, and that's what we have done under the Act.

I thank the member, again, for acquiescing and being so supportive of myself as the minister to be able to fundamentally look at the logistic, the administrative, and the financial aspects of Nunavut Arctic College, and supporting me in doing that review. So I appreciate him in that regard.

The second point of his question was dealing with the issue of third party leveraging and funding and the member again is correct. The College has the opportunity and the right under the legislation to be able to access third party funding in regards to looking at programs and services.

A good example of that third party funding would be the different programs that we've run for organizations and so on. They could be sponsored programs for example from Kakivak Association, which funds a lot of programs in this region as an example. So the answer to the members question is yes. Thank you, Mr. Chairman.

Chairman: Mr. Curley.

Mr. Curley: I assume Minister, yes they have the ability and expertise and hands on people involved in seeking third party funding ability. I wasn't sure exactly what he was saying yes to.

My question is further, in view of the fact that we have legislation gives the minister to establish various types of public institutions or colleges of various kinds in Nunavut, why does he think that the Arctic College should be attempting for all that matter or involved in looking at setting up a trades schools, when we could probably be looking at more independent trades colleges or trades vocational institutions created through that legislation.

Would that not be possible or maybe perhaps more effective?

Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: I think the member has opened up what the thematic process of the debate may be that being what the theme is. In this case, coming out of the Arviat caucus where the member is familiar with, there was a concern raised by the members that it's not acceptable to have our students having to go to Alberta for trades training. To go to Fort Smith. To go to Ontario. I think members realize that as 2005 evolves and the College moves forward and Nunavummiut move forward, we want to be able to have people on the ground in Nunavut who can actually do the positions and take those jobs that become available not just for now but in the future.

To do that, you need a facility that would be dedicated to pre-vocational training, whether that is electrical, plumbing, carpentry, or IT. I think that's the direction that we're moving in.

So, by going forward with the study with the request we talked about earlier on the adult learning strategy of the predetermined positions, then we can see how that grows itself out. Right now I'm not in a position to say should it be a stand alone facility. Should I deliver carpentry programs in Pangnirtung? Maybe have heavy equipment in Rankin Inlet or air brakes in Hall Beach.

It will depend on what and how the members of this House and during this term feel when we look at it. Again, we look at not only the financial aspects but the logistic and administrative aspects. I hope that helps answer and clarify the member's questions. Thank you, Mr. Chairman.

Chairman: Thank you. Do you have any more questions, Mr. Curley?

Mr. Curley: Yes, I'm fully supportive of seeing more independent trades or vocational facilities being established in Nunavut but I'm not sure in view of the problems that the Arctic College Board of Governors have and the management team that they are able to provide the best choices to Nunavut with respect to trade or vocational training requirements.

They have more than enough problems to think of. What I'm suggesting is and I believe the Minister has a mandate through legislation to deal specifically with those opportunities for Nunavummiut and discuss them with the public. They should not be given over to more independent and, which is very much more difficult to have accountability with the public even to the politicians.

That should be a more open, public process in my view. Secondly, I would like to ask the question too. Why should Arctic College be given a mandate to try and assess whether or not a Nunavut Folk School is needed. I don't think that's their mandate. I appear to see that somewhere, that in the Business Plan, that, but I really truly believe that these are the minister's responsibilities.

So, why not the minister work directly with the public and provide a report to deal with the Nunavut Folk School? Thank you

Mr. Chairman: Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. First of all, the issue around the governance model with the college, that's part of the work that were going to try and ascertain.

Should there be a separate institution for vocational training programs in Nunavut, when I say vocation, I'm thinking about the trades program like mining, and so on; that you actually have a college of trades and technology, which would be dealing with those issues.

Maybe the current model that we have with Nunavut Arctic College would deal with adult basic education programs, deal with some of those other programs that are not on the trades side.

So you actually have a separate training institution for that. That's something that may be proposed.

Second point Mr. Curley raised was on the issues on the focus group, Mr. Chairman, that issues is in the department of Education not in the College. We're actually looking at that in partnership with our good friend at the Department of Culture, Language, Elders and Youth, and Minister Tapardjuk.

It's something that Minister Tapardjuk and myself well have had a lot of conversations on since March and April of this year and has been reinforced by the Caucus coming out of the Arviat retreat.

We would hope to be in a position some time in the next several weeks to move forward on the next phase of that. So that's not under the college auspices. It may be mentioned but it certainly under the Department of Education in consultation with the Department of Culture, Language, Elders and Youth. Thank you, Mr. Chairman.

Mr. Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. That tells a bit, but there business plan on page G-23, priorities, complete the Adult Learning Strategy, Trades Training Strategy, Mines Training Strategy, I simply refer to them as a trades centre.

Complete a feasibility study in Nunavut cultural school, I take it that means to folk school or what ever it is, but it's under the Business Plan that have been crafted from Nunavut Arctic College.

And it also states a complete feasibility study in Nunavut's trade group, I hope the minister not speak on both sides of his mouth, that his trying to please everybody, Nunavut Arctic College should be doing this and that, and I say to the minister, Arctic College is more than enough to deal with their implementing their 75 recommendations that are being developed and approved by the Minister.

So why not establish more qualified groups out there to look into that, to see whether there not they might find that they will get the best advise and options for the people of Nunavut? Thank you

Mr. Chairman: Thank you, Mr. Curley. Mr. Minister.

Hon. Ed Picco: I can say Mr. Chairman I'm not trying to talk on both sides of my mouth at the same time, all I can tell you, the members, the Business Plan for Nunavut Arctic College has never been a process that we would actually table, so I don't know what Business Plan the members talking about.

The Business Plan for the Nunavut Arctic College has not been tabled, wouldn't form part of his working papers, what he's looking at has to be the Department of Education's Business Plans, which of course has been tabled with their budget.

Unless he can specifically show me where his talking about, but there is no debate with the member on the importance of moving forward on the cultural school, as I said earlier that's something that we concur with. The direction given by the Caucus in Arviat, in the end of September, the discussions with me and Minister Tapardjuk have argued to move it forward. And again that's the process that we're moving toward. Thank you, Mr. Chairman.

Mr. Chairman: Thank you. Mr. Curley.

Mr. Curley: Thank you. I appreciate the minister's comments, it's not a 100 percent clear if all the adult programs including Arctic College all related, but they appear to be all related, maybe there is a division, but it's not clear to us whether they are actually divided.

My understanding is Arctic College has some involvement in assessing trades facilities or trades group. It could also be that there looking at models for cultural school, if not then it should be quite clear that it's not their job or that it's not their responsibility.

But in terms of the establishing or amending Education Act to allow for the minister more involved, is that possible or is that in a work area as sort of a gentleman's arrangement, that the Nunavut Minister of Education would, from time to time, look over the shoulders of the Arctic College chairman of the Board and the president. Is that how it is going to work? Thank you.

Chairman: Thank you. May I remind you that your time is up, now let us let the Minister answer it.

Hon. Ed Picco: Thank you, Mr. Chairman. The member mentioned the "Education Act", and I think he is referring to the "Public Colleges Act", and the member's correct. This Act has not changed, to the best of my knowledge, going back to at least 1988, when it came forward from the Government of the Northwest Territories.

I do not remember any amendments from 1995 to 1999 and now from 1999 to 2004. So I would suggest that that is something we would look at in consultation with the college itself, as well as with the different aspects that run under that act which would include the employees, the Federation of Nunavut Teachers, The Nunavut Employees Union, and so on. So that's something that the Government would look at. Thank you, Mr. Chairman.

Chairman: (interpretation) Thank you Mr. Minister. I have no other names on my list. Peter Kattuk.

Mr. Kattuk: Thank you, Mr. Chairman. Just a comment. I think when you're a learning person, I think you have to look at maybe two lives or something like that. Yourself and your family, but sometimes it is very hard to prepare them at the same time. So I think we need the Nunavut-made legislation on adult learning, because it is sometimes really hard for one person to look after the family and try to learn what he wants to learn.

You mentioned consultation about the Nunavut Union. So I think that something has to be done with the Nunavummiut, just to find out what I want they to see and how some learning persons in the communities were somewhere else in Nunavut. I have heard a comment that, when we were in various governments, I think everybody has to go to Fort Smith in order to learn something that they want to learn.

It is a comment that I think we should have a consultation with Nunavummiut communities. What I want to see, I think, there is a slate of people that want to learn and look after their families. So I think it is a comment that maybe it is a response that is it a good idea or it could be done. Is it possible to have a consultation with the Nunavummiut communities for Nunavummiut Education on adult learning. Thank you, Mr. Chairman.

Chairman: Thank you. That was a comment. Do you want to make a short comment on that Mr. Minister?

Hon. Ed Picco: Thank you. I would agree with the member. I think that would be a good process under the legislation that would come before. I would agree with the member.

Chairman (interpretation): Thank you. That's it Peter. Mr. Curley.

Mr. Curley: Yes, I have one more comment question. In view of the particular experiences we are having with the Nunavut Arctic College issues that concerned the public as well as the programs, as well as the need to have more expanded, if all possible, or establishments that need to trade facilities and cultural school requirement. Would the minister be in support of a more consultative process with all of these matters?

It's been agreed as a fact that we need to hear directly, as well, from the general public as well as the students and teachers who may be timid about coming forward through the political process.

Chairman: Thank you. Go ahead, Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Yes.

Chairman: Mr. Curley.

Mr. Curley: So the minister would be in support of either a Special Committee or a Committees at the legislature traveling with him and that he would be willing to participate either as a witness, if that were to be introduced during this Session or sometime in the future?

Chairman: Mr. Minister.

Hon. Ed Picco: Thank you, Mr. Chairman. Under the legislation that we have in the Assembly, there is an enabling legislation that allows the different Standing Committees to choose and task among themselves what direction they go in.

The Standing Committee on Education, for example, would like to follow-up on some of suggestions that Mr. Kattuk had, and then they have that right. And then the Committee, under legislation, also has the right to call witnesses, which may include me as the Minister of Education, and so on.

So no, I think there's always a good opportunity for debate within Nunavut itself, and I think the member has the opportunity and the vehicle to be able to carry out his suggestion. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Minister. Are you done? I have no more names on my list. We are on page G-11, I am sorry. Education Branch Summary. Adult

Learning and Post-Secondary Services. Total Operations and Maintenance. \$23,852,000, (interpretation) Do you agree?

Some Members: Agreed.

Chairman: Thank you. Go to G-4. Education Department Summary. Detail of Expenditures. Total Operations and Maintenance. \$174,224,000, (interpretation) Do you agree?

Some Members: Agreed.

Chairman: Are you agreed that Department of Education is concluded?

Some Members: Agreed.

Chairman: Thank you. Do you have any comments, Mr. Minister?

Hon. Ed Picco: Thank you, Mr. Chairman. I would like to thank the members for these two weeks of going to the Department of Education's budget, and I wanted to say, very quickly, that I think this is probably one of the best budgets I have seen in any Department in the Assembly, and I mean that in all sincerity.

There's over 40 new positions for programs to support teachers, five percent increase in income support, there's a rebate, for the first time ever, to Co-op members so that they can actually keep that money and not take it off their income support, there's over 40 other positions going directly into our schools. So I think it's a good news budget. I would not want to sit here with a bad budget if it took two weeks to get the good budget in.

So I would like to take this opportunity to thank the members and the staff, Ms. Hine and Mr. Clendenning and their staff, Janet and all of the other people over at the Sivumut Building who have been tuning in on a daily basis, have done yeoman service on the Department of Education's budget.

So with that, thank you, and thank you to the members. Thank you, Mr. Chairman.

>>Applause

Chairman: Thank you. (interpretation) Did you want to say something, Mr. Alagalak?

Mr. Alagalak: No.

Chairman: Thank you, so much Mr. Minister and your staff. I think we are going for a 25 minute break and we will see you in 25 minutes.

>>Committee recessed at 18:24 and resumed at 18:59

Chairman: Thank you. I would like to ask Minister Kilabuk for the Department of Community and Government Services to make his opening remarks. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): I am pleased to provide you with the comments on the 2005/06 main estimates.

Our budget of just under \$154 million and staff in 6 regional and decentralized offices and in Iqaluit. Community and Government Services responsibilities impact the day-to-day activities of Nunavut communities and all other departments within the Government of Nunavut.

Community and Government Services emphasizes community support - one stop for communities for a range of services, funding and training. My department is working to improve technical services related to capital infrastructure, information technology and in other areas. It has increased emphasis on protection services including fire, EMO, and building inspection. We are improving capital planning, project management, program delivery and provision of technical services in a financially efficient way.

Mr. Chairman, this budget demonstrates a firm financial commitment to supporting municipalities. An additional \$4 million will be provided under the municipal operating assistance program in 2005/06. Combined with the increase provided 2 years ago, this represents a 30 percent increase in municipal operating grant base payments over three years.

Community and Government Services is also undertaking revisions to the water and sewage subsidy program this fiscal year and has increased the funding in this area by \$500,000, particularly to address the increased costs of mechanical treatment facilities. The department, in collaboration with Nunavut's municipalities is making changes to the program to increase flexibility and expenditure allowances within the program to maximize communities' abilities to manage their individual programs.

Mr. Chairman, last year, the department, tabled the Nunavut Fire Strategy that laid out a vision and a progressive plan to reduce the fire losses across the territory. Last year, \$1 million was allocated to the Strategy. This year, the government will be allocating an additional \$2 million to the Fire Prevention Strategy targeted towards fire fighting training, loss control training, equipment improvements and public awareness.

An ongoing success story in communities is the work of the Municipal Training Organization. Government is again providing core funding support for the MTO which assists that organization in obtaining funding from other partners. Over the past year MTO programs have attracted 660 participants and provided over 5,000 training days to all levels of municipal staff.

Mr. Chairman, this year will see the rollout of a major infrastructure funding initiative, in cooperation with Canada under the strategic infrastructure fund and the Municipal Rural

Infrastructure Fund. The funding from Canada is matched by Nunavut and will allow us to address priority needs in communities.

In addition, on February 1, Canada announced a major new funding program from the gasoline Tax which is for community infrastructure.

To ensure these funds are used to address the priority needs of communities, the Nunavut Association of Municipalities will join the Government of Nunavut in forming the Community Infrastructure Planning Committee. The Nunavut Association of Municipalities will also work with Canada and the Government of Nunavut on establishing an Infrastructure Technical Planning Secretariat.

Mr. Chairman, due to the impact of global climate change and escalating oil prices, the need to manage and conserve our energy has never been more evident than it is today. In response to this need, we will be implementing an Energy Management Program throughout the Government of Nunavut.

As part of this initiative, educational and training programs will be developed for government employees, schools, other institutions, plus building operators and managers. A retrofit program is being created for upgrading existing government facilities and energy guidelines are being developed for use in the design of new facilities.

Mr. Chairman, my department's Informatics Planning and Services is preparing a Strategic Information Services Plan that will help to support the government's internal operations, improve the storage of data we maintain on behalf of Nunavummiut, and make better use of Internet technologies to improve services to remote communities.

Operations to initially benefit from this comprehensive approach has been the recent deployment of a powerful, more efficient and more accurate Human Resources and payroll system, ongoing improvements to the Income support system and a comprehensive review of the health information systems.

Mr. Chairman, over the next year, the Community and Government Services will implement new software for government purchasing and contract activity reporting. This will improve the timeliness of ordering goods and services, allow government offices and employees to immediately know the order status, and speed delivery of goods and service to our Community and Government Services Clients, and will lead to more timely annual contract reporting.

Mr. Chairman, the Department of Community and Government Services is faced with many challenges in the accomplishment of its mandate to serve departments and support social and economic opportunities in communities.

I am pleased that the budget before you is a positive step in addressing some of those challenges.

Mr. Chairman, this concludes my opening remarks, and I am now ready to respond to the Committee's questions on the 2005/06 main estimates. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Do you have any witnesses you would like to bring to the table?

Hon. Peter Kilabuk: Yes, I do, Mr. Chairman.

Chairman: Does the Committee agree to bring in the witnesses?

Some Members: Agreed.

Chairman (interpretation): Thank you.

Sergeant-at-arms, can you escort the witnesses?

Thank you. (interpretation ends) For the record, minister, could you please introduce your witnesses?

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. To my immediate left is my Deputy Minister, Tom Rich, and Mike Rafter, planning and policy, he has appeared before us before.

Chairman (interpretation): Thank you. Welcome. Does the Chairman of the Standing Committee on Infrastructure Housing and Economic Development have any comments? Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Chairman. Yes, I have comments.

Chairman: Please proceed, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Chairman. I am pleased to provide you with comments of the Chairman of the Standing Committee on Infrastructure Housing and Economic Development. The Committee has reviewed the 2005/2006 main estimates and business plan of the Department of Community and Government Services and had the opportunity to meet with the Minister in January.

Mr. Chairman, Members are concerned that recently announced federal funding from the Municipal Rural Infrastructure Fund and the Gas Tax Initiative must be used for environmentally sustainable municipal infrastructure.

Mr. Chairman, members are aware that the most pressing need in Nunavut is for additional housing and urges the minister to continue communicating the urgency of this need to his federal counterparts. Committee members would support further Nunavut-specific agreements with the federal government that are similar to the \$20 million

agreement that was signed under the Strategic Infrastructure Fund in January to provide housing in the territory.

Mr. Chairman, members recognize that running new sewage treatment infrastructure will require increases in operations and maintenance budget. Members support the minister in his negotiations for federal funding for ongoing operations and maintenance costs related to new mechanical sewage treatment plants.

The Standing Committee was pleased to note that the recent Government of Nunavut news release announcing the creation of the Community Infrastructure Advisory Committee. This Standing Committee has been a strong proponent of involving communities directly in the capital planning process. Committee members hope that this Advisory Committee, which is made up of members of the Nunavut Association of Municipalities and Government of Nunavut departmental representatives will give communities a meaningful role in setting their own infrastructure priorities.

Mr. Chairman, members noted that one of the department's priorities for 2005-06 is to adopt improved Municipal Operation Assistance Program and Water Sewage Subsidy Program formulas. The Committee would like to remind all members that the review of these funding formulas for municipalities began prior to division and numerous reports have been produced by both the Government of the Northwest Territories before division and the Government of Nunavut after division.

Mr. Chairman, this Standing Committee has repeatedly recognized the fiscal pressure that many hamlets are under. Once again, members urge the minister to implement improved funding formulas in a timely fashion.

Mr. Chairman, members noted that one of the department's priorities for 2005-06 is to develop a framework for hamlets to begin the process of becoming municipal taxing authorities. Members support the minister in a cautious approach to devolving responsibilities to hamlets to ensure that adequate resources in the form of trained staff, as well as funding, are in place. Members believe that an adequate tax base as well as grassroots support for these initiatives are necessary conditions for their success.

Mr. Chairman, members remain concerned by the number of hamlets finding themselves in deficit situations. Members recognize that the Minister has taken steps to assist hamlets in recovering from financial difficulties. However, members urge the Minister to continue implementing safeguards to resolve hamlet financial difficulties before they become deficits.

Mr. Chairman, members are pleased that the Minister remains committed to increasing training opportunities for municipal employees. Members appreciate the efforts made by the Municipal Training Organization to provide information on the organization's activities. The Committee encourages the Minister to continue working with his colleagues to ensure that municipal employees continue to receive training.

Mr. Chairman, Committee Members are concerned that the current gas supply is not meeting the quality standards that are necessary for our harsh climate. The Committee noted that officials of the PPD have indicated that standards for gas quality may change and that meetings are being held with the Canadian General Standards Board to reassess specifications. Members will continue to monitor this situation closely and urge the Minister to make a timely decision with respect to compensation for affected residents.

Mr. Chairman, members were pleased with the recent announcement to postpone the transfer of the Petroleum Products Division to the Qulliq Fuel Corporation.

Mr. Chairman, members were concerned that the quality of petroleum products will not be enhanced by transferring the Petroleum Products Division to a new Qulliq Fuel Corporation. Members are concerned that a Crown corporation would not allow the government adequate flexibility to act should further concerns arise with respect to fuel quality.

Mr. Chairman, members remain concerned that the 2005-06 Main Estimates includes a further \$500,000 for the Qulliq Energy Corporation Transition Contribution. Members are aware that this amount was used in 2004-05 to update the PPD computer systems, and to remediate storage sites and update financial systems.

Members believe that these are worthwhile projects and would like the Minister to table a detailed list of projects that will benefit from the \$500 thousand that is budgeted for 2005/06.

Mr. Chairman, Members noted that the Minister intends to undertake a complete analysis of sealift delivery and client satisfaction in 2005/06. Committee Members remain concerned that the new sealift contract for the Kivalliq has not benefited the region. Members will continue to monitor this issue closely.

Mr. Chairman, Members have expressed concern regarding the loss of vital infrastructure to fire. Members were pleased to note that the 2005/06 main estimates include \$2 million for the implementation of the Fire Prevention Strategy. However, Members would like to emphasize the importance of reporting annual fire loss statistics as required under the *Fire Prevention Act*. Members further urge the Minister to table this report on an annual basis.

That concludes my opening comments. Individual Members may have their own concerns and comments as we proceed. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Curley. If there are any opening comments from the members. I have no names on my list. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Welcome to the Minister and Mr. Rich, and Mr. Rafter.

I don't want to say too much but I would like to thank the Minister and his officials. Since last year at this time when we met to go over the main estimates, there has been a substantial increase in a number of areas and in particular the MOAP, which I know a lot of mayors in Nunavut, like me were happy to see.

There is funding for the fire prevention strategy, the insurance program, that's great stuff. That's going to help the municipalities. I know there has been some continued discussions and work on the Water Sewage Subsidy Program. That's been a thorn in our sides as mayors over the years in most communities in Nunavut, and in particular in Cambridge Bay.

You guys have heard me harp on that for a while. So I'm going to be interested in hearing how the improvements will help our community. I know the hamlets are still struggling in a number of areas. It seems that regardless of how much financial assistance or improvements we give to hamlets through the various programs, that the mayors and councils are still having problems with meeting the day to day needs and providing the basic services.

The municipalities have their annual general meeting Mr. Chairman, and every year, they come up with a number of resolutions that they want the Government of Nunavut and the Federal Government to look at and a number of other agencies.

I will be interested into hearing how the minister's officials are addressing those resolutions to see if there's been any progress from year to year. I know many of those resolutions go back as far as 2000. I guess they have worked some progress, I guess, if he has continued lobbying.

I know the Government of Nunavut through Community and Government Services, they are the coordinating department for resolutions from Nunavut Association of Municipalities and maybe some other departments that are involved. So I know you had to work with your colleagues in Cabinet to make sure that their departments are following through on the resolutions that the mayors make at Nunavut Association of Municipalities.

I will be interested on how your negotiations went on the gas tax, with the new deal in Ottawa gets more details on that. I know I asked you in the House, I think it was last week, about how that went.

When I was with Nunavut Association of Municipalities, we established what we think is a precedent for one percent of any infrastructure program or any federal program. The .75 percent, it was a reduction. Usually, when it's a precedent, you like to get an increase.

I know you were probably in tough against the big city mayors from down south, I know there's 11 or 12 out there, they had it carved up among themselves for the transit systems down there and the cleaning up harbours and so on and so forth. I don't think they necessarily worry too much about this part of the north.

I will be interested in hearing how negotiations went and what plans you have to utilize that money. I know I asked you about how you are going to stretch the dollars in the first five years.

I think in your presentation, you said that you are going to match funds with some of the other infrastructure programs. As we all know, we have a huge infrastructure issue in Nunavut, it's crippling us here.

I know, and we talked about it in the overall budget for the government, I think the Minister of Finance said in her budget speech that 89 percent of our budget goes to operations and maintenance, we only have 11 percent for capital. We know we need more money in all areas, but the infrastructure is definitely something that we have to keep an eye on because it deteriorates and it's going to cost us more anyways, so we have to work on all of that.

Those are my opening comments, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you, Mr. Peterson. I have no other names on my list. Mr. Curley.

Mr. Curley (interpretation): I wanted to make another comment, just a minute, and one of the main comments that I wanted to make is in regards to the fuel or the quality of the fuel up here.

There are quite a number of people out there who are experiencing some problems, but then again, we have to seriously take into consideration that there are consumers out there. If anybody has a problem, I want your department to look into it to look at it and talk to the individuals who are experiencing those problems. That's the only way that you are going to find out the root cause of the problem.

And in G-2, in your business plan, it says here that the department support Inuit Qaujimajatuqangit is a context in which we developed and opened a responsive department. What it means is that you have to be transparent and be responsible. Why is it that your department's not like that?

Inuit Qaujimajatuqangit is not just a word. If we are going to use Inuit Qaujimajatuqangit, we have to look at the people, we have to look at the consumers and find out what the problem is. Why is it that their outboard motors or their motors are breaking?

When your department refuses to believe the people, then they start losing their confidence in the government. I do know that if the Deputy Minister had problems with bad gasoline, they would look into the problem right away and get into the root of it. It is very embarrassing when you keep using the word Inuit Qaujimajatuqangit and not using it.

There are elders out there. If you sit with an elder in Rankin Inlet, they would tell you what the problem was. \$1,400 we received already, but (interpretation) you have to know (interpretation ends) that you have to talk to the individuals who had their motors broken that they are the one who have the receipts for the repair of these engines.

You have to talk to the people out there or maybe the people out there are starting to think that the government doesn't feel for them, or if some of us are not doing our job or maybe it is not a problem at all.

The people out there are getting those kinds of thoughts. We are saying that we have to be proud of the people but then again and we are not listening to them, (interpretation ends) not just press release of anything. Consultation is meeting them on the street at the meeting room, board meeting, radio, telephone, so on, or appearing before hunters and trappers, council meetings, (interpretation) go to the council meetings and find out what kinds of problems they have with their gasoline.

If we are going to be a good government, then we have to take corrective action as soon as we hear that there is a problem. There are too many individuals out there who are having engine problems.

Mr. Chairman, I just wanted to elaborate further on the problem that we are experiencing up here, and I wanted to supplement that to my opening.

Chairman (interpretation): Thank you, Mr. Curley. Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Chairman. The \$400 million is a good chunk for the department and I am very pleased that you are going to be getting that additional funding.

Money is very hard to come by at the community-level and there are a lot of needs that are required in the communities. The hamlets have a lot of responsibilities, but they don't get the amount of dollars that is required to run a community properly, but not very pleased that there's \$1,075,000 for the hamlets.

Some of the hamlet employees are not getting enough benefits, and I think that the Government of Nunavut staff and the hamlet staff should get the same level of pay and benefits. The hamlet staff need more financial support from the government, but I hear that there's going to be a review on the hamlets to find out if their requirements are being met. As my colleague stated, I truly believe that we're experiencing bad gasoline and there are outboard or motor breakages in the communities.

We're experiencing the same problem in my community. Just a few days ago, two of my constituents called and said that there have been more motor breakages. My wife's sister's husband had to be rescued when his motor broke when he was out hunting. What I'm saying is that gasoline is a big concern. It's not only a spark plug issue.

I just wanted to make that comment or to reiterate the fact that we are having problems. There are two individuals who have had breakages already this week and it is something that is very serious. These assets are not cheap. Since we don't have dog teams anymore, we have to rely on snowmobiles and other modes of transportation. Dogs are just wandering around. They're not dog team trained. It's becoming a safety concern. That was just a comment, Mr. Chairman. Thank you.

Chairman: Thank you, Mr. Kattuk. I have no other names on my list. If you have any questions while we're dealing with page by page, you will be given the opportunity. Page J-5, on the Directorate. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. One of the problems we've been dealing with over the years is hamlets that struggle with their finances and we've had to turn to the department for assistance in sorting out our problems.

I know a couple of years ago when we were having problems in Cambridge Bay, from your staff members, there were vacancies, I guess that would be the correct terminology in the key positions, where hamlets could look to for help. Does the department have funding or have P.Y.s in place for every Regional office to hire people with financial skills and strategic planning experience, training experience to go into a municipality and help to work to develop and prepare the recovery business plan.

Even before, they have to get to that stage, to work with them to turn around the trend that is developing within their community before they get into a serious problem or have to actually develop a recovery Business Plan. I think that would be a very important position in any of your Regional offices. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We do have personnel like that at the Regional office.

Chairman: Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Thank the minister for that but if you don't have a person like that, the vacancies, I know that there not staffed all the time. How would you help a hamlet that turns to your department for assistance, you don't have people in that department, if there's a vacancy in that key position? Would you bring someone from another region, would you contract an accounting firm, or management firm to provide that assistance to the hamlet? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. In that case then the headquarter staff is more than available and willing to cover for the vacant position. When a community

needs help, then our headquarter staff are always in a position to go cover for them, and work with the municipalities. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. In 2003 when a hamlet of Cambridge Bay were experiencing difficulties, we were trying to get help from the department at the regional level, and of course they had a vacancy there, and then we had to wait for someone who was working out here in the Baffin to become available, to come to the Kitikmeot.

I think it dragged on for three months before that person was able to come out to the Kitikmeot that actually helped, and then he simply worked in the Government of Nunavut office, I don't think he spent much time in the hamlet office.

What I'm getting at is, you have to have a person in the Regional office who's dedicated solely to help the hamlets, who will be there 24 hours 7, maybe not necessarily that long but be available when you need them, not have to call someone from another region or contract someone.

It's that important I think, because we got too many hamlets reading about in the news, that is having financial problems. I think we need that person in every Regional office on a regular basis. Thank you, Mr. Chairman.

Chairman: Thank you Mr. Peterson. Mr. Minister.

Hon. Peter Kilabuk: (interpretation): Thank you, Mr. Chairman. All the positions are filled for that position and also at this time, the staff are able to provide more support to the municipalities prior to the municipalities getting into deficit situations. Prior to the actual problems arising. Back in Baker Lake, there's an office there that actually they provide support to the municipalities, that way we're able to find out the problems before they actually arise. Our office can provide support, although we don't want to see a vacancy rate for a long time and would like to see them filled. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Peterson. Are you finished? I have no more names on my list. We're on page J-5. Community and Government Services. Branch Summary. Directorate. Total. Operations and Maintenance. \$8,628,000. Do you agree?

Some Members: Agreed.

Chairman: They agreed. Department of Community and Government Services. Branch Summary. Community Support, respect to J-7, J-8, J-9. Total Operations and Maintenance \$49,710,000. Do you agree? Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Chairman. I want to make a comment, in regards to sewage and water block funding. I think there under these programs, for water

sewages block funding. In communities like say for example, the sewage lagoon and the garbage are getting further and further away from the communities and the funding is not increasing and it seems like there doesn't seem to be any respect and the equipment they're requesting is in their five to seven year capital plan.

The community's land fills are getting further away from the community and we have to clean the road to make it accessible. How can the Minister respond to me if we can provide adequate funding. We know in Rankin Inlet, the heavy equipment is not going to be sufficient enough to keep the roads accessible to the garbage because the garbage dump is quite far from the community.

Chairman: Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For the upcoming spring, we would like to work closely with the community municipalities in regards to water and sewage services.

Some services are falling way far behind in all of Nunavut. They require repair and work done for a long time. Due to a lack of funding, we weren't able to provide funding but even the 5 year capital plan, we're pleased to see that we will be able to actually work on the challenges that we've been facing before.

In some communities, if they have extra ordinary challenges, or problems, our staff and our department can work with the community. This coming spring, we'll be working with municipalities to identify their needs. Thank you.

Chairman: Thank you. Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Chairman. Although we worked on that last fall during the capital expenditure process, but the policy needs to be clearly identified within your Department of Community and Government Services.

We believe that it needs to be worked on and improved and all the old land fills had to be filled for safety reasons. The municipality, if the government closes the land fill, so there might be a liability although we worked on it last fall. I believe it's time, it's been six months since we've worked on it.

I believe that you've already worked on it. Perhaps, you can work on your policies to make sure that they're improved. Thank you.

Chairman: Thank you. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, we will work closely with what was identified in the fall and we will provide funding to work on those. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I read somewhere in the business plan here G-22, I think it falls somewhere in this area but it's talking about a total review of an excessive financial recovery plans, to continue to support communities who improve financial capacity.

I wonder if the Minister could clarify how many hamlets have recovered business plans and how many are close to having a recovered business plan put in place. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The municipalities that have been running in deficit are six municipalities and also, municipalities that are, we've been looking at all the other communities that have potential to go into deficit, but there are six communities in deficit.

Chairman: Thank you. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Perhaps the minister could take us through the steps that the department implements to help the municipality implement a recovery business plan. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Mr. Minister.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. I will just go over the process that we went through for the last municipality I took part in, to help them with their recovery plan, and this one that we put in with the administrator to manage the finances and operations with the council.

When the hamlet is known to be in a deficit situation, depending on the measures that are needed to be taken because if it is bad enough, then depending on how far as the minister I want to go with the advise I get from staff, we can look at from removing the council and mayor, but I think you know me better that I probably wouldn't go there.

So to place the administrator to work with the council was the option we chose, and this is to ensure that the municipality or the council members still have a say in what and how the community will be operated, and with the administrator there, the administrator then looks at finding where they can cut programs or services to help reduce the deficit.

So it's in consultation with the council that these things are decided upon between the council and my office. Thank you, Mr. Chairman.

Chairman: Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I appreciate that answer. In the Kitikmeot, I know of one hamlet for sure, actually it was in the media recently, a comment from the SAO in Kugluktuk that their financial difficulties are originated with putting cement forward into an ice arena down there, either \$1 million or \$1.5 million.

It makes you wonder, I mean I appreciate what the mayor and councils are trying to do, trying to provide things for the community that the people want, but having said that, for them to be able to put \$1 million or \$1.5 million into their cement and then have to reserve funds, it didn't happen overnight, it happened over a period of time. Surely, your department must have been wondering that situation or reading the minutes, and be aware of those kind of expenditures.

I am wondering, that's Kugluktuk, but it must be other communities or mayors and councils are facing similar demands or requests from the communities to provide service as an attempt to use their reserve funds. How do you deal with those kind of situations or prevent them from occurring because it seems to me that has happened all of the time.

It was four years ago there were 16 that had financial troubles, three years ago it was 12, this year you are saying it's six, next year they are going to be 15 again, and this keeps being a recurring problem, it puts a lot of stress and strain on the mayor and council, and on the community, and on the government.

The hamlets are one of the main economic engines in the community. There's the private sector and then there's the government, but then there's a hamlet. Some could have upwards of 60 to 70 employees and it's to be painful and hard on a municipality if the hamlet gets into a financial crunch, then it has to start cutting programs and services. Everybody suffers and we all live in communities. So how do you deal with those kinds of situations to make sure the hamlets or try to make sure the hamlets don't run into those problems before they happen? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Minister.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. Well, I would certainly hope that the increase in more funding, that we don't see an increase in hamlet deficit situations, but I guess in wanting to closely with the municipalities and recognizing this is another level of government, they have controlled over their operations.

We are always advising to try and insure the municipalities operate under good operating guidelines. Also the other thing were happy to have seen succeed so much is the training, that the Municipal Training Organization has done. And with those, because a lot of the people in the offices have been taking advantage of these courses, so it is with encouragement, the training, advice and the close working relations that we hope that the municipalities will not go into deficit situations. Thank you, Mr. Chairman.

Mr. Chairman: Thank you. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Thank the Minister for that, I think it's in your bullet here; it says you train municipal council members and staff. I'm wondering if evaluations municipal operations, but I think it's encouraging to hear you say that to there is more training going on, I know the municipal training organizations doing a lot of work, I think they write in your presentation like 660 people in the last year, that's quite a few people.

It has to be continuous and on going. Once you start the training you can't stop it because there's turn over, or people moving around, new people come in. It's scary to think though that there's municipalities out there that are prepared to spend millions of dollars on projects that they don't have the funding for, and they could do it, and use up all the reserve funds, not have money for land development or water sewer trucks, and other such thing.

One or two small mistakes early on that are not detected could set a community back three to four to five, maybe ten years in terms of what they could do for there community in terms of development for the future. To me it's very important that our councils, to staff our council to receive an ongoing and continuous training, a high level training, not the basic training, has to happen.

That gets back to my comments earlier on, that you have to have a person in a Regional office that can go in there with harbored with all kinds of, follow legislations, and other stuff tools, and talk to the Mayors and council and say hey folks you can't do that, you just can't do that. I'm glad to know that your on top of this kind of stuff and that I think we have to hammer it home that we just can't allow hamlets to, in this day and age where we have shortage of funds that we stake an early impact to community. That was more of a general comment, Mr. Chairman. Thank you.

Mr. Chairman: Thank you. Sorry about that. Is that all, Mr. Alagalak?

Mr. Alagalak (interpretation): He put up his hand up.

Chairman: But you had your hand up first, you were first.

Mr. Alagalak (interpretation): That's why am asking. I move to report progress.

Chairman: Thank you. We have a motion on the floor to report progress. The motion is not debatable. All those in favour of the motion?

Some Members: Agreed.

Chairman: All those apposed, the motion is carried. I will now rise to report progress.

Speaker (interpretation): Thank you. Please be seated. Item 21, Report of Committee of the Whole. The Chairman, Mr. Netser.

Item 21: Report of Committee of the Whole

Mr. Netser (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 8 and the Main Estimates and would like to report progress. And also, Mr. Speaker, I move that the report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

Speaker (interpretation): There is a motion on the floor. Is there a seconder? Mr. Barnabas. The motion is in order. All those in favour?

Some Members: Agreed.

Speaker (interpretation): Opposed. Abstentions. The motion is carried. Item 22, Third Reading of Bills. Item 23. Orders of the Day for tomorrow, Mr. Clerk.

Item 22: Orders of the Day

Clerk: Thank you, Mr. Speaker. Announcements for tomorrow; a meeting of the regular caucus at 11:00 in the morning in the Tuktu Board Room.

Orders of the Day for Tuesday March 8:

1. Prayer
2. Ministers Statements
3. Members Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Reports of Standing and Special Committees
12. Reports of Committees on the Review of Bills
13. Tabling of Documents
14. Notices of Motions
15. Notice of Motion for First Reading of Bills
16. Motions

17. First Reading of Bills

18. Second Reading of Bills

19. Consideration for Committee of the Whole and Bills and Other Matters

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20. Report to Committee of the Whole

21. Third Reading of Bills

22. Orders of the Day

Thank you.

Speaker (interpretation): Thank you. This House stands adjourned until Tuesday, March 8, 2005 at 1:30 p.m.

Sergeant-at-Arms.

>>*House adjourned at 20:08*

