



**LEGISLATIVE ASSEMBLY OF NUNAVUT**

**4th Session**

**2nd Assembly**

**HANSARD**

Official Report

**DAY 52**

**Thursday, March 6, 2008**

**Pages 3388 – 3460**

**Iqaluit**

**Speaker: The Honourable Peter Kilabuk, M.L.A.**

## Legislative Assembly of Nunavut

### *Speaker*

**Hon. Peter Kilabuk**

(Pangnirtung)

**Hon. Leona Aglukkaq**

(Nattilik)

*Minister of Health and Social Services; Minister responsible for Status of Women Council*

**Hon. Levinia Brown**

(Rankin Inlet South – Whale Cove)

*Deputy Premier; Minister of Community and Government Services*

**Hon. Paul Okalik**

(Iqaluit West)

*Premier; Minister of Justice; Minister of Executive and Intergovernmental Affairs*

**Hon. Olayuk Akesuk**

(South Baffin)

*Minister of Environment; Minister responsible for the Workers' Compensation Board*

**Tagak Curley**

(Rankin Inlet North)

**Joe Allen Evyagotailak**

(Kugluktuk)

*Deputy Chair, Committee of the Whole*

**Keith Peterson**

(Cambridge Bay)

**Hon. Ed. Picco**

(Iqaluit East)

*Government House Leader; Minister of Education; Minister of Energy; Minister responsible for Multiculturalism, Homelessness and Immigration*

**David Alagalak**

(Arviat)

**James Arreak**

(Uqummiut)

*Deputy Speaker; Chair of the Committee of the Whole*

**Peter Kattuk**

(Hudson Bay)

**Steve Mapsalak**

(Akulliq)

**David Simailak**

(Baker Lake)

**James Arvaluk**

(Tunnunuiq)

**Levi Barnabas**

(Quttiktuq)

*Deputy Chair, Committee of the Whole*

**Hon. Patterk Netser**

(Nanulik)

*Minister of Economic Development and Transportation; Minister responsible for the Nunavut Housing Corporation*

**Hon. Louis Tapardjuk**

(Amittuq)

*Minister of Culture, Language, Elders and Youth; Minister of Human Resources; Minister of Finance; Chairman, Financial Management Board*

**Hunter Tootoo**

(Iqaluit Centre)

### *Officers*

Clerk

John Quirke

Deputy Clerk  
Nancy Tupik

Clerk Assistant  
Stephen Innuksuk

Law Clerk  
Susan Cooper

Sergeant-at-Arms  
Simanek Kilabuk

Hansard Production  
Innirvik Support Services

**Box 1200**

**Iqaluit, Nunavut, X0A 0H0**

**Tel (867) 975-5000 Fax (867) 975-5190 Toll-Free (877) 334-7266**

**Website: [www.assembly.nu.ca](http://www.assembly.nu.ca)**

## Table of Contents

Opening Prayer.....	3388
Ministers' Statements .....	3388
Members' Statements .....	3391
Returns to Oral Questions .....	3400
Recognition of Visitors in the Gallery.....	3401
Oral Questions.....	3403
Reports of Committees on the Review of Bills .....	3423
Tabled Documents.....	3423
Notices of Motions for First Reading of Bills .....	3424
Motions.....	3425
First Reading of Bills .....	3427
Consideration in Committee of the Whole of Bills and Other Matters .....	3427
Report of the Committee of the Whole .....	3458
Orders of the Day .....	3459

**A.**

**Daily References**

Thursday, March 6, 2008..... 3388

**B.**

**Ministers' Statements**

161 – 2(4): Agreement with the 2010 Vancouver Olympic Organizing Committee (Okalik).. 3388

162 – 2(4): Mineral Exploration and Mining Update (Netser)..... 3389

163 – 2(4): Update on the Nunavut Recycling Initiative (Akesuk)..... 3390

**C.**

**Members' Statements**

376 – 2(4): Participation with Premier for Signing of Agreement with Olympics Committee  
(Barnabas)..... 3391

377 – 2(4): Montreal Cadets in Repulse Bay (Mapsalak) ..... 3393

378 – 2(4): Discontinuation of Air Search at Sanikiluaq (Kattuk)..... 3393

379 – 2(4): Annual Convention of Prospectors and Developers Association of Canada (Simailak)  
..... 3394

380 – 2(4): Going for Gold at the 2008 Arctic Winter Games (Peterson) ..... 3395

381 – 2(4): Charter to Vancouver for Signing Agreement with Olympic Committee (Tootoo) 3396

382 – 2(4): Projects Agreed to in Five-Year Capital Plan (Arvaluk) ..... 3397

383 – 2(4): Reflections on the State of Democracy and Debate in Nunavut, Part 2 (Curley)... 3398

**D.**

**Returns to Oral Questions**

Return to Oral Question 437 – 2(4): Update on Employees' Canada Savings Bonds (Tapardjuk)  
..... 3400

Return to Oral Question 457 – 2(4): Status of Fuel Hedging Policy (Tapardjuk).....	3400
--	------

**E.**

**Oral Questions**

476 – 2(4): Status of New Arena for Pond Inlet (Arvaluk) .....	3403
477 – 2(4): Hunters’ Personal Locator Devices (Alagalak) .....	3405
478 – 2(4): Funding Limit for Search and Rescues (Kattuk) .....	3408
479 – 2(4): Government Position on Establishing a Dominant Air Carrier in Nunavut (Tootoo) .....	3409
480 – 2(4): Delays in Teacher Certification Process (Peterson).....	3411
481 – 2(4): Status of Devolution Negotiations with Government of Canada (Curley) .....	3414
482 – 2(4): Support for Mining Development in Nunavut (Simailak) .....	3416
483 – 2(4): Legislation to Ban Smoking in Vehicles (Peterson).....	3418
484 – 2(4): Government of Nunavut’s Plans to Protect Wildlife on Baffinland’s Proposed Routes (Barnabas).....	3421

**F.**

**Reports of Committees on the Review of Bills**

009 – 2(4): Bill 22, Engineers and Geoscientists Act (Mapsalak) .....	3423
---	------

**G.**

**Tabling of Documents**

198 – 2(4): Letter from Standing Committee to Minister of Health and Social Services Concerning Bill 20 (Alagalak).....	3423
199 – 2(4): Nunavut Overview 2007 Mineral Exploration, Mining & Geoscience (Netser) ....	3423
200 – 2(4): Non-Consolidated Financial Statements (Unaudited) and Consolidated Financial Statements March 31, 2006 (Tapardjuk).....	3424

201 – 2(4): Nunavut Early Childhood Development Update Report for 2004-2007 and the Early Learning and Child Care Update Report for 2004-2007 (Picco) ..... 3424

**H.**

**Motions**

029 – 2(4): Extension of Review Period of Bill 21 (Alagalak) ..... 3425

**I.**

**Bills**

Bill 26 – Securities Act – Notice ..... 3424

Bill 28 – An Act to Amend the Income Tax Act, No. 3 – First Reading ..... 3427

Bill 23 – Appropriation (Operations & Maintenance) Act, 2008-2009 – Consideration in Committee – Education..... 3427

**Iqaluit, Nunavut**  
**Thursday, March 6, 2008**

**Members Present:**

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

**Item 1: Opening Prayer**

**Speaker** (Hon. Peter Kilabuk)(interpretation): Good afternoon. I would like to ask Mr. Netser to say the opening prayer. Mr. Netser.

>>*Prayer*

**Speaker** (interpretation): Thank you. Good afternoon, Premier, Ministers, and Members. Going to the Orders of the Day. Item 2. Ministers' Statements. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Item 2: Ministers' Statements**

**Minister's Statement 161 – 2(4): Agreement with the 2010 Vancouver Olympic Organizing Committee**

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I rise today to advise that I have signed an agreement that will benefit all Nunavummiut.

Yesterday, March 5, 2008, which happened to be our anniversary, I signed on behalf of Nunavut an agreement to supply Inuksuit to the Vancouver 2010 Winter Para-Olympic and Olympic Games.

With each Inuksuk comes the knowledge that artisans are building an economy based on a strong culture and Inuit societal values. The Inuksuk is of great importance to Inuit as a guide for those travelling throughout the Inuit homelands.

In 2010, Ilanaaq will guide travellers to Vancouver. And, the agreement for the supply of made-in-Nunavut Inuksuk carvings will guide consumers to authenticity.

In Nunavut, we have no maples leaves. Iconic Canadian images are often foreign to us. Ilanaaq changed that. For Ilanaaq to welcome visitors to Canada and Inuksuit to remind them of their visitors, Inuit can be very proud.

This agreement is a great step to our cultural participation in an international event and is in keeping with *Pinasuaqtavut* where we pledged to expand our economy and promote our culture.

I am pleased that this agreement opens the door for Inuit to experience, first hand, the wonder of the Games. (interpretation) Thank you very much.

>>Applause

**Speaker** (interpretation): Thank you, Mr. Premier. Ministers' Statements. Minister of Economic Development and Transportation, Minister Netser.

### **Minister's Statement 162 – 2(4): Mineral Exploration and Mining Update**

**Hon. Patterk Netser** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I would like to provide an update to the House on mineral exploration and development activity in the territory.

For the interest of the members, later on today I will be tabling copies of the "Mineral Exploration, Mining, and Geoscience Overview" for 2007.

Mr. Speaker, my department produces the overview each year, in partnership with Nunavut Tunngavik Inc., Indian and Northern Affairs Canada, and the Canada-Nunavut Geoscience Office.

The document contains a brief summary of all of the significant exploration projects that were active in Nunavut last year. It helps us promote the mineral exploration in Nunavut; it is also used extensively by businesses providing services to the mining sector.

Mr. Speaker, as it states in the overview, and as the Minister of Finance has informed members in his budget speech in 2007, more than \$230 million was invested in mineral exploration in Nunavut.

In addition, another \$261 million was invested in deposit appraisal, construction and capital costs for mineral projects, for a total of \$495 million in 2007.

Mr. Speaker, mining is beginning to provide a solid foundation that will help us build a strong economy for Nunavut.

We continue to work to ensure that the mineral exploration and mining industry in Nunavut is strong, sustainable, and provides lasting benefits to our people and communities. (interpretation) Thank you, Mr. Speaker.

>>Applause



**Speaker** (interpretation): Thank you, Minister. Ministers' Statements. Minister of Environment, Minister Akesuk.

**Minister's Statement 163 – 2(4): Update on the Nunavut Recycling Initiative**

**Hon. Olayuk Akesuk:** Thank you. Good afternoon, my colleagues.

Mr. Speaker, last year Cabinet directed the Department of Environment to take the lead on establishing a recycling program for Nunavut. We have been working on a number of fronts to move this forward.

Over the past year, we have run pilot projects for beverage container collection in Iqaluit and Rankin Inlet. Working with citizens and schools, these projects have collected more than half a million containers so far. These are containers that will no longer clutter up our landfills. We plan to continue these projects and establish a third pilot project in Kitikmeot this spring.

We're also working with a consultant to develop options for a sustainable recycling program for Nunavut. This will pick up the lessons learned from the pilot projects, best practices in other jurisdictions, and so on.

We are also working closely with the Departments of Economic Development and Transportation and Community & Government Services on the end-of-life vehicles initiative and the removal other metal from Nunavut.

Mr. Speaker, we also intend to take a number of additional measures on recycling over the next few months.

First, to be successful over the long-term, any recycling program must have the support and active involvement of citizens, municipalities and businesses. Accordingly, we will establish the Nunavut Recycling Advisory Council consisting of stakeholder organizations and leading citizens.

Second, we are beginning work towards new legislation to give the GN the authorities it needs for the reduction, reuse, recovery, and recycling of solid waste.

Third, in Nunavut, as elsewhere, where disposable plastic shopping bags are useful in the home and on hunting trips, they are also an environmental problem. To tackle this, in the next few months, we will:

- provide each household in Nunavut with up to five durable shopping bags;
- research option to use the biodegradable plastic bags to meet legitimate household uses of plastic bags; and

- initiate discussions with retailers on helping re-shape consumer habits in the use of plastic bags.

Finally, to ensure the GN work in this area is coordinated, we are establishing an Interdepartmental Recycling Management Committee.

Mr. Speaker, the challenge we face in Nunavut is to find an approach to recycling that is suitable, cost-effective and workable at the community level.

I look forward to keeping the Legislative Assembly and Nunavummiut informed about the progress on this important area. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you very much. (interpretation ends) Thank you, birthday boy and happy birthday.

>> *Applause*

(interpretation) Item 2. Ministers' Statements. If there are none, Item 3. Members' Statements. Member for High Arctic, Mr. Barnabas.

### **Item 3: Members' Statements**

#### **Member's Statement 376 – 2(4): Participation with Premier for Signing of Agreement with Olympics Committee**

**Mr. Barnabas** (interpretation): Thank you, Mr. Speaker. I say happy birthday to Mr. Akesuk and your wife because they share the same birthday.

>> *Applause*

(interpretation ends) Mr. Speaker, I was honoured to have been asked by the Premier as the Full Caucus Chair to participate in the signing of the agreement that will bring potential hundreds of thousands of dollars to Nunavut.

There is no event more spectacular than the Olympics in the world, and Mr. Speaker, Nunavut will be there.

**Some Hon. Members:** Hear, hear.

>> *Applause*

**Mr. Barnabas:** Mr. Speaker, this event, for the first time, will ever have an Inuk and Nunavut presence. This is great news.

Mr. Speaker, the supplying of the number of carvings needed by the Olympic Committee solely done by Inuit artists is staggering. Basically, we will have to ensure that every active and non-active carver throughout Nunavut gets to work to supply the need of carvings. This will bring much needed work and income to the traditional industry here at home in Nunavut.

Some people have complained that we should not have gone to sign this agreement. Well, I ask you Mr. Speaker, what representative of Nunavut would not want to be a part of probably the biggest arrangement ever signed that will help stimulate the economy and help Nunavummiut in every community in Nunavut?

**Some Hon Members:** Hear, hear.

>>*Applause*

**Mr. Barnabas:** This is a big deal, Mr. Speaker. Carvers like Looti Pijamini in my constituency and other carvers in the High Arctic that don't have the luxury of economy, or a job, or an income in places like Iqaluit want this program. They need the income opportunity.

When Mr. Picco and my former colleague, Mr. Goo Arlooktoo, worked very hard to ensure that the carving and carving stone, in recognition of this homegrown industry, was not forgotten. We now see that Goo's work is continuing.

Mr. Speaker, I ask for unanimous consent to conclude my statement.

**Speaker** (interpretation): Thank you, Mr. Barnabas. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Barnabas.

**Mr. Barnabas** (interpretation): Thank you, Mr. Speaker. Thank you, my colleagues.

(interpretation ends) Mr. Speaker, I was proud to honour and I have been able to represent my constituency and all of Nunavut in Vancouver. The 2010 Olympics will be the greatest marketing opportunity that Inuit have ever and had, and want to thank Premier Paul Okalik for asking me to participate.

Maybe some public may complain, maybe some members might complain, but, Mr. Speaker, I can tell you that my constituency, my community, and all of Nunavut will benefit. We should be celebrating. This is good news, Mr. Speaker, for all the Nunavummiut. (interpretation) Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you, Mr. Barnabas. Members' Statements. Member for Akulliq, Mr. Mapsalak.

**Member's Statement 377 – 2(4): Montreal Cadets in Repulse Bay**

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I rise today to acknowledge the 30 young Cadets from Montreal who are currently in Repulse Bay to meet with cadets from our community.

Mr. Speaker, the cadets arrived in Repulse Bay last Sunday. They have already been experiencing our Kivalliq weather. My community has been under blizzard conditions since the cadets' arrival, making it difficult to do some outdoor activities.

Mr. Speaker, the cadets from both of our cultures are working to overcome language and communication barriers. Most of the Montreal cadets speak French, while our local Repulse Bay cadets speak Inuktitut as their first language. However, despite the language barrier and the cold weather, they have said that they have felt warmly welcomed by the community.

Mr. Speaker, I hope the weather clears up in Repulse Bay so that they may experience some ice fishing, igloo building and get to taste our country food.

Mr. Speaker, I strongly support the cadet program, the program offers so much for our youth such as discipline, citizenship, leadership, the opportunity to travel and so much more.

Mr. Speaker, please join me in welcoming the Montreal Military Cadets to Nunavut. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Mapsalak. Members' Statements. Member for Hudson Bay, Mr. Kattuk.

**Member's Statement 378 – 2(4): Discontinuation of Air Search at Sanikiluaq**

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. I rise today to bring to your attention a concern raised by my constituents in Sanikiluaq. As you know, there's a search and rescue mission taking place in Sanikiluaq.

Mr. Speaker, there was a blizzard in Sanikiluaq a few days ago and there's a lot of snow on the sea ice right now. The search and rescue teams are exhausted and their snowmobiles are damaged from the very rough sea ice.

Mr. Speaker, I have a concern, while the search and rescue is happening that equipment such as airlines cannot be used too much to do search and rescue. I am very proud of our government because they have done search and rescue on the airplane four times.

Today, I have been told that the airline had done search and rescue four times and they're no longer going to do the search anymore. So I'm quite concerned about that because in Sanikiluaq, the sea ice is very rough. The Government of Nunavut should consider all of these aspects because they need assistance.

At the appropriate time, I will be asking questions in regard to that. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Kattuk. Item 3. Members' Statements. Member for Baker Lake, Mr. Simailak.

**Member's Statement 379 – 2(4): Annual Convention of Prospectors and Developers Association of Canada**

**Mr. Simailak** (interpretation): Thank you, Mr. Speaker. I would like to acknowledge my constituents in Baker Lake. I am very pleased to come back to Iqaluit. I also would like to thank the Mayor of Baker Lake for inviting me to Toronto.

(interpretation ends) Mr. Speaker, I rise today to inform the House about the exciting developments at this year's annual convention of the Prospectors and Developers Association of Canada, which wrapped up yesterday in Toronto.

Mr. Speaker, this year's convention brought together over 25,000 delegates from around the world. It was PDAC's largest and most successful convention to date.

Mr. Speaker, I was pleased to have had the opportunity to meet with decision makers in the industry and convey to them the message that the future is bright for mining in Nunavut.

Mr. Speaker, as you know, great progress is being made in my community of Baker Lake. For example, the road to the Meadowbank gold mine project has been a tremendous success and the joint venture partners in the Kiggavik Project recently announced that they have decided to proceed with a two-year feasibility study with respect to a proposed uranium mine in my region.

Mr. Speaker, PDAC was pleased to see that this year's federal budget provides important new funding for geological mapping in Canada's North.

As the MLA for Baker Lake, I received many questions during my time in Toronto about Nunavut's commitment to mining.

Mr. Speaker, my message to the industry was clear: we want mining to succeed in the territory.

Mr. Speaker, I have spent too many years listening to well-meaning but ill-informed doomsayers claiming that mining is not supported in Nunavut. I have been told that our residents cannot manage prosperity and cannot be trusted to manage the pace of economic development in their own communities.

Mr. Speaker, my response to these lies is also clear: just come to Baker Lake and see the truth for yourself.

Mr. Speaker, there is a strong sense of pride in the community. There is a strong feeling that we are starting to seize control over our own destiny. There is a recognition that the dignity of work brings its own rewards and benefits for the community as a whole.

Mr. Speaker, while on the flight back to Iqaluit today, I had the opportunity to catch up on this week's *Hansard*. I noted that important questions are being asked to the Minister of Economic Development about the need for further work to streamline the regulatory regime in Nunavut and prepare our residents for opportunities in the mining sector.

(interpretation) Mr. Speaker, I am seeking unanimous consent to conclude my statement.

**Speaker** (interpretation): Thank you, Mr. Simailak. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Simailak.

**Mr. Simailak** (interpretation): Thank you, Mr. Speaker and my colleagues.

(interpretation ends) Mr. Speaker, I have some questions on this issue myself which I will ask at the appropriate time.

Mr. Speaker, I ask all members to join me in congratulating the Prospectors and Developers Association of Canada on a successful convention. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Simailak. Members' Statements. Member for Cambridge Bay, Mr. Peterson.

### **Member's Statement 380 – 2(4): Going for Gold at the 2008 Arctic Winter Games**

**Mr. Peterson:** Thank you, Mr. Speaker. I rise today to congratulate the athletes and officials from my constituency of Cambridge Bay who are getting ready to compete in the 2008 Arctic Winter Games that are being hosted by the City of Yellowknife starting this weekend.

Mr. Speaker, the parents, relatives, friends, and community of Cambridge Bay are very proud and honoured that our young athletes and officials have been chosen to represent Nunavut at the games.

Mr. Speaker, their dedication and commitment to training hard to become some of the best in their chosen sports is an inspiration to us all.

Our athletes are:

Female Basketball: Roxanne Anayok, Kayla Aknavigak, Caitlyn Peterson, Rebecca Rowan-Tsannie and Nellie Hogalak.

Male Basketball: Peter Ohokanoak, Mattie Pedersen and Axel Wilcox.

Speed Skating: Zachary Thomas Roberts.

Bantam Hockey: Darcy McCallum and Colin Crockatt.

Female Hockey: Cathyrn Epp.

Mr. Speaker, our coaches and mission staff are: Daisy Eyegetok, Marg Epp and Ruth Niptanatiak-Wilcox.

Mr. Speaker, I would like the House to join me in wishing the Cambridge Bay and all Nunavut athletes and officials a wonderful Arctic Winter Games experience.

The good sportsmanship experiences and friendships formed at the Arctic Winter Games will give them “golden” memories to last a lifetime. Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you, Mr. Peterson. Members’ Statements. Member for Iqaluit Centre, Mr. Tootoo.

**Member’s Statement 381 – 2(4): Charter to Vancouver for Signing Agreement with Olympic Committee**

**Mr. Tootoo:** Thank you, Mr. Speaker. I, too, would like to rise today and say that I am very glad that this agreement for the Inuksuit was signed for providing them to the 2010 Olympics Organizing Committee.

Mr. Speaker, I think one thing needs to be made very clear is that one of my colleagues had indicated in his statement earlier and I thought it was very shameful is that some members didn’t want this agreement to be signed.

I would like him, if he has information of some members that said they didn't want it to be signed, to name those members. I think the questions and concerns that arose about this was that the necessity for a charter from here to Vancouver and back for the Premier, when other things could have been looked at.

The contract, I understand, is with the Nunavut Development Corporation, so why didn't the president go? Was it necessary that the Premier and someone else went? Why didn't the Minister of Economic Development and Transportation go?

I want to be on the record to say that I am very glad that this agreement has been signed, and when questions come up about the spending of public dollars, it shouldn't be criticized and saying that someone didn't want it signed.

So I will be reviewing the *Hansard* tomorrow, Mr. Speaker, and reviewing what was said, and looking at it very closely, but I want to be on the record saying that I, for one, am very happy that this was signed. I think it's a great opportunity for all of Nunavut and I look forward to the Minister of Economic Development and Transportation providing us with some numbers of what the value of this agreement is for the Development Corporation is because he's the minister responsible for it. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Tootoo. Members' Statements. Member for Tunnunig, Mr. Arvaluk.

#### **Member's Statement 382 – 2(4): Projects Agreed to in Five-Year Capital Plan**

**Mr. Arvaluk** (interpretation): Thank you, Mr. Speaker. For the Five-Year Capital Plan, which are established by the members and approved in the House, usually the communities look forward to the projects that are going to be coming up within the five years in their community.

We have been told that we were going to be getting an arena in Pond Inlet and it would be a complex unit. We also hear through the media, for example, under the Building Canada Fund, there would be \$240 million that is in the agreement, including Iqaluit for the Sylvia Grinnell, \$800,000.

I would like to inform the House that for those projects that were approved within the five years, for example, the arena in Pond Inlet, the facility we have over there is over 20 years old, it causes respiratory problems because it's extremely cold there, the people who used to play hockey 20 years ago in that one and the same arena have respiratory problems now.

Mr. Speaker, our young people cannot make a vote on matters in the House. They cannot participate when we're making the Five-Year Capital Plan. As that's the case, they have



to be represented by us and they have to be recognized that they are growing and they have to participate in activities like hockey, for example.

We should know that the children should be able to enjoy whatever children do. As that is the case, when we're dealing with capital projects, we'll have to look into this. At the appropriate time, I will be asking questions to the Minister of CGS. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Arvaluk. Lastly, Member for Rankin Inlet North, Mr. Curley.

**Member's Statement 383 – 2(4): Reflections on the State of Democracy and Debate in Nunavut, Part 2**

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. I rise today to also congratulate the signing of the agreement with the Olympic Committee in Vancouver. There was one time during those games where we rented a whole apartment in order to accommodate everyone.

Mr. Speaker, I rose in the House earlier this week to offer some comments on the state of democracy and debate in Nunavut.

I would like to begin by noting the Member for Iqaluit East's sudden interest in this topic. It must be an election year.

I listened carefully to his Member's Statement in the House yesterday and would simply comment that he missed the point of what I was saying.

Strategies and plans are important. What this government appears to lack is a commitment to finding concrete ways of actually implementing them.

I believe that the government should pay less attention to including full-colour photos of ministers in these strategy documents and more attention to obtaining the resources to actually implementing the plans.

I am pleased to continue with this theme today and address a specific issue of concern that I have with our legislative process.

Mr. Speaker, as MLAs, we have been entrusted by our constituents with the responsibility of reviewing and approving laws on their behalf.

I believe that we as elected members do our best to give full scrutiny and review to the bills which are introduced in the House by the government. On a number of occasions,

bills have been amended to reflect the concerns raised by MLAs and our standing committees.

I would like unanimous consent to conclude my statement. (interpretation ends) Thank you.

**Speaker** (interpretation): Thank you, Mr. Curley. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Curley.

**Mr. Curley** (interpretation): As I was saying, on a number of occasions, bills have been amended to reflect the concerns raised by MLAs and our standing committees. On other occasions, we have recommended that bills not proceed. We are doing our job in this regard.

However, when it comes to legislation, the passage of a bill is only the beginning. The drafting and scrutiny of detailed regulations is a process that I believe deserves much more attention.

MLAs on this side of the House are not normally afforded sufficient opportunity to become involved in this process.

Mr. Speaker, let me give you some examples.

In the last few months, new regulations have been published under the *Public Service Act*, the *Family Abuse Prevention Act*, the *Wildlife Act* and the *Petroleum Products Tax Act*. Earlier this week, I asked important questions concerning the development of new regulations under the *Emergency Measures Act*.

(interpretation ends) Mr. Speaker, in our national Parliament, a Standing Joint Committee of the House of Commons and the Senate exists to scrutinize regulations in detail. I believe that we should give serious consideration to devoting more time to the careful review of regulations which are approved by our government. I believe that if we were to look in a website, we have a number of federal regulations asking for public input.

Mr. Speaker, the federal government publishes draft regulations and invites the general public to make submissions on them. For example, any member of the Nunavut public has until March 17 of this month, please note, to make comments on the Department of Indian and Northern Affairs' proposed changes to the regulations governing mining in Nunavut.

Mr. Speaker, I urge our government to be equally transparent. I call on our government to pre-publish all draft regulations and invite comment from Nunavummiut before they are approved by Cabinet. I ask the government to trust our public and give them an opportunity to have their say and respect what they say. Thank you, Mr. Speaker.

**An Hon. Member:** Hear, hear.

>>Applause

**Speaker** (interpretation): Thank you, Mr. Curley. Members' Statements. If there are no more, Item 4. Returns to Oral Questions. Minister of Finance and CLEY, Minister Tapardjuk.

#### **Item 4: Returns to Oral Questions**

##### **Return to Oral Question 437 – 2(4): Update on Employees' Canada Savings Bonds**

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Speaker. I have a Return to Oral Question 437 – 2(4) asked by the Member for Tununiq, Mr. Arvaluk, regarding Canada Savings Bonds.

Mr. Speaker, I am pleased to rise today to provide further clarification regarding the Canada Savings Bonds Payroll Savings Program, as requested by Mr. Arvaluk on February 28, 2008.

Mr. Speaker, the Government of Nunavut is not currently recruiting new members into this program.

Mr. Speaker, the 2008 Spring Campaign for the Canada Savings Bonds Payroll Savings Program ended on February 29, 2008. However, we will consider the merits of joining the 2008 fall campaign, which typically gets underway in early October.

Mr. Speaker, I am pleased to inform the House that Nunavummiut are able to purchase CSBs directly from the Government of Canada. A wide variety of bond choices and payment options are available until April 1, 2008 and then again beginning in early October 2008.

Interested parties may go to the Canada Savings Bonds website at [www.csb.gc.ca](http://www.csb.gc.ca) or call toll-free at 1-888-773-9999. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you, Minister. Item 4. Returns to Oral Questions. Minister of Finance and CLEY, Minister Tapardjuk.

##### **Return to Oral Question 457 – 2(4): Status of Fuel Hedging Policy**

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Speaker. I have a Return to Oral Questions 457 – 2(4) asked by Member for High Arctic, Mr. Barnabas, regarding the status of the Fuel Hedging Policy.

He had asked about the \$1.5 million to assist municipalities to “help reduce the impact of increased power and fuel costs.” He asked if we would consider providing similar additional help for the municipalities.

Mr. Speaker, no – the GN is not considering similar additional help for the municipalities this year. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Item 4. Returns to Oral Questions. If there are none, Item 5. Recognition of Visitors in the Gallery. Member for Iqaluit East, Mr. Picco.

### **Item 5: Recognition of Visitors in the Gallery**

**Hon. Ed. Picco:** Thank you, Mr. Speaker. It gives me great pleasure today to introduce to the Gallery the students from Nunavut Arctic College who are here doing the foundation year for several programs at the college, and that includes the NTEP program, the Nursing Program, Environmental Technology, and Early Learning and Childcare.

Mr. Speaker, I would like to introduce my two constituents, and I’m sure members have constituents there too, so I just would like to introduce my two constituents and the members can introduce their own instead of doing the whole class.

Mr. Speaker, I would like to first introduce Denise Romero and Denise is taking the Nursing Program.

*>>Applause*

Welcome to the Gallery. We’re very honoured, Mr. Speaker, to have in the Gallery today the well-known international lawyer, barrister, negotiator, mediator, conciliator, and visiting instructor on this program, our own resident from Apex, Mr. Neil Sharky, Q.C.

*>>Applause*

**Speaker** (interpretation): Thank you, Mr. Picco. Welcome to the Gallery. Recognition of Visitors in the Gallery. Member for Amittuq, Mr. Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Speaker. I would like to recognize two of my constituents. From Igloolik, Mayor Paul Quasa and his Deputy, Zach Kunuk. I am sure everybody knows them and I would like to welcome them to the Gallery.

*>>Applause*

**Speaker** (interpretation): Thank you, Mr. Tapardjuk. Welcome to the Gallery. Recognition of Visitors in the Gallery. Member for Baker Lake, Mr. Simailak.

**Mr. Simailak** (interpretation): Thank you, Mr. Speaker. I would like to welcome Ami Tootoo from Baker Lake, who is my relative, and she is taking a course here. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Simailak. Welcome to the Gallery. Recognition of Visitors in the Gallery. Member for Uqqummiut, Mr. Arreak.

**Mr. Arreak** (interpretation): Thank you, Mr. Speaker. I would like to welcome one of my constituents, Valerie Enuaraq, and you probably know her father, Tommy Enuaraq.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Arreak. Welcome to the Gallery. Recognition of Visitors in the Gallery. Member for High Arctic, Mr. Barnabas.

**Mr. Barnabas** (interpretation): Thank you, Mr. Speaker. I would like to recognize an individual who was my CA in Resolute Bay, Karen Inootiq, who is attending the Arctic College here. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Barnabas. Welcome to the Gallery. Recognition of Visitors in the Gallery. Member for Iqaluit Centre, Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Speaker. I, too, would like to welcome my niece, or my cousin.

>> *Laughter*

I just feel old and that's why I want to call her my niece. Ami, welcome to the Gallery.

I also would like to take this opportunity to recognize a young lady that everyone knows very well, she is a long time employee with Canadian North, and that's Ms. Eva Arreak is here. I'm sorry, it's Eva Onalik.

>> *Laughter*

>> *Applause*

Sorry Eva, I was curling with the other Eva last night.

I also would like to say happy belated birthday to my CA, Amanda, I know she's probably watching on television. Her birthday was yesterday. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you, Mr. Tootoo. Welcome to the Gallery. Recognition of Visitors in the Gallery. Member for Akulliq, Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I would like to recognize Jennifer Kajjuk from Repulse Bay, and a person who originally came from Baker Lake but now lives in Repulse Bay, I'm very sorry that I forgot your name. Welcome to the Gallery. Thank you.

>>Applause

**Speaker** (interpretation): Thank you, Mr. Mapsalak. Welcome to the Gallery. Recognition of Visitors in the Gallery. If we missed somebody, welcome to the Gallery. Recognition of Visitors in the Gallery. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. I would like to recognize everyone here. My colleague who is sitting next to me didn't see this individual and he apologizes, so he wanted me to recognize Kate Kublu from Igloolik who is in the Nursing Program.

>>Applause

**Speaker** (interpretation): Thank you, Premier Okalik. Welcome to the Gallery. Item 6. Oral Questions. Member for Tunnunig, Mr. Arvaluk.

### Item 6: Oral Questions

#### Question 476 – 2(4): Status of New Arena for Pond Inlet

**Mr. Arvaluk:** Thank you, Mr. Speaker. My questions, as I stated earlier in my Member's Statement, are for the Minister of Community and Government Services.

Mr. Speaker, on November 8 of last year, I presented a petition signed by over 130 residents of Pond Inlet concerning the need for our new community hall to include an arena section. My community was deeply disappointed at the government's response to the petition, which indicated that "financial restrictions" prevent this from happening.

Mr. Speaker, I was pleased that this year's Budget Address indicates that new federal infrastructure funding will enable the GN to "reconfigure" its capital plan and that our government will consult with all Members of this House to "determine priority projects." Can the minister assure me that the need for a new arena in Pond Inlet will be identified as a priority project? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. We have put aside some funding for a new arena in Pond Inlet but we keep delaying it. I am pretty sure that it's a priority for the community, and I am happy that the funding that was identified will be used for infrastructure funding and community halls fall under that.

We'll have to look at different things and that will be one of them because when there is no adequate community hall, it creates a problem in the communities. We'll definitely look into this. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Premier. Your first supplementary, Mr. Arvaluk.

**Mr. Arvaluk**: Thank you, Mr. Speaker. Thank you for that answer. I'll skip my first supplementary and I'll go to my second supplementary in this case.

Mr. Speaker, on February 8 of this year, we learned that the federal government will provide over \$1.6 million to fund the construction of a bridge across the Sylvia Grinnell River near Iqaluit. I understand that half of the money came from INAC's Strategic Investments in Northern Economic Development Initiative. Can the minister outline for the House how other Nunavut communities can benefit from this pool of resources? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Arvaluk. Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) This was a one-time initiative by the federal government. It was a federal initiative and all we have done is try and find ways to support it and make it work for the whole community.

The original design was contemplated for just a pedestrian bridge for tourists, but as you know, hunters in Iqaluit want to use the bridge as well for hunting purposes. So I appreciate the good work that the federal officials are working on to make this bridge viable for everyone.

So it wasn't out of a general fund for Nunavut; it came from a one-time pot that was set aside for parks and other purposes. We will try and take advantage of any initiatives like this one for Nunavummiut. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Premier. Your second supplementary, Mr. Arvaluk.

**Mr. Arvaluk**: Thank you, Mr. Speaker. I wish I was the Premier because I would have that opportunity to meet with the minister directly in Ottawa.

Mr. Speaker, on October 31 of last year, I sent correspondence to the minister on the issue of Pond Inlet's needs. Can the minister indicate to me when she will, in this case, he will reply to my letter? Thank you, Mr. Speaker.

>>*Laughter*

**Speaker** (interpretation): Thank you, Mr. Arvaluk. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I believe we have been trying to do as much as we can to address the community's concerns.

We were both somewhat disappointed in the federal budget as you know. We were very happy for Pangnirtung, Mr. Speaker, but at the same time, there were other communities like Pond Inlet that were expecting projects to come forward.

So we have been trying to address the issues that had been raised by that community and we will continually work with our federal partners in trying to address those concerns. But, I must say that it has been a difficult exercise for all of us and we're trying to do our utmost to make sure your issues are addressed. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Premier. Oral Questions. Member for Arviat, Member for Arviat, Mr. Alagalak.

#### **Question 477 – 2(4): Hunters' Personal Locator Devices**

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. My question is for the Minister of Community and Government Services.

Mr. Speaker, it's been about three years now where we have been dealing with the wayward hunters, or those that are lost and not able to come back to the community, and we worked very hard for the rescue issue.

We worked really hard to try and come up with new equipment, and we found some transmitters that the hunters can bring out on the land, and it became understandable since the government, specifically the CGS Minister, told us that they had found the transmitters that worked best in Nunavut. We were also told that the transmitters had been tested out and that they would be used by the hunters when they go out on the land, as to whether the transmitters worked properly and we believed that they were set aside for their use.

I would like to get an answer from the minister if she has heard of any news or what's happening with this transmitter that would be taken with the hunters when they go out on the land. Thank you, Mr. Speaker.



**Speaker** (interpretation): Thank you, Mr. Alagalak. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. The protective service responsible for search and rescue has been preparing this to date. What I have heard is that they have distributed what are called personal locator beacons out to all the communities in Nunavut. Some communities have as many of four of these devices and they are available to hunters at local RCMP detachments.

So if anyone wishes to, they can go the local detachment and sign them out. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your first supplementary, Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. It's very difficult to try and get them from the RCMP, I haven't been told of this, whether they are available yet to the public, the hunters and for myself as well. There are only four available to our community.

Can the minister maybe go through the offices of the HTO in the communities and provide a number for hunters that want to use those devices? This would look pretty simple and the hunters would be able to carry them along because they go out quite a distance when they go out hunting, and it would make it easier for the rescuers to find hunters that are lost. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Alagalak. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. Yes, we have to work together and that things can implement better in our communities. I can tell the RCMP and the other organizations to work it through the HTO if possible, and I will try and get the information and put it out to the communities. Thank you.

**Speaker** (interpretation): Thank you, Minister Brown. Your second supplementary, Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. I have no idea what they look like; none of know what they look like. Do you carry them in your pocket, or in your *Qamutik* or sled? Do they need batteries; how much voltage does it require; and the strength of the battery, are they able to survive out in the cold climate? We have no idea what kind they are and this is not good.

Can the minister bring one as an example for us to see so that it can be advertised out so the hunters can try and get it from a certain person in the community before they go out hunting? A lot of them get lost out on the land when they're out hunting, and it costs a lot to do rescue missions in the communities. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Alagalak. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. I'm sorry that the hunters are having problems acquiring the devices from the RCMP. We are open and if you have problems, just let us know and we can work it out.

We know that there are rescue teams that have come to the communities in the past, and in the month of May, this will be a time to do training in the community for rescue. We use that 72 hours to collect all the tools, and if there is a problem with the community for fuel and electricity, or battery operated lights, so they try to get all the information as a package from the RCMP. They are in the RCMP office to be available to the community and the hunters. I support your view and we will work together with you. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your final supplementary, Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. Yes, I'm smiling. I know that police do their work after the fact; after something has already happened. It is only after someone has been lost that search and rescue has to get organized and distribute equipment necessary for the search. It would seem to make more sense to distribute these devices before people get lost instead of after.

I don't think that should be the case and be held by the RCMP in the community for those personal devices. They are for the hunters before they go out on the land and when they do get lost, they can use them. This has to be rectified properly so that those personal devices will be used for hunters in the communities and not for the rescue teams. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Alagalak. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. Yes, we try and rectify the problems that come to us, and those things are what you say can teach us to rectify the problems and we'll try and change that. The communities were involved and they had a committee to go through that to get those devices and work together with the community.

And, what you brought to me as information, I feel I conclude with you with some of the concerns you have. I agree that the hunters have to look after themselves and be well prepared before they go out on the land. Before they go out hunting, they need to bring along somebody and bring all the proper equipment and whatever they need to go out on the land. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Oral Questions. Member for Hudson Bay, Mr. Kattuk.

**Question 478 – 2(4): Funding Limit for Search and Rescues**

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Community and Government Services.

Mr. Speaker, earlier I spoke of the problems my constituents have been having concerning the airplanes. If there is going to be a search and rescue in the community, I would like to find out how much money has been used for that. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Kattuk. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. I don't think it has a limit when we're working in the cold climate in the northern communities. To my understanding, there is no limit when the airline is coming in and out for search and rescue, and they can go in and out as much as they like.

To my understanding, I don't think they have a limit. If it has a limit, then I sort of know it would be about \$5,000 and it can go beyond that if they need more funding to use it for search and rescue in the communities. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your first supplementary, Mr. Kattuk.

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. You told me that they have been in my community four times to do search and rescue. How many times do they need to go out to do the search and rescue in my community? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Kattuk. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. Sometimes the airplanes are not always available and they take time to come to the community, and they use a large amount of money to do that. So I don't know how many times they have to fly in and out to do their search and rescue. I could ask Economic Development and Transportation in regard to this issue. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your second supplementary, Mr. Kattuk.

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. The search and rescue aircraft are not always fitting to the community and some of them do not actually fit into the community for the search and rescue in this climate. The one that happened in Igloolik recently, the search and rescue stopped and the hamlet within the community and the

people of the community did the search and rescue. The hamlet used a large amount of money as well to do the search and rescue.

I wonder if hamlets could be reimbursed for the money that they spend on search and rescues. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Kattuk. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. With regards to the question, I don't know if they would be eligible for reimbursement, but I know that funding is available for fuel and search and rescue aircraft, and it is explained in detail. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your final supplementary, Mr. Kattuk.

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. The minister just stated that she doesn't know if they could be reimbursed, then maybe she could do something about it so that the hamlet councils could be reimbursed for the funds that they have used for search and rescue. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Kattuk. Minister of Community and Government Services, Minister Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. Yes, we will look into it and review it. For those that have gone beyond and over funds that they have set aside, it will have to be approved by the Legislative Assembly before we proceed. Thank you, Mr. Speaker.

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

#### **Question 479 – 2(4): Government Position on Establishing a Dominant Air Carrier in Nunavut**

**Mr. Tootoo:** Thank you, Mr. Speaker. My questions are for the Minister of Economic Development and Transportation.

Mr. Speaker, I know everyone experiences déjà vu from time to time and I seem to be suffering from a case of it lately.

Mr. Speaker, as you will recall that way back in November of 2001, our former colleague from Qamanittuaq rose in the House to ask questions about the Government of Nunavut's position on establishing a so-called "dominant" or "preferred" air carrier for Nunavut. This idea first surfaced in the GN's early days and appeared to die a quiet death. It now seems like the idea may be coming back to life and resurrecting itself.

So my question, Mr. Speaker, to the current Minister of Transportation is very simply: does the GN now support the idea of establishing a “dominant” or “preferred” air carrier for Nunavut: yes or no? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser:** Thank you, Mr. Speaker. The answer is no.

**Speaker** (interpretation): Thank you, Minister. Your first supplementary, Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. The minister yesterday was asked some questions about the direction of the government’s new Transportation Strategy, which way it was heading, but the House was told to just wait for the document to be tabled.

Mr. Speaker, I have to assume that the minister is involved in setting fundamental policy for the strategy – can he tell us if the government’s goal will be to encourage competition in the airline sector or discourage competition? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser:** Thank you, Mr. Speaker. We believe that competition is good for the economy, and at the end of the day, the people benefit from competition. So we encourage competition between the airlines. Thank you, Mr. Speaker.

**An Hon. Member:** Hear, hear.

**Speaker** (interpretation): Thank you, Minister. Your second supplementary, Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. It’s very good to hear the minister say that. Mr. Speaker, I know way back then advocates for the idea of supporting a “preferred” or “dominant” air carrier argued that if the government guarantees all of its business to one airline, it can negotiate improvements in services and prices.

However, Mr. Speaker, we all know in the real world, monopolies will behave like monopolies. You can see that in many sectors in the economy around Nunavut today: where there is competition, service improves. It’s a given fact. So I’m wondering if the Minister of Economic Development can indicate what the GN’s policy is with respect to competition in the Nunavut economy. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser:** Thank you, Mr. Speaker. Like I said in my earlier reply, we encourage competition and the GN is not in any position to provide our preference on any airlines. We encourage competition. Thank you.

**Speaker** (interpretation): Thank you, Minister. Your final supplementary, Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. I know the minister has indicated that they prefer that, but in the strategy that we're waiting to have tabled, or is there a policy that the department has with respect to fostering competition throughout the territory? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser:** Thank you, Mr. Speaker. The department is in the process of updating the Nunavut Transportation Strategy and we hope to table that in the spring session. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Item 6. Oral Questions. Member for Cambridge Bay, Mr. Peterson.

#### **Question 480 – 2(4): Delays in Teacher Certification Process**

**Mr. Peterson:** Thank you, Mr. Speaker. My question is for the Minister of Education.

Mr. Speaker, last year in the Kitikmeot, the Department of Education recruited a number of new teachers who accepted the challenge of moving to Nunavut and teaching. Mr. Speaker, we know that there are many challenges in Nunavut to teaching.

One of the first challenges last year was going through the teacher certification process. I have seven or eight teachers in my riding who were affected by the lengthy delays in the certification process and it affected their salary. Many of the teachers were struggling to make their ends meet paying mortgages and buying food, and this occurred well into December. There seemed to be a problem with the Nunavut Educators Certification Service.

My question for the minister: can the minister tell the House why there were delays last year with teachers being certified and having their salaries agreed to in a timely manner? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Speaker. First of all, I just want to clarify that when we bring teachers to Nunavut, I don't think it's a challenge for Nunavut teachers to come to Nunavut to teach. We do live in a remote rural area of the country and it is expensive.

However, some of our schools are some of the best in the country and we have been recognized for that.

Mr. Speaker, the member is correct when he speaks about the certification of teachers. There were some issues and those issues include, Mr. Speaker, once a teacher is hired and put into a school, we place them on a pay grid and we place them on that pay grid based on the information that has been provided to us.

For example, let's say a teacher has a Bachelor's Degree in Education, and when they applied, they haven't provided that information - we have to get a copy of the transcript, the marks, and a copy the diploma and so on. So while that is occurring, they have been placed on a certain grid. Once that information comes in and that means that they would move further ahead in the grid, meaning that they would get more pay based on their experience, then that's what occurs. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your first supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. One of the other challenges that many of the teachers face when they arrive in Nunavut is getting their travel claims processed, so that took about three or four months as well. On top of their certification process and getting their salary upgraded, they were trying to get reimbursed for their travel claims. So it was very tough and a lot of these teachers were reconsidering their decision to come teach in Nunavut. That occurred in August and September of last year.

My question for the minister: can the minister tell the House if the department knew that there would be problems months before they occurred, and if so, why didn't the department act at the time they knew that there would be problems and then eliminate them at that time? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Speaker. The member is correct. He did raise some issues with constituents in this riding. We did hear, at my office, concerns with other teachers who didn't feel that they were placed properly on the pay grid and we had to get that certification. We didn't know months in advance or anything like that.

What I can say to you, just as an example, Mr. Speaker, of 120 salary evaluations that we did do and were completed, 89 out of that 120 needed additional information. So that's what occurred and when you need information, you have to request it and it takes a longer period of time for the teacher, as an example, to get the information, the marks.

We also had an issue with the registrar who does the certification had left the position and then we had to put a new registrar in place. That was part of the logistics issues that we had to deal with. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your second supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I thank the minister for that answer. Indeed, there were problems in the registry and the teachers were phoning; leaving messages and messages were going unreturned; sending emails and the emails weren't being responded to. So they were getting quite frustrated trying to provide the information that they thought they had to provide.

My question for the minister: can the minister tell the House what the department has done since those problems occurred last year to ensure and guarantee that teachers will be certified properly and their salary reviewed after 2008 and the future years' teacher recruitment drives? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Speaker. There was a vacancy, as I said earlier, in the registrar's position and that was filled. All the teacher certification in Nunavut goes through our office in Arviat, Mr. Speaker. That position was filled and then we were dealing with some of the backlog because of that as we explained.

As I said earlier, right now, the certification process is still in place, it's up and running, and there doesn't seem to be concerns that we had this fall. I also understand, Mr. Speaker, we have done some workshops and some work with our HR people to ensure that the certification process is understood by all, and that includes the staffing and so on.

We did have some inquiries and some concerns raised by the NTA, the Nunavut Teachers Association, and that also has been addressed. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your final supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I thank the minister for that information. I certainly hope that things proceed a bit more smoothly this year because it's very disconcerting as an MLA getting calls from teachers saying they can't afford to pay mortgages, or their expenses, or buy food when they're here to teach our children.

The minister indicated there were some problems with their information requirements. I wonder if the minister could tell the House if his department is working with other Canadian education jurisdictions to streamline, develop an inter-provincial, territorially recognized teacher certification process. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.



**Hon. Ed. Picco:** Thank you, Mr. Speaker. I know there has been some suggestions and conversation around the issue of teacher certification. There have been some suggestions, for example, that you have, like the Red Seal Program with journeymen and electricians, and if you have your Red Seal, you're recognized to work from Nunavut to British Columbia.

There are a lot of documents that need to be put in place, Mr. Speaker, and they include a criminal record check, transcripts of marks, proof that you have a Bachelor of Education, as an example, and that takes between six and eight weeks. So if the person has been hired and they're in a community, and all of that information has not been provided to HR, then we place them on a level four, step one of the pay grid, and the member is correct, that's probably the lowest pay grid within the teacher framework.

If that information is late coming in, then they stay on that lower pay grid, and it can be a financial hardship and we realize that. And, that's why we have been trying to be more expeditious in helping teachers get that information.

The problem in November was, Mr. Speaker, as we said earlier, we did have an absence in the office there. We had to bring that back up to staffing and that is in place right now, so we're seeing it move further and a little bit faster. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Oral Questions. Member for Rankin Inlet North, Mr. Curley.

#### **Question 481 – 2(4): Status of Devolution Negotiations with Government of Canada**

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Premier.

Mr. Speaker, on December 28, 2005, the government announced the appointment of former Yukon NDP Premier, Tony Penikett, as our Chief Negotiator for devolution talks with the federal government.

Can the Premier confirm today whether this individual is still our negotiator and indicate who the federal government has appointed to sit across the table for him as Ottawa's negotiator? Thank you.

**Speaker** (interpretation): Thank you, Mr. Curley. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. According to my knowledge, the individual appointed is Paul Mayer. He is still Ottawa's negotiator and we have been working with him to date. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Premier. Your first supplementary, Mr. Curley.

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. Some of us don't really believe that negotiations are proceeding with devolution talks, but reading the correspondence from the Prime Minister, he indicated that and I quote, "our officials will examine your questions." Perhaps, the Premier can talk a bit more on what kind of mandate he gave our negotiator as to what we want. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Curley. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. Yes, he has been negotiating on behalf of us, and we're trying to negotiate for devolution and how we can provide more benefits to Nunavut. The negotiations are just starting to get underway, I have written to the Prime Minister expressing my gratitude for having finally moved on this issue.

It has been so long since there has been any progress on devolution, so I am anxious to get these talks proceeding and finally have devolution take place. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Premier. Your second supplementary, Mr. Curley.

**Mr. Curley** (interpretation): For Nunavummiut and Members of this House, do we understand correctly that the negotiations on devolution have been stalled, and in fact, there are no negotiations taking place? Thus, if negotiations are indeed to resume, can the Premier indicate to the House when they will start? Thank you.

**Speaker** (interpretation): Thank you, Mr. Curley. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. We talked about when the deadline would be and we didn't want to rush on this issue because it's very important to both parties. The Prime Minister indicated that we would have a review as this is the beginning stage of the negotiations. It has been taking too long and we were at an impasse at one point. Thank you, Mr. Speaker.

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

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. The Premier didn't respond to my question. I know we do want a lot of things from the federal government but what I asked was: have the negotiations started? Is it at an impasse, and if it's at an impasse, when is it going to start again? To us, it seems like we're in an impasse and nothing has started yet.

Can the Premier indicate to us exactly what's happening on that issue to the people of Nunavut? Thank you.

**Speaker** (interpretation): Thank you, Mr. Curley. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. We haven't really started it but we did want to include the offshore. We haven't got anywhere on this issue but I'm sure that we will start moving towards the negotiations. As soon as we find out when it's going to start, we will inform the House. That's where we are at this point. I want the people of Nunavut to know exactly what's happening between our government and the federal government. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Premier. Oral Questions. Member for Baker Lake, Mr. Simailak.

### **Question 482 – 2(4): Support for Mining Development in Nunavut**

**Mr. Simailak** (interpretation): Thank you, Mr. Speaker. My questions are for the Minister of Economic Development and Transportation, perhaps, in English.

(interpretation ends) Mr. Speaker, in my Member's Statement today, I addressed the need to ensure that our residents are prepared for opportunities in the mining industry.

The Department of Economic Development's business plan indicates that one of its priorities for the coming year is to "support the Department of Education in the development of a mine training facility in Nunavut."

Can the minister tell the House where this facility will be located and indicate when it will open its doors to Nunavummiut? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Simailak. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser**: Thank you, Mr. Speaker. We are working with the Department of Education on the mine training facility but I believe the Minister of Education is best to answer that question as to where the location will be. Thank you.

**Speaker** (interpretation): Thank you, Minister. Your first supplementary, Mr. Simailak.

**Mr. Simailak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Both the Government of Nunavut and NTI have announced their support for responsible uranium mining in Nunavut. Can the minister update the House today on the status of the government's Uranium Development and Mining Management Plan? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Simailak. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser:** Thank you, Mr. Speaker. Uranium mining raises environmental and health, as well as political questions that are quite distinct from other types of mining. However, uranium exploration and mining has been done in a safe and environmentally sound fashion in Northern Saskatchewan. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your second supplementary, Mr. Simailak.

**Mr. Simailak** (interpretation): My question to the minister was on what the status of the government's Uranium Development and Mining Management Plan is.

Mr. Speaker, (interpretation ends) during my time at the Prospectors and Developers Association convention, I heard concerns that Nunavut is at risk of being less attractive to mining investment unless we act decisively to reform and streamline our regulatory regime. Can the minister update me today on what concrete actions he plans to take on this issue in the coming months? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Simailak. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser:** Thank you, Mr. Speaker. We seem to be all over the place today on this particular round of questions.

The department is conducting an independent review of all of the permitting and regulatory structures related to mining in Nunavut. Mr. Speaker, the final report of the review will be publicly released at the mining symposium this month. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your final supplementary, Mr. Simailak.

**Mr. Simailak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) That's very good to know that you'll be releasing that at the symposium, I do look forward to it.

As I noted in my Member's Statement, Mr. Speaker, the annual PDAC convention is the most important gathering of the year for decision makers in the mining sector. It is vital that the Government of Nunavut have strong relations with the association. Can the minister indicate to me when he plans to personally meet with the association's leadership to discuss issues of concern and exchange ideas for ways we can support the mining sector? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Simailak. Minister of Economic Development and Transportation, Minister Netser.

**Hon. Patterk Netser:** Thank you, Mr. Speaker. We have a Mining Strategy which encourages mineral exploration and mining development, and I would like to sit down with the developers association when the time is right. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Oral Questions. Member for Cambridge Bay, Mr. Peterson.

**Question 483 – 2(4): Legislation to Ban Smoking in Vehicles**

**Mr. Peterson:** Thank you, Mr. Speaker. My question is for the Minister of Health and Social Services.

Mr. Speaker, yesterday I read a news story online and the headline says, “Ontario to Ban Smoking in Cars Carrying Children.”

Mr. Speaker, the article is about the Province of Ontario’s plan to introduce legislation this spring to ban smoking in cars where young children are present. The Premier of Ontario’s quote is saying that, “A small child breathing second-hand smoke in the car for an hour receives exposure equivalent to smoking a pack of cigarettes.”

My question for the minister: can the minister tell the House if the Government of Nunavut is considering similar legislation in Nunavut? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Health and Social Services, Minister Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. I appreciate the member raising this issue. This morning we had a discussion and a meeting with the National Lung Association who are here to hear about more of the initiatives that we’re undertaking in our territory to address tobacco-related illnesses and the prevention initiatives.

On that very subject, I had asked my staff to look into ways of addressing or introducing similar legislations or policies within Nunavut. Right now, in any public place, under our *Tobacco Act*, we cannot have any smoking permitted, including in taxis and so on, but the methods of introducing legislation for private vehicles is one that I’m interested in knowing more about. Once I’ve had an opportunity to research the current legislation, whether it requires a revision, or an amendment, or a separate legislation, I’m looking into that.

It is one that I recognize and I’m glad the member recognizes this one area that we can pursue to address the high tobacco smoking illnesses that we have in Nunavut. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your fist supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I thank the minister for that response. The article is very revealing. In the article, it is reported that risk to children from exposure to second-hand smoke includes respiratory illnesses, middle ear infection disease, lower

respiratory tract infection, and sudden infant death syndrome. I think we're all familiar with these issues in Nunavut.

My question for the minister: can the minister inform the House if the medical evidence in Nunavut shows that our children are suffering from these same diseases due to exposure to second-hand smoke? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Health and Social Services, Ms. Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. Evidence and statistics show that we have a high rate of infant mortality in Nunavut and a lot of it relates to pregnant women smoking and second-hand smoke. So it is an area that we are concerned about and the one area that we try and introduce prevention through prenatals and so on in trying to educate the effects of second-hand smoke in homes as well as when you're pregnant.

Another area that we had talked about with other agencies is also including mothers packing their babies and having the *Amauti* hood on does not prevent the smoke from going into the child.

Those are the kinds of things that we need to further educate the general public - the impact of smoking around children. So it is high for us in the North and it's one that we're trying to address in the development of our Public Health Strategy at the community level, as well as through our prenatal programs and so on. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your second supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I thank the minister for that answer. Mr. Speaker, the minister mentioned initiatives that are intended to educate parents and expectant parents about the dangers of second-hand smoke to children. She also indicated that there's a high incidence of infant mortality, even after there is a correlation between second-hand smoke and infant mortality.

I am wondering if the minister could explain to the House why there seems to be some resistance by parents to recognize that second-hand smoke and smoking is dangerous to their children. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Health and Social Services, Minister Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. Why? It's a difficult question to answer.

The Department of Health has a number of initiatives related to smoking. We all know that the cause of death in Nunavut relates to cancer. We have a very high percentage of deaths relating to cancer and many of it relates to lung cancer. We know that but yet, people still smoke. So how do we try and educate people to stop and try and address the harms of it?

One of the things that we're doing is to try and address and focus on our young people. We have a task group within the Department of Health that tries to educate young people to not smoke, to stop smoking, or not start smoking in our communities.

We also have, through Public Health, initiatives to try and educate the general population of the harms of tobacco, and so on, and the respiratory illnesses related to it. There are a number of programs we're investing in to try and stop people from smoking and to have people in the general population make informed decisions on the harms of tobacco. So, it is one that we continue to try and address in Nunavut.

I must say though, within the youth groups, in the last three or four years, we have put in a lot of resources to address young people smoking and we have seen a reduction of 12 percent of our young population quit smoking in the last three years. So that, to me, shows that we are seeing some results in our initiatives. But, it doesn't mean that we should stop, that we have to continue, especially with mothers to be or young mothers, and so on. So it is an area that we will continue to try and address. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your final supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I thank the minister for that answer. Mr. Speaker, nothing hammers home the issue of the dangers of smoking like statistics. I'm wondering if the minister could tell the House, in 2007-08 to date, how many children have received medical treatment for respiratory illnesses, middle ear infections, or respiratory tract issues, and how many died due to sudden infant death syndrome. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Peterson. Minister of Health and Social Services, Minister Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. I would be happy to try and get that information to the members before the end of session.

The other determinant that has been identified as factors relating to respiratory illnesses in Nunavut also relates to overcrowding in homes. That's one area that we have identified as many of our indicators addressing health in Nunavut.

In terms of the questions the member has asked for statistics, I'll try and get that information to the members within the next few days. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Item 6. Oral Questions. Member for High Arctic, Mr. Barnabas.

**Question 484 – 2(4): Government of Nunavut’s Plans to Protect Wildlife on Baffinland’s Proposed Routes**

**Mr. Barnabas** (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Environment.

Mr. Speaker, this past winter the Baffinland Iron Mine Corporation held public meetings in Pond Inlet, Arctic Bay and Igloolik. I’m glad to hear that Baffinland is employing some my constituents.

Unfortunately, Mr. Speaker, there will be impact on wildlife, especially when migration routes of caribou will be crossed and the walrus harvesting areas of Igloolik residents will lay in the path of bulk carrier ships. Then there is the proposed railway in the area.

I would like to ask the Minister of Environment if the government has any plans on this, especially when it will have an affect on the communities. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Barnabas. Minister of Environment, (interpretation ends) birthday boy, Minister Akesuk.

**Hon. Olayuk Akesuk:** Thank you, Mr. Speaker. (interpretation) First of all, I would like to say happy birthday to my wife if she’s watching.

What I mentioned yesterday during Ministers’ Statements with regards to the caribou, we will work closely with Baffinland and they have told us how it might interfere with the migration route of the caribou.

We will work closely with Baffinland and see how it will have an affect on the wildlife when they’re constructing the mine. We will be working closely together with the mining company. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your first supplementary, Mr. Barnabas.

**Mr. Barnabas** (interpretation): Thank you, Mr. Speaker. I want to add that the minister’s constituency in Cape Dorset will also be affected by this project with the shipping. I believe there will be four trips made in the area, for about a month if I remember correctly. Marine mammals are going to be affected by all that activity, so what is the government planning to do? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Barnabas. Minister of Environment, Minister Akesuk.



**Hon. Olayuk Akesuk** (interpretation): Thank you, Mr. Speaker. We will probably have to consult with the federal government on the possible affects this will have on the sea mammals and which communities will be affected. We will also want to meet with those communities because the residents are aware of the time of year different animals might congregate in given areas. We can work closely together to review that.

If there's going to be some soapstone quarries, this can also be included in there and we can ask the federal government to review this and also encourage them to keep the communities informed of when the ships will go through that route. Thank you.

**Speaker** (interpretation): Thank you, Minister. Your second supplementary, Mr. Barnabas.

**Mr. Barnabas** (interpretation): Thank you, Mr. Speaker. Is there any historical record of the migration routes of the animals in our area? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Barnabas. Minister of Environment, Minister Akesuk.

**Hon. Olayuk Akesuk** (interpretation): Thank you. I haven't seen any historical information and I don't know if the federal government has any but I can definitely ask them.

As I stated earlier, the residents in the communities know best of the migration patterns of wildlife. So we will have to work very closely together if those vessels are to go through the migratory route. We can advise them to be more careful around the communities. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Your final supplementary, Mr. Barnabas.

**Mr. Barnabas** (interpretation): Thank you, Mr. Speaker. When the HTOs held public meetings, they told the people that caribou is very scarce in our area at this time. If it's going to be like that because they're going to block the migratory route, I wonder if the government is prepared. After ten years, if the caribou is still scarce, will they be able to assist those communities? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Barnabas. Minister of Environment, Minister Akesuk.

**Hon. Olayuk Akesuk** (interpretation): Thank you. As I stated earlier, there will be a three-year study on Baffinland's plans with respect to the caribou and I'm pretty sure they will provide us with the information every year. We will keep the communities informed, and the conservation officers and the HTOs will be working closely with them to determine how the caribou is doing up there.

We want the communities to know all this information in determining where there might be an impact on wildlife, especially caribou. Those are the things that we will have to consider. Thank you.

**Speaker** (interpretation): Thank you, Minister. Members, Question Period is now over. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Petitions. Item 11. Reports of Standing and Special Committees. Item 12. Reports of Committees on the Review of Bills. Member for Akulliq, Mr. Mapsalak.

### **Item 12: Reports of Committees on the Review of Bills**

#### **Committee Report on Bills 009 – 2(4): Bill 22, Engineers and Geoscientists Act**

**Mr. Mapsalak:** Thank you, Mr. Speaker. I wish to report that Bill 22, the *Engineers and Geoscientists Act*, has been reviewed by the Standing Committee *Ajauqtiit*, and that the bill as amended and reprinted is ready for consideration in the Committee of the Whole. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Mapsalak. Bill 22 will be put in the Order Paper beginning March 10.

Item 12. Reports of Committees on the Review of Bills. Item 13. Tabling of Documents. Member for Arviat, Mr. Alagalak.

### **Item 13: Tabled Documents**

#### **Tabled Document 198 – 2(4): Letter from Standing Committee to Minister of Health and Social Services Concerning Bill 20**

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Yesterday, the Legislative Assembly approved the motion for an extension of the review period for Bill 20. As has been noted, the standing committee is in support of the bill and look forward to receiving a response to these letters which I am tabling for the public record. (interpretation) Thank you.

**Speaker** (interpretation): Thank you, Mr. Alagalak. Please provide the tabled documents to the Clerk's table.

Thank you. Item 13. Tabling of Documents. Minister of Environment, Minister Netser. My apologies, Minister of Economic Development and Transportation, Minister Netser.

#### **Tabled Document 199 – 2(4): Nunavut Overview 2007 Mineral Exploration, Mining & Geoscience**

**Hon. Patterk Netser:** Thank you, Mr. Speaker. I am pleased to table the following document: the Nunavut Overview 2007 Mineral Exploration, Mining and Geoscience. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Please provide the tabled documents to the Clerk's table.

Thank you. Item 13. Tabling of Documents. Minister of Finance, Minister Tapardjuk.

**Tabled Document 200 – 2(4): Non-Consolidated Financial Statements (Unaudited) and Consolidated Financial Statements March 31, 2006**

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Speaker. I would like to table the 2005-2006 Public Accounts. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Minister. Item 13. Tabling of Documents. Minister of Education and Energy, Minister Picco.

**Tabled Document 201 – 2(4): Nunavut Early Childhood Development Update Report for 2004-2007 and the Early Learning and Child Care Update Report for 2004-2007**

**Hon. Ed. Picco:** Thank you, Mr. Speaker. I am pleased to table the following documents: the Nunavut Early Childhood Development Update Report for 2004 and 2007; and the Early Learning and Childcare Update Report for 2004 and 2007. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. (interpretation ends) Can we have that document brought forward to the table, please?

(interpretation) Thank you. Item 13. Tabling of Documents. Item 14. Notices of Motions. Item 15. Notices of Motion for First Reading of Bills. Premier.

**Item 15: Notices of Motions for First Reading of Bills**

**Bill 26 – Securities Act – Notice**

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I give notice that on Monday, March 10, 2008, that Bill 26, *Securities Act*, be read for the first time. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Item 15. Notices of Motions for First Reading of Bills. Item 16. Motions. Member for Arviat, Mr. Alagalak.

**Item 16: Motions****Motion 029 – 2(4): Extension of Review Period of Bill 21**

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Extension of Review Period for Bill 21:

WHEREAS Bill 21, the proposed *Education Act*, received second reading on November 6, 2007;

AND WHEREAS, Bill 21 has been referred to the Standing Committee on Health and Education for scrutiny;

AND WHEREAS Rule 68(1) provides that bills referred to a standing committee shall not be proceeded with until the Assembly receives the report of the committee or 120 calendar days pass from the day the bill was given second reading;

AND WHEREAS the standing committee has received a number of submissions on this important piece of proposed legislation;

AND WHEREAS the standing committee is committed to fulfilling its responsibility to review the bill with care;

NOW THEREFORE I MOVE, seconded by the Honourable Member for Iqaluit Centre, that notwithstanding Rule 68(1), the period of time for the Standing Committee on Health and Education to report on the review of Bill 21, *Education Act*, be extended for a further 120 calendar days. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): The motion is in order. To the motion. Member for Rankin Inlet North.

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. Yes, I fully support this motion and I am aware of the extension. The members, as well as the DEA Chairperson, have been asked to be in attendance for Thursday afternoon. I am aware that some members will not be able to attend as we are scheduled to have a Leadership Forum on Thursday.

I do support the extension after hearing the minister during Committee of the Whole the other day that the powers of the authorities that have been raised as issues have been given to the Minister of Education, including the *Education Act*.

The powers are not given to the local authorities and maybe once this is scrutinized by the committee, it can be reconsidered to place powers to the education authorities that they have genuinely requested in order for things to run smoothly.

I want all members to support this motion as there are a lot of things that will need to be put in there and we would like to deal with it once it is more complete. I just wanted to point that out. Thank you.

**Speaker** (interpretation): Thank you, Mr. Curley. To the motion. Member for Arviat, Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) As the mover of this motion and as the Chair of the Standing Committee on Health and Education, I wish to offer some comments.

Mr. Speaker, Bill 21, the proposed *Education Act*, was introduced by the Minister of Education. Following second reading of the Bill on November 6, 2007, it was referred to the Standing Committee on Health and Education for review.

Mr. Speaker, the standing committee is reviewing this bill with care and attention. The committee has received input from a number of organizations and individuals who have raised many issues of concern. The standing committee has noted a number of areas where there is disagreement between parties.

Mr. Speaker, it is the view of the committee that several issues require further consideration before proceeding further with Bill 21.

Mr. Speaker, I am confident that members will agree that the legislative process is established in such a way as to allow for a full exchange of views to take place with the intention of ensuring that any legislation passing through this House best serves Nunavummiut.

Mr. Speaker, the committee is looking forward to inviting organizations and individuals to appear before the standing committee next month to discuss the issues they have raised. The committee anticipates inviting the minister to appear before the standing committee at a later date to address issues and suggestions for improving Bill 21.

As the Chair of the Standing Committee on Health and Education, I have moved the motion before the House today in order that there can be sufficient time for Bill 21 to receive the scrutiny that it deserves.

With that, Mr. Speaker, I will conclude my comments and ask my colleagues to support the motion. (interpretation) Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you, Mr. Alagalak. (interpretation ends) To the motion. (interpretation) Question has been called. All those in favour of the motion, please rise. Thank you. Opposed. The motion is carried.

Item 16. Motions. Item 17. First Reading of Bills. Minister of Finance, Minister Tapardjuk.

### **Item 17: First Reading of Bills**

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Speaker. I move, seconded by the Honourable Member for Iqaluit West, that Bill 26, *An Act to Amend the Income Tax Act, No. 3*, be read for the first time. Thank you, Mr. Speaker.

**Speaker:** For the record, Mr. Minister, could you please clarify the bill number as in our records, it appears to be Bill 28. Can you confirm that, Mr. Minister? Minister Tapardjuk.

### **Bill 28 – An Act to Amend the Income Tax Act, No. 3 – First Reading**

**Hon. Louis Tapardjuk:** Yes, Bill 28, *An Act to Amend the Income Tax Act, No. 3*.

**Speaker:** Thank you, Minister. The motion is in order. (interpretation) Question has been called. All those in favour. Opposed. The motion is carried and Bill 28 has had its first reading.

Item 17. First Reading of Bills. Item 18. Second Reading of Bills. Item 19. Consideration in Committee of the Whole of Bills and Other Matters. Bills 23, 24, and 25 with Mr. Evyagotailak in the Chair. Before we proceed, we will take a 20-minute break.

Sergeant-at-Arms.

>>*House recessed at 15:30 and Committee resumed at 16:01*

### **Item 19: Consideration in Committee of the Whole of Bills and Other Matters**

**Chairman** (Mr. Evyagotailak): I would like to call the committee meeting to order. In the Committee of the Whole, we have the following items to deal with: Bills 23, 24, and 25. What is the wish of the committee? Mr. Kattuk.

**Mr. Kattuk:** Thank you, Mr. Chairman. We wish to continue with Bill 23 and commence with the review of the Main Estimates for the Department of Education. Thank you.

**Chairman:** Thank you, Mr. Kattuk. Are we in agreement we deal with the Main Estimates for the Department of Education?

**Some Members:** Agreed.

### **Bill 23 – Appropriation (Operations & Maintenance) Act, 2008-2009 – Consideration in Committee – Education**

**Chairman:** Thank you. I would like to ask Minister Picco of the Department of Education to make his opening remarks. Please proceed, Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I would like to begin by thanking the committee and I am very pleased to be able to discuss the 2008-09 Main Estimates for the Department of Education.

Mr. Chairman, the Department of Education continues to work towards a fundamental shift in the delivery of educational programs and services to meet the needs and goals of *Pinasuaqtavut*. This shift includes all aspects of our broad mandate – K-12, adult learning, income support, early childhood education, trades training and career development.

Before I begin with the initiatives planned for the upcoming year, Mr. Chairman, I'd like to highlight some of our recent accomplishments in the department:

- The department has increased the Senior Citizens Supplementary Benefit from \$135 per month to \$175 per month. Nunavut seniors will see the increase reflected on their February cheques from the Government of Canada, and most of our seniors now are receiving those today.
- The first Masters of Education program to be offered in Nunavut is experiencing tremendous success. The 25 participants from across Nunavut are focusing on developing their educational leadership. The program is being delivered in Nunavut as part of the department's Inuit Employment Plan.
- A team of 16 students and apprentices from across Nunavut travelled to Saskatoon to compete in the Canadian Skills Competition. The partnership between Education and Skills Canada Nunavut continues to grow and last year's team was the largest that we've had from Nunavut so far. Students and apprentices came from across Nunavut. We won three silver medals in two contest areas – Post-Secondary Hairdressing as well as TV & Video Production.
- The department continues the task of incorporating Inuit culture and language into our school programs. We are also moving aggressively to integrate Inuktitut into many areas of our classrooms, which include new work in language arts and math. In support of this, the department helped to establish the Community Language Committees to help with the selection of appropriate Language of Instruction models across the territory.
- Bill 21, Nunavut's *Education Act*, was recently introduced in the Legislative Assembly. The department worked with Nunavut Tunngavik Incorporated to co-chair a steering committee to work towards a unified vision. This landmark legislation signals a revitalization of our education system. It creates a framework for education based on teamwork with schools, parents, DEAs, communities, and the principles of *Inuit Qaujimagatuqangit*, or IQ, incorporated in the Act. This

new *Education Act*, Mr. Chairman, will provide more for our territory's students with the promise of \$14 million to reinvigorate education in Nunavut.

In order to put our plans into action, we have put forward a budget of \$197 million for our 2008-09 fiscal year. This is an increase of \$8.3 million over last year's budget.

Mr. Chairman, I would like to begin to highlight some of our initiatives for the committee:

- In cooperation with the Nunavut Arctic College, the Department of Education is preparing for the expansion and the renewal of our Teacher Education Program (NTEP). NTEP will receive an additional \$2,130,000 to expand the program in additional communities, establish an aboriginal language and cultural certificate program and an improved foundation year.
- The number of apprentices in our territory continues to rise; we've seen an increase of almost 40 percent in registered apprentices across Nunavut in the last two years. Our department is expanding the pre-trades and multiple-trade options at the high school level. We're also continuing to work with the Nunavut Arctic College on the trades school in Rankin Inlet. This year, we will provide \$17.1 million to Nunavut Arctic College for base funding. These funds will help to provide valuable learning opportunities for students and will assist in creating a smoother transition from K-12 to post-secondary education. The addition of over \$1 million to the college's budget will help establish the trades school, with construction scheduled to begin this summer.
- The social assistance budget will see an increase of \$3,440,000. This additional funding will help keep up with the demand as the department continues to experience an increase in caseloads.
- This year, Mr. Chairman, there is an increase of \$1.1 million to support the delivery of K-12 education across Nunavut. This support reflects the NTA union's mandatory increase to the educator's compensation and benefits package.
- The Department of Education continues to work with the Department of Culture, Language, Elders and Youth in the development of the Piqqusilirivvik Inuit Cultural School. We have transferred \$200,000 to the Department of Culture, Language, Elders and Youth to assist in that process. These funds provide support for the Project Coordinator position and related costs. Management of the cultural school program now rests with CLEY.

Another successful initiative is the Nunavut Community Schools Inventory System, or NCSIS. It's an online employment and training system that uses essential skills to match employers and potential employees in Nunavut. The system gathers detailed information about the skills needed for available jobs and compares that to skills held by Nunavummiut. It is fully operational in Inuktitut, Inuinnaqtun, English and French. This



exciting program, Mr. Chairman, recently received the 2007 Silver Award for Innovative Management of the Institute of Public Administration of Canada.

Mr. Chairman, the Kitikmeot Inuit Association, the Kitikmeot Economic Development Commission, Newmont Hope Bay Ltd., Nunavut Arctic College, and the Department of Education have entered into a Memorandum of Understanding agreement to develop cooperative ventures in education, labour force research, and training associated with mine-related opportunities. The MOU will also cover projects such as the development of career orientation programs, projects such as transition to work programs, certification and registry requirements for the purpose of developing a seamless approach to services from kindergarten to grade 12 and then onto adult training.

Mr. Chairman, as you know, we are continuing with Heavy Equipment Operator courses; both under the Building Essential Skills program of the LMDA, or the Labour Market Development Agreement, as well as through funding from our Income Support Program to our clients. There have been, Mr. Chairman, over 130 Nunavut graduates of the program so far and another 36 seats have been secured for our students through the end of March 2008. The demand of this course is growing faster than the number of seats we can provide and the department is exploring how to expand this program.

As well, Mr. Chairman, in response to the Auditor General's Report, the department has made changes to the FANS program. We will continue the work we started last year and provide quality as well as accountability framework for this critical program for Nunavut students.

The Department of Education looks forward to continuing our challenging and rewarding work in the months ahead. This is an exciting and innovative time for education in Nunavut. Mr. Chairman, I am eager to work with the committee and my colleagues to build capacity, enhance education and expand lifelong learning opportunities throughout Nunavut.

With that, Mr. Chairman, are my opening comments on the 2008-09 Main Estimates for the Department of Education. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister of Education. Does the Chair of the Standing Committee on Health and Education have any opening comments? Mr. Alagalak.

**Mr. Alagalak**: Thank you, Mr. Chairman. As the Chair of the Standing Committee on Health and Education, I am pleased to make some opening remarks as we begin deliberations on the budget of the Department of Education.

The Department of Education's proposed 2008-09 operations and maintenance budget is just over \$197 million, which is an increase of approximately \$8 million from the 2007-08 O&M budget. The committee has noted that this increase is largely due to adjustments in compensation and benefit levels as a result of the NTA Collective Agreement as well

as specific investments in higher education such as teacher education, other Nunavut Arctic College programs and basic adult education programs such as literacy.

Members are concerned, however, that budget estimates for one of the department's biggest programs, Income Support, may not be realistic, given the steadily rising demand for benefits provided under this program. As you will recall, in May of 2007, this House approved a supplementary appropriation of almost \$3.5 million for additional resources for the Income Support Program. The committee would appreciate hearing from the minister what measures have been put in place to ensure that the proposed budget for 2008-09 will not be exceeded.

The standing committee recognizes that the department continues to develop a made-in-Nunavut school curriculum with a view to incorporating *Inuit Qaujimagatuqangit*. Members look forward to reviewing those IQ-based modules which will become compulsory graduating requirements for Nunavut students. Members support the establishment of criteria and standards for assessing students across Nunavut but are of the view that such assessments must be applied consistently across Nunavut and the results made known to parents and communities. The educational achievements of Nunavut's students are important to the future of our territory.

The committee supports the department's initiatives to increase the number of high school graduates such as the Multiple Options Strategy and the Young Parents Stay Learning program. The expansion of the Multiple Options Strategy to more communities will promote skill development, as well as encourage students to stay in school by offering an alternative to purely academic subjects. However, the department must ensure that adequate resources are available for these programs to succeed.

The role of District Education Authorities within our education system has been an ongoing issue of concern. Local involvement of parents and elected representatives is seen as critical to Nunavut's education system. The standing committee notes that the department has increased the number of accounting staff to provide support to DEAs. DEA funding allocations are based on enrolment data and members anticipate that DEA budgets will be adjusted closer to the beginning of the new academic year. Over the past two years, DEAs have also been involved in determining each community's Language of Instruction model. Members have requested and look forward to receiving a final update on which communities will be adopting which model in the near future.

Mr. Chairman, the basic success of the K-12 school system has a direct impact on other programs offered by this department. Basic skill levels associated with a High School Graduation Diploma are necessary to enter into many trades training and apprenticeship programs as well as to enter professional careers that are in such great demand in Nunavut. In order to become teachers, nurses, doctors, accountants, or engineers, to give a few examples, Nunavummiut will first need a high school level education. The standing committee will be closely monitoring the department's progress in promoting the teaching profession in Nunavut by training and qualifying more Inuit teachers, especially for teaching at the higher grade levels.

Once again, the standing committee encourages the minister to continue working with his colleagues to provide additional financial support for students in degree-granting programs such as the Nunavut Teacher Education Program and the Nunavut Nursing Program.

The committee has noted that the department has made a number of changes and improvements to the delivery of the Financial Assistance for Nunavut Students program. Members will be closely monitoring the ongoing operation of this program.

Members look forward to the opening of the Nunavut Trades School in Rankin Inlet and the delivery of trades programming in Iqaluit and Cambridge Bay. In the meantime, however, training for jobs in the mining sector is urgently needed if Nunavummiut are to take advantage of the opportunities which are now becoming available.

The standing committee appreciates the minister's efforts to bring forward plans to deliver relevant training in communities such as Pond Inlet. The committee would appreciate regular and detailed updates on all mining training initiatives currently underway such as those discussed with Baffinland, Newmont and the regional Inuit organizations. Members would appreciate an update on how the minister will be working with his colleague in the Department of Economic Development and Transportation which is proposing a Nunavut Mine Training Fund in its 2008-09 budget.

The committee has requested an update on the department's progress in providing trades training as a component of the Nunavut Housing Trust Delivery Strategy. Members look forward to receiving this information.

Mr. Chairman, as I have already mentioned, the heavy cost and reliance on our Income Support system are of great concern to committee members. Members have made a number of recommendations in past years that the department conduct a complete review of the social assistance regulations to ensure that the true needs of Nunavummiut are being met while taking into account the unique circumstances of northern living. Members note that the minister's counterpart in the NWT recently undertook a comprehensive review of income security in that territory and has implemented a number of significant changes as a result.

The committee is of the view that current trends in our Income Support Program will soon be a serious threat to the sustainability of the program. Members recommend that the minister work with his colleagues to review the many aspects affecting the reliance on income support benefits in Nunavut society.

That concludes my opening remarks. Individual members may also have questions and comments as we proceed. (interpretation) Thank you very much, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Alagalak. Before members pose questions, I would like to ask the minister if he has witnesses he would like to bring to the table.

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

**Chairman:** Does this committee agree to bring the witnesses in?

**Some Members:** Agreed.

**Chairman:** Thank you. Sergeant-at-Arms, could you please escort the witnesses.

(interpretation) Thank you, Sergeant-at-Arms. (interpretation ends) Minister Picco, for the record, please introduce your staff.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I am very pleased to have with me today in the committee, on my immediate right, Comptroller for the Headquarters and Field Operations for the Department of Education, Ms. Susan Nichols, and on my immediate left, a person who needs no introduction to the committee, the Deputy Minister of the Department of Education, Ms. Kathy Okpik. Thank you, Mr. Chairman.

**Chairman:** Ms. Nichols and Ms. Okpik, welcome, and again, minister, welcome. Before we proceed, I would like to remind members of the following: according to Rule 77(1), you have ten minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to the matter under discussion but not until every member wishing to speak has spoken.

I suggest to members that wherever possible you ask your detailed questions during the page-by-page review of the departmental estimates. Do members have any general comments? Mr. Curley.

**Mr. Curley:** Thank you, Mr. Chairman. Before my time starts rolling, how long can I have my opening comment? Thank you.

**Chairman:** Mr. Curley, I had mentioned already that every member has ten minutes. Go ahead, Mr. Curley.

**Mr. Curley:** Thank you, Mr. Chairman. I appreciate your granting us and reminding us. I appreciate the minister for being very passionate with his work and I certainly hope. I also welcome you and your staff. I think Inuit in Nunavut communities are also very passionate about their role in education.

I remember when I was a kid, it didn't take that long, I believe, to get the message across that eventually, you're going to have to learn. We didn't know what education was or what it stands for, but what we did understand was what we were to acquire, that was to enable and be able to speak the non-Inuktitut prominent language which was English, and that message was hit home by my parents, particularly by my father. So I did take that message seriously and started reading any piece of information; there were no books or anything. Imagine.

So when Nunavummiut speak about wanting more control; I believe they are serious about wanting control and I believe they want the minister to transfer the authority that he has, which he indicated in his statement about the proposed *Education Act*, Bill 21. I think the minister shares his values and desires of Nunavut communities that they want more local control, which means that the minister must respect that; he must specifically and clearly devolve authorities and powers to the education authority.

The minister should not be put up with regional boards. His view is that regional boards are not the answer; he should not be hung up on that. He should be open to ideas of how devolving more authority to communities and district education could work. I believe he can propose ten options on that, not the one that he has on Bill 21.

Mr. Chairman, having said that, I want to read, I believe he had seen the report tabled by my colleague, the *Saqsiqput* document from NTI. I just want to reference some of them. The first paragraph on the issue of education states, "After control of education was transferred from the federal to the territorial government in the 1970s, the territorial government, in line with the trend in Aboriginal education in every part of Canada, began to shift to greater local control in 1983." Imagine. I believe it was then, at that time, the real significant shift from headquarters authority to local and regional control, they actually did it through the *Education Act*. However, this minister, Mr. Chairman, is taking all that power back to headquarters.

I want to read some further comments just for the record. That particular paragraph on page 5 and 6 of the report, actually 28 in the NTI document, it says here, "While abolishing boards..." which the minister appears to take great credit for, "... may make administrative and economic sense to a bureaucrat, the boards represented a political point of view that was independent of government, and they could have been relied on to be advocates for parental and community concerns about education."

I think there are also some questions that are really quite revealing. One of the headers in that article states, "Why Governments Should Not Run Education." "While locally elected boards are recognized as essential to preserve language and culture, there are specific reasons why the control of education should not be exercised by government." I believe the minister will have no problem whatsoever with that one when he's devolving the authority to local DEAs, so I'll look forward to asking him some questions on that.

Mr. Chairman, I just wanted to read some comments that NTI presented here. I will read again from why the bureaucracy may not be always the right choices of advice when it's heavily centralized, "Bureaucracies are inherently antidemocratic. Bureaucrats derive their power from their position in the structure, not from their relations with the people they are supposed to serve. The people are not masters of the bureaucracy, but its clients." I believe the minister shares that view and I look forward to hearing from him on that.

I'm reading, continuing on page 29 of the report, "In Nunavut the education system has failed. Tweaking the system will not correct it. As one Aboriginal academic, in talking about Aboriginal education in general said, 'The greatest challenge is to be radical.' The bureaucracy may be appropriate for maintaining a system that is generally working to the satisfaction of the public, but the concentration of power in the hands of a few senior managers, the self-interest of the bureaucrat, and the secrecy in which they make their decisions, all make government ineffective as an agent of radical change, which Nunavut needs." So, Mr. Chairman, I think we have a long way to go and I believe if the minister is going to be affective in carrying out the enforcement of his proposed Bill 21, he's going to have to convince a whole lot of us that centralizing authority is not going to make it happen.

I want to conclude by reading the relevant information to how the Nunavut Land Claims Agreement has had some impact on this according to NTI. "Fourteen years after the NLCA was signed and eight years after the formation of Nunavut, the education system has hardly evolved from that which the GNWT built. It could be argued that it has regressed, in that the GN abolished the mechanisms set up by the GNWT to bring in local control of schools. Currently, 75 per cent of teachers are non-Inuit. Perhaps more significant, the key senior and middle management in the Department of Education, who have the power to bring about change, as Figure 8<sup>91</sup> illustrates, is overwhelmingly non-Inuit." So I'm convinced and I share that view that in order to devolve that, you're going to need the help of the local people.

Having the centralized system as you have it now is not serving Nunavummiut and I believe the minister has to explain to the public as soon as possible why he wants to centralize the control of education, which no one supports in Nunavut. That concludes my opening remarks. Thank you.

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

**Mr. Barnabas** (interpretation): Thank you, Mr. Chairman. I agree wholeheartedly with Mr. Curley's comments. I don't have any general comments but I would like to ask some questions with respect to the opening remarks, if you will allow me, Mr. Chairman.

**Chairman** (interpretation): I apologize, Mr. Barnabas. For your information, we're on general comments. (interpretation ends) Go ahead, Mr. Barnabas.

**Mr. Barnabas** (interpretation): Thank you, Mr. Chairman. I have a question on page 4 of his opening comments. (interpretation ends) Okay, I'll wait. (interpretation) Thank you, Mr. Chairman.

**Chairman**: General comments. (interpretation) Sorry, Mr. Barnabas. (interpretation ends) Mr. Kattuk to general comments.

**Mr. Kattuk** (interpretation): Thank you, Mr. Chairman. I'll just make a comment. The minister is quite aware about the frequent closures we've had in the school in Sanikiluaq

due to the foul odour in the school when it was supposed to be open. I don't know exactly what the problem is to date, but there have been frequent closures in our school, and I haven't heard recently. It's an area of concern in our community and the people who are trying to figure out the problem are taking a very long time. And I'm glad I haven't heard if it's closed again.

The school is full to capacity and even some of the students are being taught in the hallway because of lack of classrooms. The Home Economics classroom is just way too small for the size of the school population. The school was built in 1984, which makes the school over 20 years old, so it needs to be replaced today.

I heard in the Budget Address that the Sanikiluaq school will be considered and the people of Sanikiluaq would be very pleased if the school would be expanded this fall. We haven't heard any update in the House, even though I have asked questions on numerous occasions. From what I understand, the renovations are going to be started this spring and the problem will be solved.

I'm not exactly sure how income support operates, but in regard to the benefits that are received by families, for example, if you have one child, I think you get about \$245 for the entire month. I'm not exactly sure why they have set up that rate. When you have a child, \$245 doesn't go anywhere. Do you think that it's adequate, or is this \$245 figure just pulled from the air? Are they just writing cheques? You have to realize that the child needs diapers, formula, baby food, the mother has to eat, and the whole family has to eat, but \$245 a month doesn't even cover the basics. It has to be reviewed again thoroughly.

Those are some of the concerns that I have. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Kattuk. (interpretation ends) General comments. Mr. Alagalak, did you have your hand up? No, (interpretation) okay, I'm sorry. (interpretation ends) Thank you. I have no more members on my list for general comments. Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman, for acknowledging me. There's no Arvaluk at the other end of this line.

Mr. Chairman, in regard to the comments that were touched upon by Mr. Curley, the minister's opening remarks don't have any page numbers but I think it's page 3, he stated that, "Bill 21, Nunavut's *Education Act*, was recently introduced in the Legislative Assembly. The department worked with Nunavut Tunngavik Incorporated to co-chair a steering committee."

As the co-chairs, the department and NTI jointly worked on a report called *Saqqiqpuq*, which Mr. Curley was referring to, is totally different from the minister's opening remarks. I don't see why there has to be a difference between NTI's and the department's points of view when it's stated that, "It creates a framework for education based on teamwork with schools, parents, District Education Authorities, and communities, and the

principles of *Inuit Qaujimagatuqangit*.” And, in the *Saqqiqpuq* document that Mr. Curley was referring to, there’s a heading entitled, “Why Government Should Not Run Education.” It doesn’t say that they shouldn’t provide funding but why they shouldn’t run education.

At the appropriate time, I will be asking some questions on why your department and Nunavut Tunngavik Incorporated, as co-chairs, haven’t mentioned anything about what you agree with, or if you agree with the report that you worked on as co-chairs.

When you were referring to Bill 21, you also stated that the bill will be very beneficial. As a Health and Education Committee, we heard that the DEA Coalition was opposed to this bill. They also made a report that states why they were given the tasks that the government didn’t want, they got the leftovers. That’s what it stated and it said other things, too.

NTI is still not satisfied with Bill 21, so why didn’t you include that in your opening remarks? Why didn’t you state out where you have come to an impasse with NTI? I will be asking those questions, so I will leave it at that for now. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Arvaluk. (interpretation ends) General comments. I have no more members on my list for general comments. We will now proceed to the page-by-page review of the departmental estimates starting with page G-4. Directorate. Mr. Barnabas.

**Mr. Barnabas** (interpretation): Thank you, Mr. Chairman. I wanted to ask what Mr. Arvaluk mentioned in the minister’s opening comments on page 4. (interpretation ends) The minister referred to Bill 21 in his opening remarks. He has indicated that the new *Education Act*, if passed, will bring in an additional \$14 million in anticipation of the passing of Bill 21 in 2008. Is that \$14 million included in the 2008-09 budget for the Department of Education, and if so, where can it be identified? Thank you, Mr. Chairman.

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

**Hon. Ed. Picco**: Thank you, Mr. Chairman. The bill hasn’t been passed. You can’t put money in the budget for something that hasn’t even gone through the House, so the answer is no.

What we’re saying in the opening comments, very quickly, is that \$14 million is the result of the Act going through, meaning the enhancements and everything else that you see in the Act, and that would be phased in over a period of time. Thank you, Mr. Chairman.

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



**Mr. Barnabas** (interpretation): Thank you, Mr. Chairman. Do we, as MLAs, have to approve the \$14 million before it's planned? I don't see it in the Education budget, so exactly where is that \$14 million on this page? That's my question. Thank you, Mr. Chairman.

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

**Hon. Ed. Picco**: Thank you, Mr. Chairman. Just very quickly, again, what we said is the cost involved in the Education Bill is \$14 million of new money that would go into the Department of Education to carry out the processes in the bill.

We're not approving \$14 million in this budget because we haven't passed the bill. If the bill is successful and goes through, say in the springtime or what have you, then whatever the funding dollar values from April 1, 2008 to March 31, 2009 would be built into the budget of the department through a supplementary appropriation in the House, and then future years' expenditures and so on, so \$14 million over that period of time. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Thank you, Mr. Barnabas. (interpretation ends) Page G-4. Directorate. Total Operations and Maintenance, to be Voted. \$1,326,000. Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. I had stated earlier that I was going to ask some questions and I believe my question is under Directorate. The department and Nunavut Tunngavik Incorporated are co-chairs, so I'm wondering why the statements made in the *Saqqiqpuq* Report and the minister's opening comments with respect to Bill 21 are not the same. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Arvaluk. Minister Picco.

**Hon. Ed. Picco**: Thank you, Mr. Chairman. I appreciate the member's question so we can clarify. The steering committee with the government and other groups, including NTI, that were on the steering committee, everything was signed off and agreed to, except two areas - one was the language of instruction, the timeframe to put Inuktitut into schools, and the second one was the bringing back the regional boards of education.

So in my report to the House, basically, we talked about Bill 21; I'm not talking about a report done by a different agency. So I think it's fair to say there was like a 90 percent agreement on everything in the new *Education Act*, except for those two outstanding issues - one was the boards and the second one was the language of instruction. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Arvaluk.

**Mr. Arvaluk**: Then, Mr. Chairman, why was it not mentioned in the opening remarks? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Arvaluk. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. Because we're approving the main estimates for the Government of Nunavut, I mentioned where we were with Bill 21; it's already been tabled in the House. I wasn't going to comment on our report that was tabled by the Members in the House; that has nothing to do with the budget of the Government of Nunavut. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Arvaluk.

**Mr. Arvaluk:** Thank you, Mr. Chairman. Then, perhaps, something closer to home is the DEA Coalition's objections to Bill 21. It was also not mentioned how the department and the DEA Coalition are going to work together to come to a conclusion.

My reason for asking that is quite simple: DEAs are representing parents and students and that they have a stake at home of how the children will be taught and how the school system will be administered, including the implementation of policies that might develop from time to time. So why was this not mentioned also in his opening remarks? Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Arvaluk. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. As the member knows, the DEA Coalition was set up under the auspices of this government a little over a year ago; we actually fund them. If this bill goes through, the DEA Coalition will actually become a formalized group. They'll actually have a budget, they'll be able to hire their own full-time staff, and we're actually funding that staff on board right now, similar to the NAM.

We just received the submission from the DEA Coalition and I could tell the House that I'm scheduled to meet with the DEA Coalition next weekend and there are some of the issues that they have. I would suggest, fundamentally, that they support many of the things that are in the Act, there are some things that they have issues with, and we'll have an opportunity to work with them next week.

Hopefully, that helps clarify the member's question. Thank you.

**Chairman:** Thank you, Minister. Mr. Arvaluk.

**Mr. Arvaluk:** Thank you, Mr. Chairman. As a regular member, I would really like to work with the department, well, with the whole government for that matter. If we only see opening remarks or reports from the government that sound like Christmas presents with words, it's very difficult for us to see the bigger picture as to what approach we are trying to take here.

Surely, it wouldn't have been very difficult to say, "Nunavut Tunngavik Incorporated and the department will co-chair a steering committee." However, there are several points that are still different as the minister has mentioned. The same thing with the DEA Coalition's objections to Bill 21; we're still a little bit from there but we want to work on it so that Bill 21 can pass.

If there's a lot of public pressure to the members, especially the regular members, who have a freedom to vote with the public, then this may die on the order paper again. I think it's in the best interest of the students and the parents that we start working on this bill with good faith, all of us, including the regular members. So I would encourage the minister to start working very quickly with stakeholders and take corrective measures in some clauses of Bill 21 so that we can pass it.

I was hoping to find more information and less elaboration on his opening remarks in that section. That was just a comment, Mr. Chairman. (interpretation) That's it for now.

**Chairman:** Thank you. That was just a comment. Branch Summary. Directorate. Page G-4. Total Operations and Maintenance, to be Voted. Mr. Curley.

**Mr. Curley:** Thank you. Mr. Chairman, I'm speaking in your language so that you clearly understand what I think are the concerns of our constituencies and the reason I'm saying that is because I think you're more limited in Inuktitut than I am.

Minister, you indicated that Bill 21 was one of your main challenges, obviously. I think that we have made it quite clear and also the fact that the bill, as drafted, was going to be posing two classes of workers - one privileged and one less privileged - to continue with the bill as it is. For instance, members on the other side are probably not aware that all the DEA employees under the new Act are not members of the Public Service of Canada. It's stated more than once, whenever it referred to the counsellors, Inuit counsellors, or *Inuit Qaujimaginnik Pilirijiit*, according to the Act and the *Public Service Act*, that they are not members of the Act.

Can the minister explain why he would propose to have two classes of people when it's actually one Nunavummiut we're trying to strive for? The reason is this: if you work for the Department of Education, you're automatically a member of the Public Service of Canada, you're entitled to pension, and you're entitled to all of the privileges that are included in the collective bargaining agreement, but if you work for the DEA, you're not in there. And, I mentioned those to the government. Why would you continue to do that, Mr. Minister? Thank you.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. Just very quickly on the comments just made by Mr. Arvaluk and sharing that information, I appreciate the member's passion for education also.

I had an opportunity last week, as the members know here in the House, to actually do a briefing with all members on Bill 21, the *Education Act*, and went through some of the issues with the DEA Coalition and as well with NTI's concerns.

Specifically on Mr. Curley's question on employees of the school and them belonging to the public service, we transferred the majority of DEA employees, Mr. Chairman, to the Government of Nunavut and made them Government of Nunavut employees in the last budget go around last year. What that means is that people, for example, the secretary at the school, and so on, become members of the public service.

Mr. Curley's pointed out that if a local DEA, for a local hire, hires someone for six weeks, for example, it would be on-the-land program or three months to fill in for someone, then they're actually employees of the DEA. If that is the case, then the DEA is the employer of choice. They may not necessarily be a member of the union, meaning they don't pay union dues; they're not involved in some of those things. So that's the clarification on that.

DEAs have told us they want the flexibility to be able to hire on a temporary basis and to be able to support local programming, and that's what they do when they hire those positions. For example, if they bring in someone to teach the land program for three weeks, then that person would be an employee of the DEA and they wouldn't be working in an indeterminate or a term position for government. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Curley.

**Mr. Curley:** Thank you. I believe I quoted that according to the bureaucratic view, that may be very good and that's why we made these substantial statements on how the bureaucratic control tends to have no relationship whatsoever with the local viewpoint.

It's not right to have two classes of workers in Nunavut - one privileged for the rich and the staff of the minister, who control pretty much the schools, the school superintendents, and the school supervisors in the regions. There's no question about it; they are members of the public service.

The minister continues to defend the policy that is really not acceptable to have two classes of workers. He says that local control, in his view, is good, providing they're not professionals or whatever, certified in that regard, and therefore, should not be members of the public service. That is not right. This is wrong. Any minister who supports that should not be in that job.

Why would you continue to defend that the bureaucrat's recommendations to you is the best one? I'm not talking about the secretaries; I'm talking about people who are actually providing class/school work, culture, and so on. If you can't state the reasons clearly, then there must be a reason for that. Thank you.

**Chairman** (interpretation): Thank you, Mr. Curley. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I just want to clarify. I understand again what the member is trying to say. Maybe if I explained it a little different.

The regional offices, these regional bureaucrats, these faceless individuals that the member is talking about, don't involve themselves in the hiring at the local level. Let's say if you're looking at a community, let's say Whale Cove. The DEA in Whale Cove wants to hire an instructor to go into classes, as Mr. Curley indicated, if that position was an NEU position, meaning the Nunavut Employees Union, if that position is an NTA position, Nunavut Teachers' Association position, then they have to be a member of the public service because that's what those two positions are.

However, if the DEA hires a casual for two weeks to do a land program, then it's not a unionized position, and therefore and thus, would not be part of the PSA. Now, because they're not, then they wouldn't be paying union dues and so on and so forth, so the majority of their monies would be kept. The DEA becomes a private employer in that case; they can employ some other staff persons.

For example, if Mr. Curley was working and getting \$35 an hour as an instructor, maybe the DEA would hire and pay him \$50 an hour. Could they have the right to do that as the local DEA? For the first time ever in this new *Education Act*, what it says is if you were an elder, for example, and you go into the classroom, you should be weighed on the information that you bring to that work, meaning most elders have a masters degree in lifelong learning, and then the DEA would have an opportunity to pay them that way.

No legislation, and let's be clear, no legislation can create two tiers of people where it would be susceptible to a charter challenge through the courts and you would lose it. No government, whether this one or this minister, could bring forward something knowingly that would be constitutionally or court challenged and be permitted. So let's be clear that that, for the record, is there in this case.

So, hopefully, that helps clarify the member's question. Thank you, Mr. Chairman.

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

**Mr. Curley:** Thank you. It clarifies once and for sure that the private groups like DEAs are not entitled to hire workers that will be considered public servants of our territory. I got that info and I have been stating that quite clearly. So it proves to me that there will be two classes of people working for Nunavummiut and that is wrong. Hopefully, we will honour them a little bit more than the minister is honouring them, which he truly is not giving them any.

I have another question for the minister in terms of the local control. Minister, which legislation are you working under now? Is that the same one as the one that was transferred from the NWT in terms of running the department? Thank you.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. Again, I want to clarify what the member is saying because it's incorrect information.

The DEAs have, need, and want the flexibility to be able to hire local staff. As a registered society, they can accept third party funding, for example, Brighter Futures money, which would give them funding to be able to hire people. It's not creating two different types of employees. As I just stated and I'll state it again for the record, if the position is an NEU or an NTA, they have to be part of the collective agreement and be part of that public service.

Mr. Chairman, the member just asked me what legislation gives me the authority as the minister, I think is what his question was and as the member knows, there are several pieces of legislation with guides to principles of elected bodies in Nunavut; in this case, on the appointment through the *Executive Council Act*, through the *Education Act*, and so many other pieces of legislation. Thank you, Mr. Chairman.

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

**Mr. Curley:** Thank you. I hope that when the bill comes through and as you meet with the DEAs, you will see that we're not speaking out of the blue. We may be hardnosed, but I want to say to you that we're not stupid. We have constituents that we represent.

I have met with the chairman and the local board more than once and what I see is that there will be two classes of employees in Nunavut. The minister is saying he has a very demeaning kind of role of DEA that they can only hire two months work, three or four months at a time, and that doesn't qualify them to be long-term employees. The people that the DEAs hire will not have a career path to work through the Education Department, like DEA groups and so on, and provide advice to schools and so on. That's a shameful view.

I see the government hiring consultants and they keep them on retainer; \$5,000 a month for perpetuity until the contract is cancelled. I mean the government can do a whole lot of things. So in this case, I have actually sent the minister how I have read the Act, I have actually highlighted them a number of times, more than once, any staff member of the DEAs hire to work for schools during the school year are not members of the public service. That's the message - they will not be considered professional workers as long as they work for DEAs.

My second question, Mr. Chairman, is: in terms of the local school boards, why is the minister so against having school boards in Nunavut and only believe that centralized school boards, like only with the minister having authority, the best solution for Nunavummiut? Thank you.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. Again, for the record, I think what the member is stating is incorrect. As I said earlier, if the DEA hires a position, which is an FNT, which is an NEU position, which is a position under the PSA, the *Public Service Act*, then they are members of the public service.

The member throws out things like, "I can hire a consultant and they will be working for five years perpetually on a \$5,000 a month contract." Well, if we hire a consultant, then they're not a member of the public service are they? No, of course they're not. That's a red herring. So, hopefully, that helps answer the member's question. Thank you.

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

**Mr. Curley:** I think the minister could be helpful if he wants to, but in this case, he does not want to be helpful. He appears to be intimidated, but he believes the questions I'm raising are personal; they're not personal. You guys can smile at it if you guys are not serious about these jobs. What I'm trying to get at is I think we need to honour the people that are working for the DEAs as important and we could provide them with more authority so that they have an opportunity to build professional staff and not have a token responsibility.

I read the Act; I was a person who fundamentally changed the education system in the 1980s when I was a member of the NWT. We had a public hearing that you haven't seen before and you haven't even done that. You've had one person running around in Nunavut, and really, without any special personalities and such, whatever, that may be good for the minister, but I think we can offer the DEA a lot more; a more decent role in running of the schools and have the responsibilities with the students. Everyone agrees with the minister, and I'm sure he does, that we have a failure rate; kids are walking out of school at a very young age and never return again. That figure, if were to make it public everyday, is frightening.

You're trying to assume that I'm just trying to demean what you're offering; it's not right. I actually read the report more than once and I am convinced that you have a different document than I do because what you're saying is in the Act is not what I read, so you're going to have to provide me with the new version which I haven't seen yet. Thank you.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. The member, again, is probably one of the few people in the House that actually have read the Act and it is a very large piece of legislation. I can tell the member that I have also read the Act and I'm sure Deputy Minister Okpik has read the Act.

We've had a lot of debate before we actually brought the Act forward; we had over 100 consultations and meetings with all different groups throughout the territory. I've had an

opportunity to meet with teachers, principals, and the DEAs throughout Nunavut to discuss the Act. As I said earlier, I believe and I think, you know I stand here to say to you today that on the *Education Act* specifically, I would say we've had over 90 percent support for the Act.

Yes, the regional Inuit organizations and NTI have concerns when you look at the phasing in of Inuktitut specifically. The DEA groups are concerned with some of the more responsibility, authority, and power they would like to have as local DEAs. I would suggest that's the two largest outstanding issues. Thank you, Mr. Chairman.

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

**Mr. Curley:** Thank you, Mr. Chairman. I have one last question. We will have an opportunity later to continue discussion on the bill. I'm sure the minister has heard from a whole lot of different groups as he says, but why is it that you differ with them so much on devolving actual powers and authority that would be clearly stated in the legislature, as opposed to just having "if the minister may this, then the minister may that" in terms of having power? Why do you want to keep that responsibility directly within your hands? Thank you.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. The member and I have had a chance to discuss this in the past. I just want to say again for the record that this legislation is permissible legislation, meaning if the DEA wants to take on different aspects and control, hiring and firing of teachers for example, then there's a mechanism within the Act to be able to do that.

Why does the minister want to hold a check and balance? You have to have a check and balance in the legislation. If you don't have that, the minister doesn't have authority and when there's a complaint about the education system, who would the member go to? I would just throw my hands up and say, "Look, according to the Act, I gave it all to local controls, so sorry, you're out of luck." That's the reason why, in plain language, you need to have a check and balance or control at the ministerial level.

I think that's quite well understood when you have an opportunity to discuss it with different groups and stakeholders, Mr. Chairman. Hopefully that clarifies the reason for it. Thank you, Mr. Chairman.

**Chairman:** Mr. Arvaluk, I will use my discretion as per Rule 77(2) and allow you an additional ten minutes. Mr. Arvaluk.

**Mr. Arvaluk:** Thank you, Mr. Chairman. I just wanted one clarification. When the minister says "local hire, local control," are teachers and principals considered local?



I think two or three years ago, the elementary school in Pond Inlet had 100 percent local teachers, including the principal, meaning no one was hired from outside of Pond Inlet. Is that considered as a local hire? Everyone else who is hired from the outside, who are also teachers of the same school or a different school of that same community, is not considered a local hire. Can he clarify which are local hires of the teachers and principals that are hired locally? Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Arvaluk. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. Just as an example, here in Iqaluit, the DEA is involved in the hiring of teachers. They can hire teachers here that may have a Bachelor of Education Degree. They would be coming right from Iqaluit, so they would be local. When you hire locally in the community, that's what local hiring is.

The responsibility for hiring and termination of employees, and so on, some of the DEAs, not all the DEAs, have said that they would like the ability to be able to hire and fire teachers for example. So the question would be then, if you want to be able to take on that role and be, for example let's take Pond Inlet, if the Pond Inlet DEA says, "Okay, all teachers and principals and everyone in the school are employees of the DEA in Pond Inlet," then does that mean the DEA in Pond Inlet would have to look at the collective agreement process and the superannuation pension plan? If you have problems with disciplinary firing of staff, payouts of wrongful dismissal, would the DEA then be taking over all of those issues and control? Does the DEA have the ability to be able to do all those types of things?

The biggest employer in many of our communities is the schools. So when you're talking about 20, 25, 30 employees and you're having to look after collective agreement negotiations, HR issues, and so on, that's when we come back and say. "Maybe you don't want to do that." Now, if the Pond Inlet DEA comes to the minister, under the new Bill 21, and says, "We're in the position where we can take on these responsibilities. Minister, will you give them to us?" Then in the new Bill 21, the Act allows the minister to say, "Okay, you do have an HR person in place and you do have a good accountant or a bookkeeper, and you can make the superannuation payment plans, and so on, you can do all those kinds of things, then you could do that. Here is that responsibility and control." Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister. Mr. Arvaluk.

**Mr. Arvaluk:** Thank you, Mr. Chairman. I shiver because... how long have we been involved in the land claims negotiations?

**Mr. Curley:** Forty years now.

**Mr. Arvaluk:** I mean the whole principle behind the negotiations is it's not supposed to be here anymore. Mr. Chairman, I think I understand that the Department of Education has staff already that the minister is talking about. They already have staff in place, okay?

So are you saying that the DEAs are not good enough for your staff to work for them? Can I have that clarification? Thank you.

**Chairman:** Thank you, Mr. Arvaluk. Minister Picco.

**Hon. Ed. Picco:** Mr. Chairman, let's get serious again here. What the member is trying to suggest in his phrasing and so on, let me say this very carefully and very quickly to the point if I may, I'm not in any way trying to demean local DEAs and I resent the accusation. What I'm suggesting is that a lot of our communities don't have the people in place.

If the question was: how can local DEAs take on hiring of teachers and principals and can they be in the position to hire and fire teachers and principals? Well, if you want to take on that role and responsibility, I outline, do you have the ability to be able to do that and do you have these different steps and mechanisms in place to do that?

As an example, Mr. Chairman, I suggested to you: do you have HR people? Do you have the negotiated collective agreement, superannuation, the pension plan, and all this kind of stuff? If you want to set up 25 DEAs in 25 communities to go ahead and do all of these things, then you would have, for example, Clyde River would be advertising and competing against Pond Inlet for teachers, and so on and so forth.

Mr. Chairman, Mr. Arvaluk was involved, he was a former Minister of Education, when the boards were taken out and I sat with him when that happened. I'm not suggesting in any way, shape, or form that we're not able to do that because at the local level, hamlets are hiring and firing people all the time. I'm saying: do you want to take those resources and invest them into communities and take it out of education system? At some point, you have to fund that type of program.

Mr. Chairman, the majority of DEAs haven't come forward and said, "We want to take over those roles and responsibilities." So that's why we suggest in the Act that if a DEA would like to be able to do some of these things we just talked about, then they have the right in the Act to do that. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister. Mr. Arvaluk.

**Mr. Arvaluk:** Thank you, Mr. Chairman. I was just using the minister's words that the Department of Education already has staff to run the school system. If he said that the DEA will have to get new staff to do what the Department of Education is doing now, that is what I was referring to. I was not making a new idea because I was just using his phrase.

I think we also forgot that on April 1, 1999, we did not fire a whole bunch of government civil servants. Mr. Quirke is still here and a whole lot of them are still on Baffin Island; the same people that worked for the NWT. The Nunavut Legislative Assembly was good enough for them, so I don't know how the DEA Board cannot be good enough for

making decisions and then the same Department of Education employees does the clerical work and other responsibilities that they're carrying out right now.

I don't think DEAs are asking for a whole transfer of \$1 million or \$2 million to run 25 individual communities. I think we have been reading the different lines here. So I would like to ask the minister then... I was involved in a very quick hearing and there were very good suggestions; we recorded them, we transcribed them. They belong to the Department of Education, I don't know where they are at now but they're still there. Some of them were very good suggestions and we would have loved to use some of these transcripts and these reports in the debates.

I don't want to prolong my questions on Bill 21 but I would like to see a list. Would the minister then commit to listing the problems that we have right now for the spring session so that we will have a better idea of where some of the problems still lie? The minister and I are no different; we have the same objective and the same goal: successful students for Nunavummiut with pride in Inuktitut. That's not very complicated. Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Arvaluk. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I have known the member for over 20 years, I know he is passionate about education, I have served with him in various capacities, and we'll try to facilitate what he's saying.

At the end of the day, we have Bill 21 that's before the committee. The committee will want to have a chance to take it out to the public. It will come back and we'll have a chance to debate the bill here in the House. Like Bill 13, as the minister and Mr. Curley has said in the House here, wasn't favourable to the members, I withdrew that bill, and I'm going to try to bring back a new bill to make some of the changes that the members have suggested.

On Bill 21, I am open and the department and the government is open to looking at the suggested changes to the Act that would help enhance education in Nunavut because at the end of the day, as Mr. Arvaluk said, that's the bottom line and that's what we're trying to do. I think we have a pretty good Act, but like anything else and I have said this many times, there's always room to make changes and adapt it to make it better. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister. Mr. Arvaluk.

**Mr. Arvaluk:** Thank you. (interpretation) That's it.

**Chairman:** Thank you, Mr. Arvaluk. Just for clarification of all members, questions to the minister on legislation that is before a standing committee are permitted as long as the questioning does not interfere with the committee's work. At the same time, significantly,

debates should not occur. Mr. Curley, I will use my discretion as per Rule 77(2) and allow you an additional ten minutes.

**Mr. Curley:** A reminder is not required. Thank you. It's sort of a sad situation and I am discouraged. I don't see the enthusiasm of the minister in considering changes from the public, from DEAs of the communities. I believe that the DEA Coalition has done a very excellent coordination of DEA members, which the department has failed to do, and they're publishing these concerns, unlike the department.

We haven't seen anything that has been presented out to the public and they are concerned of the high drop-out rates and graduation only occurring at 25 percent of the student population. They're not proud of that; they're not proud of the record of the government. I think they should be reminded of the 40 years of work that has occurred for the creation of Nunavut.

I had dinner with one of the judges not long ago, I won't mention who, and I think this person was one of the first lawyers of Inuit organizations ever. That lady said to me, "When the Nunavut idea was proposed, I really didn't think it was ever going to happen," and my colleague sitting next to me remembers that very well. He shared that view but unlike the minister, he was able to reflect on it and change his mind, and went on at 100 percent to entertain public consultations and we didn't stop there then.

I just want to quote from one of the parents, who is a member of the DEA, "As parents of students in our education system, we think it's okay to dare to dream and believe that things can be better than what we see today in our schools." And that's how Nunavut came about. If we believe that if nothing dramatic changes in governance of our schools, nothing will change. The minister says there will be no changes as long as he is the minister.

Nunavut's precedent, in accordance with the DEA's *Suvaguuq*, states that, "In Nunavut, in accordance with the Constitution of Canada, Francophone parents are working with the GN to devolve full and effective local control. Nunavummiut parents are asking how the government can support Francophone parents running their schools but oppose other Nunavummiut parents from doing so?" We're not interfering with any work of the minister. The minister alluded to Bill 21 earlier, Nunavut parents, but the schools, they're opposed. So why are you opposed to that, minister? Thank you.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. There is a microphone on and everyone has headsets. I'm not screaming or shouting but I think the record will show that just two minutes ago, I said that this minister was open to suggestions and amendments to the Act that the standing committee has been taking out on the road, and so on. I'm not here to debate Bill 21; I'm here to look at the Main Estimates of the Department of Education.

Earlier this week, I met with all the members and we gave a presentation on the *Education Act* itself. I just want it for the record that I am not against that, Mr. Curley. I am for opportunities to look at the Act and warrant changes that would enhance the Act, bringing it forward with some thoughtful suggestions, and so on.

That's the whole democratic process and that's why you provide, again, that check and balance where the standing committee can take it out, have public meetings, come back with suggestions, and come back to the House, like I did with Bill 13. I think that shows some vision, so I hope Mr. Curley has heard that. Thank you, Mr. Chairman.

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

**Mr. Curley:** Thank you, Mr. Chairman. I alluded to the fact that it was kind of sad that when we called for changes with some of the local DEA controls and more power, you said, "Why should we have 25 different DEAs and all that," when no one had suggested that.

I believe and alluded to: you could have maybe more, rather than having two sets of proposals only - headquarters control and 25 different ones - that's not what we're talking about. I believe there can be devolvement of some of the departmental programs to the regions. Even the DEAs said in their *Suvaguuq* January issue, "We have heard the concerns about creating '25 separate boards,'" so the minister's message probably had gone to them as well, "... and bureaucracies." This doesn't have to be the model.

Like the northern Ontario model, in Nunavut, the communities close in distance could band together. Why are we hung up on only one or two choices; 25 different set of communities and so on? Why couldn't the minister look at options that reflect Nunavummiut as he did so with the Francophone school board? Thank you.

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

**Hon. Ed Picco:** Thank you, Mr. Chairman. He said I wasn't passionate. Let me say, look, if I was anymore passionate, I would be over there right now on the floor, Mr. Chairman.

What I'm suggesting to the member and to the House, Mr. Chairman, is this: when we look at the DEA processes and the suggestions that have come forward, that's where we are right now. I'm not going to change the bill; the bill just came to the House and the committee hasn't even reported on the bill. So how can I incorporate the things you're saying? I haven't said I'm not going to look at 25, or 23, or 20; what I have said is here are some of the challenges that we see presented to us.

If the member has a proposal, if the DEA Coalition comes back with a proposal and says, "We would like to set up four hiring bodies for 22 communities," or something, we will entertain those. We will look at it logistically, administratively, and financially how we can deal with those, so no one has closed the door to that. That's the whole process.

Now, Mr. Alagalak's committee just reported back that they wanted another 120 days. They will take the bill on the road, they will do more consultations, they will review those consultations, then it will come back to the House and then they will say, "Minister, here's what we would like to do." That's how the bill works. No one has shut the door. Thank you, Mr. Chairman.

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

**Mr. Curley:** Thank you. I appreciate, Mr. Chairman, the statements from the minister because this is the first time we hear that type of possibility. That's why I was sad because there was no way, with this minister, that we would consider devolving more regional control.

I just want to quote another comment from a general issue of the Coalition of Nunavut DEAs, Volume 1, Issue 2, on page 1, it says, "Governance: Many parent representatives voiced the observation that our schools were better governed 10 years ago than they are today. Ten years ago, the schools were governed by elected boards..." So we're not speaking from out of thin air.

The parents are saying that with the Department of Education regional offices located in different communities, no one on the ground in communities are overseeing schools. Problems or successes in our schools should be the communities' responsibility and not the job of distant bureaucrats who try to sort things out through email or phone. So, Mr. Chairman, what we're seeing is the overwhelming, I believe, desire of the DEA members and the parents that they should be taken more seriously in that regard.

So these are the preambles only and I believe the minister should have a role in exercising that role, rather than just saying, "Now, it's up to the committee to bring it back." We might as well be successful through the committee process, but I believe the minister, if he is seriously representing schools and parents, can also propose amendments that would be acceptable to the Members of this House. Will you do that? Thank you.

**Chairman** (interpretation): Thank you, Mr. Curley. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. First of all and very quickly, I have read the newsletter from the DEA Coalition and I believe the members here in the House will have a chance to meet with some of the members next week, and I will be meeting with them next week.

It's very difficult when legislation is brought in, in this format, for a minister to propose amendments to that. That's usually done by the members and then if there are friendly amendments to the Act, as the verbiage goes, then those are ascended to in the House. So I'm prepared to look at that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Picco. Mr. Curley.

**Mr. Curley:** Thank you, Mr. Chairman. I appreciate that and I will continue to speak to him as well, but there was one question that I want to follow-up. The minister stated earlier that the DEAs will be provided with funding. If the bill, as you stated in the House, was to be passed by this Assembly, how would it differ from the current funding status? Thank you.

**Chairman** (interpretation): Thank you, Mr. Curley. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. First of all, in two different areas, on the DEA Coalition right now, through the department, we have funded them so that they are able to take an advocacy role for DEAs. We have been part of the genesis of the DEA Coalition; it really sprung from the Department of Education in meetings I had with all the DEA chairs. I think that's safe to say and we're funding them.

So if this legislation goes through, there will actually be base funding in the Department of Education's budget for the DEA Coalition so they can hire administrative staff and so on, and the function, as we have talked about before, like the Nunavut Association of Municipalities organization, like a NAM organization. So you would have an advocacy group for education throughout the territory for all schools and so on. So everyone sees that as being a stronger process for education.

The second process is, if the Act is passed, then money would flow, whenever or if the Act is passed, into the budget because parts of the Act will have to have start dates, for example, let's say it's the invigoration of the NTEP program, then we would have to start pouring money into it right away. Let's say the Act is passed in May, so that by September, you would actually be able to do the heavier recruitment program, to do more community based programs, and delivering of the services and everything.

So depending on when the Act will be passed, that's how the cash would flow. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Picco. Mr. Curley.

**Mr. Curley:** Thank you. I appreciate that information. My next question has to do with, and I know that the director has the sole responsibility to communicating with the public more than any groups and the locals. Because you people are responsible for ensuring that the school kids remain in school and so on, as a result of that, have you got any ongoing plans to work with the schools and DEAs that kids should remain in school, and if so, is it working, and if not, why not? Thank you.

**Chairman** (interpretation): Thank you, Mr. Curley. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I'm going to ask the excellent communicator, the deputy minister of the department, Kathy Okpik, to answer that question.

**Chairman** (interpretation): Thank you, Minister Picco. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Just for further clarification, I'm not the only one who's the communicator in our department. We have three offices in the regions within the Nunavut area - Pond Inlet, Baker Lake, and Kugluktuk. They each have their own staff positions where they are the regional offices for the schools. We also have another staff position which is the DEA development officer. These individuals work with the DEAs and the principals of the schools.

Perhaps I will elaborate on how absenteeism in the schools is dealt with. In some communities, some of the DEAs have sub-committees that deal with absenteeism or truancy and they work with the school community counsellors. They are responsible for truancy, meeting with the parents, and I can say that in one of the communities, it has made a huge improvement and lessened the number of truant children.

If Bill 21 comes into force, we will increase their responsibilities and we have asked them to utilize the sub-committees. Again, they have individual responsibilities as committees in the schools and they have to apply the regulations when they're administrating or operating the schools. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Mr. Curley.

**Mr. Curley**: Thank you. (interpretation) I want clarification on my question. Is it working for students who don't really attend school? Are there improvements and are they detailed? It seems like the local schools and the DEAs can't really be responsible because they don't have the money. So is it working? (interpretation ends) Thank you.

**Chairman** (interpretation): Thank you, Mr. Curley. Minister Picco.

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

**Chairman** (interpretation): Thank you, Minister Picco. Mr. Curley.

**Mr. Curley**: I believe it requires an explanation why and how it works because (interpretation) I saw one young person who was truant. Why is it that the RCMP were involved and brought the student back to the school? (interpretation ends) Thank you.

**Chairman** (interpretation): Thank you, Mr. Curley. Minister Picco.

**Hon. Ed. Picco**: Thank you, Mr. Chairman. I can't comment on the specific incident because I wasn't there and I don't know if the RCMP took someone. Was it because they weren't in school, or was it because of something else? I can't answer that. Thank you, Mr. Chairman.



**Chairman** (interpretation): Thank you, Minister Picco. Please do not ask any questions that are not under the responsibility of the minister. Mr. Curley.

**Mr. Curley:** Actually, this Assembly is a bit of joke, too, because I'm asking about some incident that happened. I'm not asking you what role they have in...

**Chairman** (interpretation): Mr. Curley, your comment about the Assembly being a bit of a joke is unparliamentary. I will allow you to speak only after you have apologized. Mr. Curley.

**Mr. Curley** (interpretation): I will not apologize. I am done for now.

**Chairman** (interpretation): Mr. Curley, are you challenging me with regards to your comment? Mr. Curley.

**Mr. Curley** (interpretation): No, I'm not. I had concluded my statements. (interpretation ends) Thank you.

**Chairman** (interpretation): Thank you. At this time, I don't have any names on my list. We are on page G-4. (interpretation ends) Branch Summary. Directorate. Total Operations and Maintenance, to be Voted. \$1,326,000. Does the committee agree?

**Some Members:** Agreed.

**Chairman** (interpretation): Thank you. We're on page G-5. (interpretation ends) Branch Summary. Policy and Planning. Total Operations and Maintenance, to be Voted. \$940,000. Does the committee agree?

**Some Members:** Agreed.

**Chairman** (interpretation): Thank you. (interpretation ends) Now go to page G-6. Branch Summary. Corporate Services. Total Operations and Maintenance, to be Voted. \$2,285,000. Does the committee agree?

**Some Members:** Agreed.

**Chairman:** (interpretation): Thank you. (interpretation ends) Now go to page G-7. Branch Summary. Income Support. Total Operations... Mr. Kattuk.

**Mr. Kattuk** (interpretation): Thank you, Mr. Chairman. In my general comments, I stated that I wanted to ask a question about the \$225 that a family receives per month. Is that true? Is that the right amount or is it divided up? Can the minister tell me and this House if a single person can qualify for this amount, or if they have a dependant or two? Perhaps, I can get some clarification on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Kattuk. Minister Picco, do you want your Income Support employee to join you at the witness table? Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I would like to take this opportunity to invite Ms. Sandy Teiman to join us at the witness table, and I thank Deputy Minister Okpik for her time and patience this afternoon. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Picco. I would also like to thank the Deputy Minister, Ms. Okpik. Sergeant-at-Arms, please escort Minister Picco's official to the witness table.

Welcome, Ms. Teiman. Mr. Kattuk, I'll let you repeat your question again. Mr. Kattuk.

**Mr. Kattuk:** Thank you, Mr. Chairman. In my general remarks, I was concerned about what the income support clients received; I don't know if it's monthly or if the number was picked out from the air.

I know for a fact that some parents with one child have received \$225. Is that an adequate number for a single mother with a child? Can the minister update the House on what scales they have for a single mother with a child, or a single parent, or sick parents with a child? I just need some information on that. Thank you, Mr. Chairman.

**Chairman** (Mr. Evyagotailak): Thank you, Mr. Kattuk. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I would like to take this opportunity to thank the member for rephrasing the question. I have the revised Nunavut Food Allowance Table, so just let me go through it.

Again, if we look at it just specifically for the member in Sanikiluaq or for a family in Sanikiluaq, then I can give the numbers. Sanikiluaq is considered to be in Zone One and this is based on the family. If there were two family members in this case, then the amount would be \$511. That's just over that period of time and that's just for those two family members. So it would be more than the \$225 that the member is talking about; they're actually more than double what the member had stated. Thank you, Mr. Chairman.

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

**Mr. Kattuk:** Thank you, Mr. Chairman. Did I understand that this \$511 is for a parent without a child? Is that what he meant? Thank you, Mr. Chairman.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. No, Mr. Chairman, what I was suggesting was that would be two family members in that family. So if that's the question that the member had, the answer would be \$511 and that would be based on the rate that would

be current at that time. Plus, we have increased those rates by 15 percent. Thank you, Mr. Chairman.

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

**Mr. Kattuk:** Thank you, Mr. Chairman. The concern I have, because it was given to me, is that a single mother with one child received income support of \$245. Is that adequate, or is it okay, or is it true? Thank you, Mr. Chairman.

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

**Hon. Ed. Picco:** Thank you, Mr. Chairman. No, that's not accurate. Based on the numbers again, the member said a little over \$200, it should be \$511, then on top of that, there would be other monies, for example, if there was a claim for their power bill or other incidental expenses for the family, those would also be on top of that amount. Thank you, Mr. Chairman.

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

**Mr. Kattuk:** Thank you, Mr. Chairman. I got the information I wanted, so that's all I have. Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Kattuk. Mr. Arvaluk... (interpretation) I'm sorry, Mr. Alagalak.

**Mr. Alagalak:** That's twice now I have been called Arvaluk. I guess I can change my name with a \$10 fee.

(interpretation) Thank you, Mr. Chairman. (interpretation ends) In the business plan, Income Support has been stated as the same amount up to the year 2011. I just wondered about this because the cost of living in Nunavut went up a bit this year, I guess, from 2007-08. I just wondered if the minister could tell me about the little bit of increase for 2008-09 as I think he mentioned that this has been adjusted for growth of people, you know, increase in population in Nunavut. Is that correct? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Alagalak. Minister Picco.

**Hon. Ed. Picco:** Thank you, Mr. Chairman. I think the member raises a good point. We have to look at the base rates that are in place. I think, in the opening comments from the standing committee, it was that if the program is sustainable, then we look at the amount that it's increasing by.

Right now, the total amount paid out of the department for income support is about one percent of our total budget, so I think we have to put that into context. We also need to look at the budget increase; there was an increase for 2008-09 of \$3,438,000. That's due

to some of the cumulative deficits that we actually had in that line item within the budget and it goes back to 2004-05. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister. Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you, Mr. Chairman. I think it's clear that every year, food prices, rent, and prices of clothing continue to increase. Every year, it increases and people have to purchase winter clothes. Those things are understandable but it doesn't seem to make much sense when the government is tight on money. This past winter, there hasn't been an increase, considering the fact that the price of food or other supplies have increased. Why is that?

The minister indicates that there's an increase in the budget, but I see no increase for Income Support and it's evident that people on income support are falling further and further behind with food price increases and rising prices for clothing because they haven't had an increase in the monthly amount they receive since last year. So it makes me wonder that this hasn't been looked at much closer with a view to finding real solutions. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Alagalak. Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. We have, in the life of this government, so since 2004, I believe it was 2005-06, in the last two years, increased the amounts by 15 percent. The uptake on the program itself, we had 131 more cases throughout Nunavut for this fiscal year; 131 new case files opened.

The member is correct that we need to go back now and look at some increases to the amount of income support that's available. We have, for example, increased the subsidies for elders, as the members know and we actually spoke about that in the opening comments. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you, Mr. Chairman. I would also like to thank the minister. It's clear that everything is increasing. We keep debating here in the House about costs rising for everything. Employees need their raises and it's reaching to a point where it's becoming painful to hear how the negotiations are going and how employees are not earning enough money to keep up. As one said, his earnings weren't adequate enough for him to get the gas he needed. It seems like we are doing that.

Income support should be considered seriously. People who don't have much money are going through hardship and it would be good if you can find more funding in the budget to increase it. We have the \$89.1 million in contingency funds. If only we could just keep up with the rising prices, if you can figure out what percentage and if they can be increased by that percentage. What would the minister think of that? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Alagalak. Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. We have been doing some work on the amounts. If we increased the income support by another ten percent, let's say, then that would be a cost of about \$2 million extra to the government. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister. Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you very much. I will support you if you bring something like that forward because Inuit in Nunavut are known as being very compassionate and it will add substance if you meet with your counterparts from the federal government. This is just a comment, Mr. Chairman. Thank you. I would also like to thank Minister Picco.

**Chairman:** Thank you, Mr. Alagalak. Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. I changed my mind. I believe it's on G-10 in regard to Income Support, the \$30,977,000 that Mr. Alagalak was talking about. I had a question there but I was lost for a while. They were dealing with Income Support on page G-7, but I was in the wrong place because this is for Corporate Services and these are for the three regions that are on page G-10. I'll ask that question when we get to that page. Thank you.

**Chairman:** Thank you, Mr. Alagalak.

>>*Laughter*

(interpretation) I'm sorry. (interpretation ends) I'm glad the committee is quite awake. Just to let you know, every time I'm right there, Arvaluk and Alagalak are close together when their names come up. Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. While we're on this page, I would like to move to report progress. Thank you.

**Chairman:** We have a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion, raise your hand. All those opposed, raise your hand. The motion is carried. I will now rise to report progress.

Thank you, Minister and your staff.

**Speaker** (interpretation): Members, going to the Orders of the Day. Item 20. Report of the Committee of the Whole. Member for Kugluktuk, Mr. Evyagotailak.

### **Item 20: Report of the Committee of the Whole**

**Mr. Evyagotailak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Your committee has been considering Bill 23 and the Main Estimates, and would like to report progress. Mr. Speaker, I move that the Report of this Committee of the Whole be concurred with. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Is there a seconder? Thank you, Mr. Simailak. The motion is in order. All those in favour. Opposed. The motion is carried.

Item 21. Third Reading of Bills. Item 22. Orders of the Day. Mr. Clerk.

### **Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Orders of the Day for March 7:

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. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
  - Bill 28
19. Consideration in Committee of the Whole of Bills and Other Matters
  - Bill 23
  - Bill 24

- Bill 25

20. Report of the Committee of the Whole

21. Third Reading of Bills

22. Orders of the Day

Thank you.

**Speaker** (interpretation): Thank you, Mr. Clerk. Our House stands adjourned until Friday, March 7, at 10:00 in the morning.

Sergeant-at-Arms.

>>*House adjourned at 18:06*

