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

Legislative Assembly of Nunavut

Speaker

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(Pangnirtung)

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(Nattilik)

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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

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(Amittuq)

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**Iqaluit, Nunavut
Friday, March 7, 2008**

Members Present:

Honourable Leona Aglukkaq, Honourable Olayuk Akesuk, Mr. David Alagalak, Mr. James Arreak, Mr. Levi Barnabas, Honourable Levinia Brown, Mr. Tagak Curley, Mr. Joe 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): Thank you, Members. Let us pray.

>>*Prayer*

Speaker (interpretation): Good morning, Premier, Ministers, Members, and our visitors. Welcome. Item 2. Ministers' Statements. Minister of Education and Energy, Minister Picco.

Item 2: Ministers' Statements

Minister's Statement 164 – 2(4): Scratch and Win Contest

Hon. Ed. Picco: *Ullaakkut*, Mr. Speaker. I am very pleased to announce to the House about an ongoing initiative towards energy conservation started by our Power Corporation, the Qulliq Energy Centre Scratch and Win Contest.

Mr. Speaker, members may have noticed the scratch and win cards in their monthly power bills. I would like to point out, in aid of our work towards Inuktitut and Inuinnaqtun being official languages, that this Scratch and Win Contest is fully compliant with our proposed language legislation.

The main goal of this information campaign is to encourage conservation of electricity and fossil fuels. The secondary goal, Mr. Speaker, is to minimize our power bills by using less energy, and by possibly getting a lucky break on our energy costs.

Mr. Speaker, the scratch and win cards were developed as an educational tool. Each card contains a fact about energy efficiency and conservation, and questions with three possible answers.

Mr. Speaker, Qulliq Energy is giving back to its customers for efficient use of energy.

Qulliq Energy has received 49 winning entries to date, and of those entries, has awarded five grand prizes worth \$200 off the customer's power bill, and 44 secondary prizes worth \$50 off the customer's power bill.

Mr. Speaker, the program is nearing completion, with only one month left, so I encourage all Nunavummiut to continue to scratch, and possibly to win, and join with me, Mr. Speaker, in congratulating all those who have won to date. (interpretation) Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Minister. Ministers' Statements. Minister of CLEY and Finance, Minister Tapardjuk.

Minister's Statement 165 – 2(4): A Public Report on the Results from the Government of Nunavut Employee Survey

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I am pleased to announce the release of the "Government of Nunavut Employee Survey." This survey is part of the government's commitment to building an effective, functional and skilled public service.

Mr. Speaker, my department has been working in cooperation with the Nunavut Bureau of Statistics to deliver a survey to all Government of Nunavut (GN) employees about their job and workplace satisfaction. This comprehensive survey was delivered in Inuktitut, Inuinnaqtun, English and French in the summer of 2006.

Mr. Speaker, the survey provides valuable insight into the level of employee interest and concern in areas such as job and workplace understanding and satisfaction, *Inuit Qaujimajatuqangit*, and recruitment and retention practices.

Mr. Speaker, the results of the survey show that more than two-thirds of the respondents indicated that they were provided with an orientation to their workplace and that they are happy in their job. When asked what employees liked about their current job, 74 percent of respondents cited the type of work they did, followed by the people they work with and their pay.

Mr. Speaker, approximately four out of five participants indicated that they felt *Inuit Qaujimajatuqangit* was being considered by their department, while half of those responding to the survey indicated their knowledge and experience was valued by the Government of Nunavut.

Mr. Speaker, the report outlines both the positive areas and the areas that require improvement with respect to employment with the GN. This data will be used as a baseline for future surveys and in promoting retention practices.

Mr. Speaker, the Government of Nunavut employees survey demonstrate that as an employer, the GN recognizes the value of listening to the opinions of our employees and

learning from their experience and in turn, responding to this through improvements to our programs, services and operations. Thank you, Mr. Speaker.

>> *Applause*

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

Minister's Statement 166 – 2(4): Update on Hudson Bay Summit

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker and good morning.

Mr. Speaker, over the last five years, my department has financially supported and participated in the activities of Nunavumi Tasiujarjuamiuguqatigiit Katutjiqatijiingit, or NTK, the Hudson Bay Interagency Working Group studying the implications of development on Hudson and James Bays. Climate change, hydro development projects, potential oil and gas exploration, and other pressures may have substantial impacts on these ecosystems. The Government of Nunavut has been participating with NTK to ensure Sanikiluarmit, Nunavummiut and GN concerns are addressed.

Through additional Northern Strategy funding, we are helping support NTK's proposal for a Hudson Bay Summit to be held in 2009. This will be a forum for communities, aboriginal groups, scientists and politicians to present concerns, issues and research on the Hudson Bay ecosystem. Participants will be able to discuss the changes happening in Hudson Bay and the present and potential impacts arising from them.

Mr. Speaker, it is my hope that other agencies will join us in funding and supporting this very worthwhile project. Thank you.

>> *Applause*

Speaker (interpretation): Thank you, Minister. Ministers' Statements. Item 3. Members' Statements. Member for Iqaluit West, Premier Okalik.

Item 3: Members' Statements

Member's Statement 384 – 2(4): Rita Nashook's Birthday

Hon. Paul Okalik (interpretation): Good morning. Thank you, Mr. Speaker. As it is Friday today, we again won last night; I think we're the best competitors in the eastern part of Canada.

It is a very beautiful day, and my constituent is celebrating her birthday today and everybody knows her, Rita Nashook, Mary Nashook's mom. She has turned 75 today. Have an excellent day on this beautiful day. Paniluk please have an excellent day. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 385 – 2(4): Arviat Athletes at 2008 Arctic Winter Games

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I rise today to congratulate and support Arviarmiut who are participating in the Arctic Winter Games.

For all of our participants, (interpretation) I congratulate you. There are 15 participants in the Arctic Winter Games. (interpretation ends) For the Juvenile Under 14 Soccer; Elaine Gibbons, Rose Irniq, Christine St. John, and for Wrestling; Roxie Irniq, Qaunniq Makpah, Joe Karetak Jr., Danielle Fitzgerald, and mission staff; Cody Prosky, and for Bantam Hockey; Douglas Ollie, Calvin Pameolik, (interpretation) my grandson (interpretation ends) Garry Quksuk Jr., for Female Hockey; Charlotte Karetak, Jolene Kukik-Karetak, Gia Gavin, Jolene Kigusitnaaq. (interpretation) I give you my full support and I congratulate you in participating in the Arctic Winter Games, and please bring gold and silver medals back to Arviat. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Alagalak. Members' Statements. Member for Uqqummiut, Mr. Arreak.

Member's Statement 386 – 2(4): GN's Response to Grant Applicants

Mr. Arreak (interpretation): Thank you, Mr. Speaker. I would like to wish happy birthday to our youngest child, Christie. I am wearing this tie that was made by her. I would like to wish happy birthday to Ms. Nashook.

Mr. Speaker, the Government of Nunavut has grants and contributions made available to businesses or individuals. When the individuals or businesses apply for grants, they expect to get a response to see if they have been approved or not, but the Nunavut Government doesn't respond and when they don't respond, the individuals are still expecting one.

I would like to urge the government to respond to the applicants who apply for the Grants and Contributions Program so that they don't needlessly anticipate getting any. Thank you.

>>Applause

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

Member's Statement 387 – 2(4): Fuel Delivery Services in Sanikiluaq

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. Before I go to my statement, the people of Sanikiluaq are still looking for an individual. The people of Sanikiluaq are going to be fundraising so that the mother of this individual could be flown in from Pond Inlet, so I'm asking you to donate to the cause.

(interpretation ends) Mr. Speaker, I rise today to bring to your attention a concern raised by my constituents in Sanikiluaq.

Mr. Speaker, the fuel delivery truck in Sanikiluaq has broken down a number of times. At the moment it cannot be used at all.

These days, homeowners have to fill their own fuel tanks using jerry cans.

Mr. Speaker, it is my understanding that the government owns the vehicles that are used to deliver fuel in our smaller communities.

Mr. Speaker, in my view community residents should not have to be the ones filling their own fuel tanks. There are too many risks involved.

Mr. Speaker, the government enters into contracts for fuel delivery services and it is their responsibility to ensure that the provisions of those contracts are met.

Our constituents should be receiving safe and adequate fuel delivery service.

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

>>*Applause*

Speaker (interpretation): Thank you, Mr. Kattuk. Members' Statements. Member for Kugluktuk, Mr. Evyagotailak.

Member's Statement 388 – 2(4): Kugluktuk Women's Shelter

Mr. Evyagotailak (interpretation): Thank you, Mr. Speaker. I rise today to inform everyone that tomorrow is International Women's Day and to share some important news from my constituency of Kugluktuk.

(interpretation ends) Mr. Speaker, as you will recall, I have risen in this House on many occasions in support of the Kugluktuk Women's Shelter. I am very pleased to inform you that after being closed for such a very long time, Kugluktuk's Crisis Intervention Centre will soon be open again.

Mr. Speaker, it is unfortunate that the Department of Health and Social Services was unable to provide the level of assistance that was necessary to get this facility up and running again.

It is through the hard work of the Hamlet of Kugluktuk that the contribution agreement has been reached with the Aboriginal Healing Facility to provide funding to re-open the Crisis Intervention Centre.

Mr. Speaker, the centre will provide a safe shelter for women, children, and others who are in crisis. It will be a safe and healthy environment to promote healing and counselling, advocacy, and needed programs. Mr. Speaker, this is indeed good news for the community of Kugluktuk.

As International Women's Day approaches, I encourage my colleagues to reflect on the many unfortunate reasons why crisis shelters are needed in our communities.

At the same time, I ask members to join me in applauding the hard work of the many individuals involved to ensure that this much needed service will again be available. Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you, Mr. Evyagotailak. Members' Statements. Member for Rankin Inlet South and Whale Cove, Ms. Brown.

Member's Statement 389 – 2(4): Rankin Inlet – Hockey Centre of Nunavut

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. First of all, I would like to make a comment to all the women because tomorrow is going to be International Women's Day and I think that Mrs. Patterk is the eldest woman in Rankin Inlet and I love you, Okpik, very much if you're listening.

(interpretation ends) Mr. Speaker, I rise today to recognize Rankin Inlet as the hockey centre of Nunavut.

Mr. Speaker, as you know and all the Members of this Assembly are aware, Rankin Inlet is absolutely crazy about its hockey. From the senior men's league being played in front of 300 fans on Friday night to minor hockey games, practices, and tournaments, Rankin Inlet just loves hockey.

Our hockey claim to fame, Mr. Speaker, as you are aware, is Jordin Tootoo of the Nashville Predators. Jordin has recently signed another two-year contract with Nashville and is doing very well. We also have other Rankin Inlet natives playing professional hockey: Max McDonald is a goalie playing for the Mon Valley Thunder in the U.S.A. Mid-Atlantic League, while Justin Todd is playing for the Indiana Ice Miners of the same league.

Mr. Speaker, this past weekend in Rankin Inlet, the annual Avataq Hockey Tournament took place with nine teams competing from around the Kivalliq region. This tournament was won by Rankin Inlet Miners over Coral Harbour in a very exciting final game before a full house.

Hon. Patterk Netser: Boo.

>>*Laughter*

Hon. Levinia Brown: Mr. Speaker, the Rankin Inlet Peewee will be traveling to Iqaluit for the Toonik Tyme Tournament where the bantams are going to Man Cup in Thompson and to a tournament in Baker Lake.

The bantams are going to Baker Lake and the seniors are going to tournaments in Arviat and Northern Quebec.

Mr. Speaker, Rankin Inlet is proud of its hockey heritage and I would like to recognize this hockey heritage today. (interpretation) Thank you, Mr. Speaker.

>>*Applause*

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

Member's Statement 390 – 2(4): The Inukhuk: Our Symbol, Our Pride

Mr. Peterson: Thank you, Mr. Speaker. I rise today to congratulate Premier Okalik on signing an agreement with the Vancouver Olympic Committee to supply Inukhuit to the Vancouver 2010 Winter Para-Olympic and Olympic Games.

Mr. Speaker, I have been fortunate in my life to have had the opportunity to travel throughout Canada and around the world.

In my travels, I have discovered Inukhuit in places where you might not initially expect to find them.

Mr. Speaker, in February of 1999, during the first Nunavut election, I stood on the balcony of the Canadian Embassy in Tokyo with my friend Charlie Lyall. While talking about home, we admired the Inuksuk which graced the embassy grounds.

In 2003, I stood in the United Nations complex in New York with my family. Our pride in being Northern Canadians as reinforced when we saw the Inukhuk gift from Canada that had been sculpted by a carver from Iqaluit.

Mr. Speaker, a large Inukhuk has stood on the shores of English Bay in Vancouver for many years. Whenever we visit friends and business partners in Vancouver, it reminds us of home.

Last year, I was in a gondola heading to the summit of Whistler Mountain when I was pleasantly surprised to spot a lonely Inukhuk standing halfway up the mountain side. They have much in common with our Inukhuk that stands on the shore of Victoria Island overlooking the Northwest Passage. You get a good feeling when you see them.

Mr. Speaker, the Atienza Family of Cambridge Bay, who are friends of mine, and originally from the Philippines, visited their former country over the Christmas holidays. They sent me pictures of themselves standing beside an Inukhuk in the Mall of Asia, the largest mall in the Philippines and the third largest in the world. They were very proud that this powerful symbol of Inuit culture and Canadian national identity was so prominently displayed.

Mr. Speaker, I cannot think of a better ambassador for Canada and Nunavut than the Inukhuit.

It is recognized everywhere as a representative of Inuit culture and homeland in the Arctic. I have no doubt that many visitors to Canada will be proud to take a small part of Nunavut home with them to remind them of our great country and territory.

Mr. Speaker, when the 2010 Vancouver Olympics begin I sincerely hope that all Nunavummiut have an opportunity to visit the city and enjoy the sports and cultural experiences.

Mr. Speaker, later today, I will table pictures of some of the Inukhuit that I mentioned in my Member's Statement. Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you, Mr. Peterson. Members' Statements. Member for Baker Lake, Mr. Simailak.

Member's Statement 391 – 2(4): Baker Lake Athletes at 2008 Arctic Winter Games

Mr. Simailak (interpretation): Thank you, Mr. Speaker. I am very proud to rise today in the House to say that there are going to be some Arctic Winter Games' participants from Baker Lake. I would like to mention their names and congratulate them.

(interpretation ends) Open Male Inuit Games: Tootoo Tanuyak.

Junior Male Inuit Games: Shawn Uqurtuq.

Open Female Inuit Games: Kelly Qinalugaq.

Male Volleyball: Sebastian Noah.

Soccer Under 14 Boys: Troy Uvingayaaq, Sylvain Singarti, Greg Tanuyak Jr., and Coach Glen Ullyot.

Soccer Under 16 Boys: Trent Taksauiniq.

Soccer Under 18 Girls: Kaya Hashy.

Badminton Junior Girls: Paula Ataguyuaq.

Male Coach Badminton: Brad Mains.

Basketball Junior Female: Miranda Uqayuituq.

Basketball Junior Male: Shane Niego, Paul Niego, Lawrence Uvingayaaq, Zachary Niuqtuq, Neil Utatnaaq, and Francis Ayagaq, along with Coach Bill Olsen.

Hockey Female: Candace Qablunaaq and also Florence Nagyugaliq, along with Coach Jason Fesyk.

Hockey Bantam: D. H. Inukpak.

(interpretation) We are very proud of them, Mr. Speaker. Thank you.

>>Applause

Speaker (interpretation): Thank you, Mr. Simailak. Members' Statements. Member for Iqaluit Centre, Mr. Tootoo.

Member's Statement 392 – 2(4): International Women's Day Event

Mr. Tootoo: Thank you, Mr. Speaker. Like a couple my colleagues earlier, before I start my statement, I would just like to wish someone a very happy birthday and it's my daughter, Teia, who is turning 13 today. I don't know if I'm happy or not that she is turning into a teenager. I love you very much, my girl, and I look forward to having dinner with you this evening.

Also, Mr. Speaker, a constituent of yours whose birthday is today, Naimee, she is sitting in the interpreter booth back there, a happy birthday to her as well.

>>Applause

Mr. Speaker, I rise today to extend an invitation to you and my fellow colleagues in this House to attend an event in celebration of International Women's Day.

Mr. Speaker, at seven o'clock this evening, a series of short films by Arnait Video Productions, a well-known women's video collection from Igloolik, will be shown at the Iqaluit Inuktitut Daycare. This event will raise money for the daycare and also for the Qimaavik Women's Shelter.

Mr. Speaker, this event is a celebration of institutions in our community that provides support to women and families. The three short films are unique and beautiful.

Mr. Speaker, I encourage you, my colleagues, and members of the public to attend this event and donate generously, meet members of the community, and enjoy the films, as well as participate, and I know there are other events over the weekend. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you, Mr. Tootoo. Members' Statements. Member for Nattilik, Ms. Aglukkaq.

Member's Statement 393 – 2(4): Comments on Transparency of Inuit Organizations

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. Good morning, everyone. I am hopeful Members will attend the International Women's Day activities on Saturday afternoon at the Nakasuk School.

Today I would like to talk about the comments that I had made as a Member of this Legislative Assembly and as MLA for the Nattilingmiut riding, as it relates to comments I made about transparency in our Inuit organizations.

I want to first of all make it very clear, as a beneficiary, I spoke up on my thoughts around transparency of the Inuit organizations that represent me as a beneficiary of the organization.

I want to first of all, before I say anything, thank all the people that have called me and emailed me thanking me for making those comments through this work that I do and encouraging more people to speak about transparency. (interpretation) I thank those who have supported me from Tunngavik, (interpretation ends) regional Inuit organizations, and so on.

In terms of a response to that, I am going to be writing a letter to the Inuit organizations just to clarify my point and what I meant by transparency because I received a copy of a press release that I was ill informed. I am not ill informed. I know, as a former employee of Inuit organizations and board member, that there is no process in place for transparency of personal business interests or interests of yourself or your children in the Inuit organizations.

As well, I received a copy of a press release that was issued by Franco that speaks to everything that I thought was not transparent. For example, in the press release it talks about because our meetings are open, they're transparent. We're open, so we're transparent. They produce minutes. We produce *Hansard*. They produce various reports. We produce various reports. Their policies are in place but that does not mean they're transparent, which totally missed the boat with respect to my comments.

Mr. Speaker, I would like to seek unanimous consent to conclude my statement. Thank you, Mr. Speaker.

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

Hon. Leona Aglukkaq: Thank you. Thank you, colleagues, for that.

I want to make it clear that when I spoke about transparency, I didn't talk about because we hold public meetings and because you say you are transparent in a physical sense, it doesn't mean that you are.

I want to make that clear for the record and I will be following up in writing but taking minutes, having public meetings, and producing reports is not what my point was. My point was, as a member and a beneficiary of the Nunavut Land Claims Agreement, we have the right to question the compensation of our elected officials.

I produce, through this House, my package, my interests, my house, my vehicles, and so on. I read all the reports that are produced like every other beneficiary in Nunavut and I want to go to the last annual report of 2007, which basically speaks to why I think they should be more transparent. If I go to page 82, it says that the elected officials from presidents to vice-presidents receive a salary range between \$143,000 and \$156,000, and we don't know which ones receive that but for us to declare as individuals.

The other thing they list is that they also receive free housing; it's not so free because Nunavut's beneficiaries pay for that, vacation travel assistance, northern allowance, free vehicles; it's not so free again because we pay for that, transitional allowance, and so on, but it also does not include personal business interests of self or of their dependents.

So I just want to make clear what I meant by transparency again. I think, through a letter that I will be sending to the Inuit organization, just to clarify my point. As a beneficiary, I am entitled to an opinion of what I think is transparency and so on, and I have, in the past, asked for this of my President in the Kitikmeot and I have received nothing.

I think the press release, to some extent, is misleading in that way, so I wanted to make it very clear today that I intend follow-up to clarify why I spoke of transparency and I want to share with the executives of the Inuit organizations because as beneficiaries, Nunavummiut, I think, we need to know. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Ms. Aglukkaq. Members' Statements. Member for Rankin Inlet North, Mr. Curley.

Member's Statement 394 – 2(4): Integrity Act Guidelines Not Relevant to Inuit Organizations

Mr. Curley: Thank you, Mr. Speaker. (interpretation) I would like to speak in Inuktitut.

When we were debating the Censure Report of the Integrity Commissioner, I think someone was out of order. What was brought forth by the Nattilik Member was not even relevant to Inuit organizations. From what I understand it had to be absolutely relevant. The Integrity Commissioner's guidelines and (interpretation ends) legislation is the law.

It applies only to the Members of this House, elected Members of this House, no other. It doesn't allow for trying and begging the question that every other organization or Crown corporation, or CBC, for all that matter, should comply with Nunavut's *Integrity Act*. That's not the point, so it's not comparable. I want to say that.

(interpretation) The Inuit organizations have been established for some time now. They have brought the Inuit up to where they are now in standing. When we have Members' Statements, we will not get any answers about looking at the salaries of different organizations. We have to be transparent, like the Premier said the other day when he was going to Vancouver, but he didn't say anything to the caucus that he was going to charter a plane. We wouldn't have approved that as members.

The Premier also, I heard that Hill & Knowlton went to play golf in Ottawa at their invitation. The information has not been made public when he went down to play golf but the information has to be made public. How many times have they done that? And, with respect to the Crown Corporations' issues as well, we have not seen how large the bonuses are.

Hon. Paul Okalik: Point of Order.

Speaker (interpretation): Thank you. (interpretation ends) A Point of Order has been called. Premier Okalik.

Point of Order

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We all know that I like to play golf but to be falsely accused in the House, it is not right. We have guidelines and policies to follow. I just don't like to be charged in the House. I follow and always try to follow the Conflict of Interest guidelines. When I'm being falsely accused, it's not appropriate in the House. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Premier. To the Point of Order. Member for Nattilik, Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. I would like to raise a Point of Order. As a Member of this House, I am entitled to make a Member's Statement on any subject and I did that today; it's not against the law, it's not against the House Rules, and it's not against the law to ask our Inuit organizations to be transparent.

I'm not applying our internal laws; I'm saying we can do more to be transparent. There's nothing wrong with that as implied that I have gone beyond my job. So I don't think that the member is correct by saying that and he's imputing motive again, Mr. Speaker. Thank you.

Speaker (interpretation): Thank you, Members. Mr. Curley, I will stop you from making your statements as we will have to review them, but I will give you an opportunity to speak to the Point of Order. Mr. Curley.

Mr. Curley: Thank you, Mr. Speaker. (interpretation) First of all, I have only heard of that individual going to play golf and for that reason, I stated it whether it's fact or not as I haven't asked him. Maybe if the Premier clarified it because it's possible that what I heard is true, but he didn't say whether or not he was playing golf. It's possible that he might have been in Ottawa for that reason.

With regards to the Minister of Health's Point of Order, I didn't say that she broke any laws or policies, but I'm just trying to state that when we were dealing with the Integrity Commissioner, the issue was brought up that organizations aren't transparent enough. She's stating that beyond what she's supposed to in the House and I didn't say that she's wrong. (interpretation ends) Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Following your points, you need to apologize to the House for the statements you made. Mr. Curley.

Mr. Curley: Thank you. (interpretation) What am I supposed to apologize for?

Speaker (interpretation): Thank you. I am asking you to apologize for the statements you directed to the Premier. Mr. Curley.

Mr. Curley (interpretation): Yes, if I accused him, I apologize to the Premier. Thank you.

Speaker (interpretation): Thank you. Also, with regards to the Member for Nattilik, what you were discussing are just arguments at this time and there's no Point of Order to your statements.

Item 3. Members' Statements. If there are none, going to the Orders of the Day. Item 4. Returns to Oral Questions. If there are none, Item 5. Recognition of Visitors in the Gallery. Member for Iqaluit West, Premier Okalik.

Item 5: Recognition of Visitors in the Gallery

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I would like the visitors to feel welcome but I'm sorry that we had a little bit of an argument while they were here. I would like to recognize them all and welcome them to the House; I represent some of them and we, as a whole, represent all of them.

First of all, we have some individuals here that are doing research on how Inuit societal values can be reintegrated into today's society and how they can be used as educational material particularly in Iqaluit and the Baffin region at this time.

First of all, I would like to recognize Akesuk Joamie, please feel welcome.

>> *Applause*

As well, Enookie Nowdluk from Iqaluit.

>> *Applause*

As well, one of your constituents from Pangnirtung, Jamesie Mike, welcome.

>> *Applause*

As well, one of Akesuk's constituents, Simeonie Aqpik, from Kimmirut, welcome.

>> *Applause*

As well, one of Eddy's constituents, Simon Nattaq, I wish him a warm welcome.

>> *Applause*

As well, one of my constituents, I really want him to be welcomed, Sammy Qaumariak.

>> *Applause*

As well, another one of Eddy's constituents, Mosesee Atagoyuk, please feel welcome.

>> *Applause*

As well, Jacob Shaimaiyuk, please feel welcome.

>> *Applause*

Sorry, he is currently not in the Gallery. As well, Akulisik Nowdlak... sorry, he is not here either. Also, I would like to welcome their employees; Meeka Mike, welcome to the Gallery.

>>Applause

And finally, one of Eddy's constituents, Jacopoosie Peter. Welcome to the Gallery. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Premier. Please feel welcome because we get consoled by our elders. Item 5. Recognition of Visitors in the Gallery. If there are no more, Item 6. Oral Questions. Member for Hudson Bay, Mr. Kattuk.

Item 6: Oral Questions

Question 485 – 2(4): Fuel Delivery Service in Sanikiluaq

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

Mr. Speaker, earlier today I spoke of the problems my constituents have been having with their fuel delivery.

Can the minister clarify for this House whether or not she is aware of this problem with the fuel delivery service in Sanikiluaq? (interpretation) 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, in regard to these types of contracts, I get reports of contracts occasionally from all over Nunavut, including his community. Thank you, Mr. Speaker.

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

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I don't think she understood my question. Is she aware of this problem with the fuel delivery service in Sanikiluaq? 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 understood his question because he asked if I was aware of any problems with contracts for fuel delivery in his community.

I am aware of some of the issues, as problems with contracts are usually reported to me, but based on the information I have in respect to the fuel delivery service issues in Sanikiluaq, based on his question, this is the first that I have heard of it. Thank you, Mr. Speaker.

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

Mr. Kattuk: Thank you, Mr. Speaker. Can the minister clarify for this House how her department works with small communities to ensure that fuel delivery contracts are met and that equipment needs are addressed in a timely manner? 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 thank the member for his question. In Nunavut, there are contracts for the delivery of fuel in the communities. For the past ten years, some of the contractors have held these contracts and some of them are run by the Co-ops and private businesses.

There are different delivery methods in the communities and none of them are exactly the same. As well, PPD, which is under CGS, is working with the community of Sanikiluaq. The delivery trucks are prepared and organized by their respective communities when the need arises, but private businesses inform us on their own, though PPD, of what condition the delivery trucks are in. Thank you, Mr. Chairman.

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

Mr. Kattuk: I have two more. Thank you, Mr. Speaker. Can the minister update this House on how often servicing of vehicles such as the fuel delivery truck need to be replaced and what resources are in place to ensure that fuel delivery trucks are properly maintained? 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. The contractors have to monitor their operations to ensure that the trucks are in good condition, and if the fuel delivery trucks need to be replaced, then they are obligated to inform either the government, or PPD, or CGS. Thank you, Mr. Speaker.

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

Question 486 – 2(4): Simplification of Fuel Tax Rebate Applications

Mr. Tootoo: Thank you, Mr. Speaker. My question is for the Minister of Finance, who is responsible for the Fuel Tax Rebate Program. Mr. Speaker, I would like to thank the minister for tabling last week the report for the following year on it.

Mr. Speaker, the minister indicated that they were going to revamp and simplify the application process. Can he outline what kind of things they're looking at doing to simplify the application process? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. The original application form was two pages and they had to declare their household income and so on.

The form was too complicated, especially for full-time hunters because they had a hard enough time filling them out without any assistance. So we have made the following modifications to the application process: we shortened the application form to one page requesting only the name, mailing address, Social Insurance Number, and indicate whether they're full-time, part-time, or seasonal hunters, then it is signed by the conservation officer in the community indicating that the information provided is true, and then it's sent to the Department of Finance once it's signed.

Include gas receipts with the application filled out and signed, and then mail it to Iqaluit, and from there, the Department of Finance will review the applications and calculate the rebate amount.

We will be making cheques out to applicants four times a year, and if they keep sending the gas receipts, then we will enter the applicants' data into the computer so that we will have all of the information. The first application may be difficult but it will get easier in subsequent applications, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I think we all know that if people who go out hunting, sometimes they use someone else's boat, or snowmobile, or ATV when they go out.

I understand that one of the requirements under the old program was for the applicants to put down the serial numbers of their equipment. I guess it's kind of difficult if you're not always using your own equipment, or you're borrowing someone else's, and that's three or four different serial numbers on there.

I'm just wondering if the minister could confirm that the requirement to put down serial numbers of equipment is no longer in the application process. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. There will no longer be a requirement to indicate what the fuel was used for. All we're asking for are the receipts for the purchase of fuel and whether they're full-time hunters. As long as they indicate those, then they will qualify. We're not asking what kind of equipment they use, whether it's a boat, an ATV, or a snowmobile. So those are the modifications that we have made. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I thank the minister for that response and confirming that they have taken that out, although, I wonder why that was even put in there in the first place.

Mr. Speaker, my next question to the minister is: they have simplified the process for harvesters; have there been any changes in the application process for businesses that are applying for a rebate under the program? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): The hunters aren't the only ones who qualify for the rebate but it's also available for those who have outfitting businesses or sport hunting guides as long as they operate their four-wheelers, snowmobiles, or boats out on the land. They can also get a rebate if they're making a living off hunting or running an outfitting business. So they will be eligible if they're hunters, fisherman, or outfitters, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I wonder if the minister could outline if there are any changes, like for mining companies that, I think, this program was basically targeted for, for the rebate program. Will there be any changes, and he mentioned businesses but he never mentioned the mining companies, and those are, I would assume, potentially the biggest draw on the program. Is there any different reporting or application requirements for them under the program? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): We already have the forms for mining companies because an agreement needs to be signed between the government and the

mining company before any development can occur, so the one for mining companies will remain the same.

We're just simplifying the ones that are geared toward the hunters and outfitters because it was too complicated to fill that out, so we have simplified it. It still remains the same for the mining companies. If they want a Fuel Tax Rebate, then they must have the form signed, and that has not changed, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Item 6. Oral Questions. Member for Hudson Bay, Mr. Kattuk.

Question 487 – 2(4): Determination/Definition of a Hunter

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I would like to supplement my colleague's questions to the Minister of Finance.

How do you differentiate the hunters? As you stated earlier, the conservation officers will have to sign. In our community, we just got a new conservation officer and he doesn't even know who the hunters are because he is fairly new. He's not sure who the full-time hunters are, so I don't know if the conservation officer will know. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Kattuk. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. They will be sending cheques out four times a year. The conservation officers have to sign the form to indicate that the person who is applying is a hunter and the person also has to indicate that he is a hunter.

What we thought of was that the conservation officers usually know who the full-time hunters are, and even if they don't know, we have asked the hunters and trappers organizations to help with the form if the conservation officer is unable to. That's how it is, Mr. Speaker.

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

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I thank the minister for his response. I would like to ask a question with regards to students because they like to go out hunting after school or during the weekend. Can the students also get rebates for the purchase of fuel? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Kattuk. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): There are three questions on the form: whether they're a full-time hunter who goes out everyday or when he can, or a part-time hunter who goes out hunting on the weekend or after work, or a seasonal hunter who goes out hunting during the spring or winter, for instance, while they're on holidays. As long as they indicate which one it is, then that form would be signed by the conservation officer.

If the student purchases gas which he will use to go out hunting, then it would make it credible that they're going out hunting and the conservation officer would sign the form because they know we're going to try this on a trial basis. We might encounter some problems at first until we smooth it out, but the form has been simplified and I'm sure it will fall into place smoothly. Thank you, Mr. Speaker.

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

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. Is the minister saying that the people who work for hamlets, Co-ops, or organizations like hamlets or Co-ops, can they also apply for that? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Kattuk. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): We will require information, such as their names, a contact number, their mailing address, and how much fuel they used. Once that information is sent down, yes, they will have to be signed by the conservation officer and the hunter. Once that's done, then the finance staff here in Iqaluit would calculate the rebate that they would receive.

Only if the conservation officer signs, that will certify that that individual is qualified for a rebate. If the conservation officer refuses to sign knowing that the fuel or gas was used for a taxi company and so on, then they wouldn't be eligible for a rebate. We don't want this to be misused and that's why we have that process in place. Thank you, Mr. Speaker.

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

Question 488 – 2(4): Fuel Tax Rebate Program

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Finance on the same subject.

Mr. Speaker, we all know that only the people who are employed can purchase gas because they have the income and they're the ones who go out more frequently than the ones who can't purchase the gas. If I was a full-time hunter, for example, if you look at a drive belt, it's very expensive and the rebate program doesn't seem to be giving any benefits to the people who are full-time hunters.

The Department of Finance put this program together and they're working with the Department of Environment through their conservation officers. My question to the minister is: how will this directly benefit the full-time hunters? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Barnabas. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. With regards to the Gas Tax Rebate Program, when we purchase gas, there is a tax in there that's payable to the government. The government has set up that program so that there's a tax rebate for the hunters.

There are also other benefits available, for example, the Department of Environment buys sealskin pelts and sends them out to the taxidermists and there are already benefits available to the hunters through the seal pelt program. So the Fuel Tax Rebate Program is another benefit where we provide rebates to the hunters and the application is verified by the conservation officer by way of a signature.

As a government, in order to attract mining development, for example, we are providing benefits for off-road use which were one of the changes that we provided. We're also providing this benefit to the outfitters, and we also provide rebates for off-road use and the consumption of gas.

We recognize that we should not only provide benefits to the exploration companies; we also have to provide benefits for those who are providing food for their family and their community. For that reason, we have made that program available, Mr. Speaker.

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

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. I would like to ask another question to the minister. The full-time hunters are usually on income support and with the little amount of money they get, they buy the gas and some store-bought food. They can only get those benefits in the middle or at the end of the month. So how the rebates be processed in this case? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Barnabas. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you. In regard to the Fuel Tax Rebate Program, we are providing that benefit to the full-time hunters and even if it wasn't available, or even if we didn't provide that benefit, they will always be hunters and they will keep hunting. So we want to provide a benefit through gas tax rebates because they're going to keep hunting one way the other. We're trying to at least give them a little bit of support, Mr. Speaker.

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

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. I understand that completely and I like that program. We find that there are only a few people who apply for this program. There was “red tape” involved for much of the full-time hunters who applied for this rebate.

My question is; for those of us who aren't full-time hunters, we and all snowmobile owners, know that the price of gas and oil is very expensive. In my community, one litre of oil costs \$14. How could the Fuel Tax Rebate Program be set up in that regard? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Barnabas. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): For clarification, this benefit is for gas only. We're talking about the tax rebates because when we buy gas or oil, there are taxes already applied to it. These tax rebates are geared towards full-time, part-time, or seasonal hunters. I can probably talk to you and look at possible situations, but this is for tax rebates only. Thank you, Mr. Speaker.

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

Question 489 – 2(4): Consumer Price Review

Mr. Curley (interpretation): Thank you, Mr. Speaker. I don't have notice for this but I would like to direct this question to the Minister of CGS and I believe she's responsible for consumer protection.

In the communities, there is no consumer protection. The reason why I'll be asking this question to the minister is that the cost of living is dramatically increasing, clothing, school supplies, or food, and we can't keep up with them anymore and there is no consumer protection anywhere. There is no watchdog that is looking at how dramatically the prices are increasing or decreasing.

I would like to suggest to the minister that they do a review of the prices and the cost of living increases. Can the minister do so? (interpretation ends) Thank you.

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

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. The *Consumer Protection Act* is in effect and was grandfathered from the Government of the Northwest Territories when Nunavut was created in 1999. What we're trying to do is make some

amendments to update the Act. As for the member's question, yes, I concur with the member and once the report is done, we will table it in the House. Thank you.

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

Mr. Curley (interpretation): Thank you and I also thank the minister. I'm sure that even if you wanted to get a study done, you might not get the approval. I was talking about goods and services; it's not only the cost of living. The majority of the Nunavut residents cannot keep up with the costs of living and the price of goods and services.

I wonder if the minister could report to the House on that because when we don't have that information, we tend to go all over the place. So if she could provide that, I would appreciate it. Thank you.

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

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I'm sure that it's not going to be an easy task and we can't finish it overnight, but the Department of CGS has worked on this very subject. I can't give you an update during this sitting but (interpretation ends) we will work on the strategy on the *Consumer Affairs Act*. (interpretation) Thank you, Mr. Speaker.

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

Mr. Curley: Thank you. (interpretation) I think the minister understands that it's imperative to get this study done. It's getting way too expensive for people with babies as the cost of living and transportation is getting more and more expensive; there are even cases where prices have been increased by more than 100 percent.

So for that reason, I don't think we should just focus on strategies but I think it's imperative that you direct your department to write a report even if it's done by a consultant. Can you provide an update to the House as soon as possible? Thank you.

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

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. We talked about this issue this morning. It's very convenient to use emails, which is something new to me. When I got elected, I had to learn how to use a computer and how to send emails and so on, so that's what I was doing this morning.

We were talking about consumer protection and I'm sure that people are busy putting all the data and information together. I agree with you wholeheartedly and I will make sure that I will give you an update as soon as possible. Thank you, Mr. Speaker.

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

Question 490 – 2(4): Separate Negotiations on Devolution

Mr. Peterson: Thank you, Mr. Speaker. My question is for the Premier.

Mr. Speaker, I listened intently yesterday to the Premier's answers to my colleague's questions about devolution and the references to the Prime Minister's letter. It is apparent, Mr. Speaker, that negotiations have not begun yet; there have been discussions for a year or longer.

My question for the Premier: has the Government of Nunavut negotiated a separate agreement that outlines the parameters for negotiating the Devolution Agreement? Thank you, Mr. Speaker.

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

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) From what I understand, the negotiators for our side have tenderly initialed the protocol for how our future negotiations will take place. So, hopefully, the federal Cabinet will authorize a mandate for the negotiations but, as I said, we made real progress with the acknowledgement that our position needs to be discussed, negotiated, and settled.

So we appreciate the acknowledgement and I wrote to the Prime Minister in response to his letter that I look forward to the mandate being authorized so that the actual negotiations can commence as soon as possible. We're already behind; let's get going and go down to work. (interpretation) Thank you, Mr. Speaker.

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

Mr. Peterson: Thank you, Mr. Speaker. I thank the Premier for that answer. Mr. Speaker, when negotiations actually begin, they could take years. I know the Premier has indicated in his business plan conclusion by 2010 but it could take longer than that.

Ottawa has indicated in the Mayer Report that Nunavut does not have the capacity now to take over federal responsibilities in Nunavut, and by capacity, they're talking about trained people. To me, that suggests that Nunavut should begin training our residents now to take over those positions that will become our responsibility when devolution is completed and concluded.

My question for the Premier: can the Premier tell the House if the Government of Nunavut has asked Ottawa for additional training and capital funds to begin training Nunavummiut now to be ready to take over federal responsibilities when the Devolution Agreement is completed? Thank you, Mr. Speaker.

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

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) That's one of the aspects of the negotiations themselves once they commence, that we would like to be ready and that our workforce will reflect our population, not just in devolution but throughout government. So that is one of the things that will be discussed at the table. (interpretation) Thank you, Mr. Speaker.

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

Mr. Peterson: Thank you, Mr. Speaker. I thank the Premier for that answer. I certainly hope Ottawa listens carefully to the request. I do think we probably need several millions of dollars now to begin training. These jobs could become available anywhere between two to five years, so we need trained people and we need facilities to include that training.

Mr. Speaker, MLAs haven't had much opportunity to provide input into any discussions regarding devolution negotiations. We usually have to get our updates via questions in the House, such as my colleague yesterday and myself today.

My question for the Premier: I wonder if the Premier could inform the House when he will sit down with the Members of the Regular Caucus and brief us on the background and the current status of devolution negotiations. Thank you, Mr. Speaker.

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

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) Yes, I agree that I haven't updated the House or members because, unfortunately, there has been no progress up to this point, so that's why I haven't had the opportunity to consult and advise my colleagues. Hopefully, from this day forward, there will be significant movement in other areas of devolution.

So I agree and I look forward to discussing, hopefully, our progress on this with my colleagues and keep everyone in Nunavut up to date. (interpretation) Thank you, Mr. Speaker.

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

Mr. Peterson: Thank you, Mr. Speaker. I thank the Premier for that answer and I certainly hope that he does keep us informed. I get a lot of questions in my riding about devolution and people talk to me on the airplanes and airports. I really can't tell them anything. So there is some interest out there; it sounds like a dry topic but it's an important subject for MLAs, ministers, and all Nunavummiut.

With that in mind, Mr. Speaker, I wonder if the Premier could tell the House if the devolution division is developing a communications protocol to keep not only MLAs informed but all Nunavummiut informed of the progress of devolution negotiations as we go forward from today. Thank you, Mr. Speaker.

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

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) Yes, I look forward to reporting further progress as discussions progress. As I said in my earlier comments, some of the discussions aren't always possible to disclose, but on each step where the parties agree to certain phases, then yes, I definitely look forward to reporting, hopefully, significant progress in the coming months and years. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Oral Questions. If there are no more... (interpretation ends) I just got a little confused there, Mr. Peterson. Under Oral Questions. Mr. Peterson.

Question 491 – 2(4): Elders' Involvement with Decision-Making

Mr. Peterson: Thank you, Mr. Speaker. My question is for the Minister of Culture, Language, Elders and Youth.

Mr. Speaker, an elder in my riding wrote a long letter to me last week to tell me about concerns he has about the elders, not only in Cambridge Bay, but across Nunavut. He thinks that elders aren't involved in important decisions in their communities and he has concerns. His quote is, "It's hurting elders because they're shut out of things they should be involved in."

My question for the minister: can the minister tell the House how his department encourages hamlet councils and other organizations in communities to involve elders in community decision making? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Culture, Language, Elders and Youth, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. In Igloolik, we have this office where they deal with elders for all of Nunavut. We know that in Nunavut, in a majority of the communities, there are elders' societies. Our office is in contact with them on a monthly basis via phone calls and they also have teleconferences.

The concerns of the elders or elders' recommendations are discussed, but whether it is elders' societies or just elders in Nunavut, we try to provide programs and support services to them within our department. Thank you, Mr. Speaker.

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

Mr. Peterson: Thank you, Mr. Speaker. I thank the minister for that answer. Mr. Speaker, when I received the elder's letter, I reviewed the Department of Culture, Language, Elders, and Youth's report from March 2005. It says, "Promoting Elders' Needs," and it addresses a lot of the issues that the elder in my riding raised in his letter.

One of the other issues of concern in my riding is the issue of elder abuse. It continues to be a serious issue, not only in Nunavut but across Canada. The other day I read a story in the media that a 91 year old lady in the hospital in Vancouver who just had her leg amputated. Someone went into the hospital and stole her wedding rings that had been passed down for generations. So, it's not only a serious issue in Nunavut; it happens across Canada.

Having said that, Mr. Speaker, my question for the minister: can the minister tell the House what initiatives his department implemented in 2007-08 to address or reduce elder abuse across Nunavut? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Culture, Language, Elders, and Youth, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. The Department of Culture, Language, Elders, and Youth have discussed this matter with the three regions – in the Baffin region, South and North, and in the Kivalliq.

At this time, we're preparing an information package or a briefing note for elders on elder abuse. There are people from Arctic Bay, Qikiqtarjuaq, Cape Dorset, and Igloolik that are reviewing the information on elder abuse, the *Family Abuse Intervention Act*, I think it is Bill 16, that was recently introduced, and we also spoke about how the Act can be used for their protection if they were abused.

So we have considered all of those aspects and I know that we're progressing on this file because we feel for the elders when they're being abused. We have a great concern about that, and we're now developing and working on this. 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 update. Mr. Speaker, in the same March 2005 report, "Promoting Elders' Needs," elders recommended that, it says, "CLEY explore the possibility of having a recognized Elder Abuse Day similar to other jurisdictions."

Mr. Speaker, my question for the minister: can the minister inform the House if he will recommend legislation to create an Elder Abuse Day for Nunavut, and if not, why not? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Culture, Language, Elders, and Youth, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. On June 15, 2007, World Elder Abuse Awareness Day was declared that day, “It serves as a call-to-action for individuals, organizations and communities to raise awareness about elder abuse, neglect and exploitation,” and we’re preparing for that and we’re working on addressing the needs of our elders in Nunavut.

Another thing that I have noted when we’re reviewing the main estimates of the departments is that under the Office of the Legislative Assembly, they have a Youth Parliament. At the appropriate time, I would like to ask if an Elders’ Parliament could be established so that we could be informed of the problems they face. So I will be asking questions in that regard when we get to that department.

So those are the things we are looking at. 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 the answer. It sounds hopeful that the Department of CLEY will raise awareness and profile of the serious issue of elder abuse in Nunavut. I hope that he can see the need to have a recognized day, not just be an ordinary day, but officially recognized in legislation.

Mr. Speaker, in the same report, 18 communities out of 25 in Nunavut indicated that there is a great need in their communities for elders’ facilities. I know other colleagues have raised the same issue in the House. I had an email two weeks ago from a community asking me for some advice on how we got our elders’ palace in Cambridge Bay established. It took a lot of volunteer effort from a lot of people to get it going but it was possible.

Having said that, my question for the minister: can the minister tell the House how Culture, Language, Elders and Youth assists elders in Nunavut to organize, construct, and maintain elders’ centres in their communities? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Culture, Language, Elders and Youth, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. This is operated through the application process. If there was a facility that needs to be renovated and converted to an elders’ facility, there is some funding available through grants and contributions. The only way they can get the funding is through the application process

and I know that only a handful of Nunavummiut had an uptake on the program to establish elders' and youth centres.

These grants and contributions are used through the application process and we are interested in seeing anyone who would like to apply because we would like to assist the elders. The facility can't be new because that program is intended for renovations of existing buildings, but the Department of Community and Government Services does provide funding for new buildings. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Item 6. Oral Questions. Member for Rankin Inlet North, Mr. Curley.

Question 492 – 2(4): Coroner's Inquest

Mr. Curley (interpretation): Thank you. My question is for the Minister of Health and Social Services. Just recently, when we were in Rankin Inlet a few days ago or last week, there was a young person who was sick and brought to the health centre a few days later. Unfortunately, the young person died before the ambulance arrived.

I would like to ask the minister if he has made a request to the coroner's office for a public inquest so that we can find out what happened in this case. Thank you, Mr. Speaker.

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

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. I'm not aware of this incidence. Again, the coroners are employees of the Department of Justice and coroners follow the legislation before them to make that determination, so I can't answer the member's question. Thank you.

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

Mr. Curley (interpretation): Thank you, Mr. Speaker. I believe the minister receives reports from the coroner's office, which is near the Department of Health's facility. I believe the minister has the authority to review the case. Have you done so in the past? Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Minister of Health and Social Services... I'm sorry. I will have the Minister of Executive and Intergovernmental Affairs respond to your question. Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. With respect to the question relating to the coroner and any inquest, this is under my portfolio. The coroners are independent, especially when conducting an inquest into a death. All deaths require a coroner's report, and if there is an actual inquest required, then that proceeds within their

mandated duties. This is the usual practice and this is outlined in the legislation. Thank you, Mr. Speaker.

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

Mr. Curley (interpretation): Thank you, Mr. Speaker. I thank the minister for responding with the statement that the coroners review all deaths. The nursing stations are not just places to go and die. As in the past, this has occurred where a patient arrives and is soon pronounced dead. However, there has never been an actual public inquest into those deaths. Why is this not undertaken for those types of deaths that we feel should be reviewed in any event? (interpretation ends) Thank you.

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

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes, the coroners do conduct reviews of untimely deaths as well we recognize that the protocols need to be reviewed. However, the coroners have the ability to proceed with an inquest based upon any person's concern about the death. That is the only way that the coroners can produce a report, by conducting an investigation. I cannot really answer that right now. Thank you, Mr. Speaker.

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

Mr. Curley (interpretation): Mr. Speaker, I understand the minister's authority since the coroners' protocols need to be reviewed, but there has never been a public inquest on a recent death in Rankin Inlet. However, there was a public inquest for the young school student who died during school hours.

However, any request for a public inquest requires a signature from the minister, or the coroners can proceed on their own. We would like clarification as to what the procedures are for a public inquest, especially if the parents would be interviewed and they would be made aware of the process. This has not occurred and this is why we want assistance on this situation since we would like to get an answer as to what the circumstances of death caused the person to pass away. 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. In regard to the coroners and their investigations, most of these investigations are conducted to identify the cause of death and they are also used for training new coroners. They are investigating the cause of death as well as future prevention measures, not just here but they look at all factors, and try to minimize the causes of death where they are identified as being a public safety issue.

I will commit to working with the coroners as to the protocols in regard to this matter brought up by the member. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Item 6. Oral Questions. Member for Iqaluit Centre, Mr. Tootoo.

Question 493 – 2(4): NDC Officials’ Attendance at Olympic Signing

Mr. Tootoo: Thank you, Mr. Speaker. I would like to direct my question to the Minister responsible for the Nunavut Development Corporation.

Mr. Speaker, I know there was a big announcement made here in regard to a contract that the Development Corporation received with the Olympic Organizing Committee. I’m just wondering if the minister could indicate if the officials from the Development Corporation attended the ceremonies for the signing. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. I will have the Minister of Executive and Intergovernmental Affairs respond to the question. Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) I was told that it was the Chairman of the Nunavut Development Corporation who signed on behalf of NDC, and that is all. (interpretation) Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I was trying to ask the Minister responsible for the Development Corporation, and that was my question to the Minister responsible for the Development Corporation: were there any other corporation officials in attendance at the ceremony? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and... I’m sorry. Premier Okalik would like to respond.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) As Premier, I’m entitled to answer any questions that come our way. Since I was there, I responded and I will continue to do so.

I believe Brian Zawadski, the current Interim President, was also there in attendance, but the actual document was signed by the Chairman, Louie Kamookak. (interpretation) Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. Again, I don’t know why the Minister responsible for Development Corporation can’t answer these questions.

I guess my next question to the Minister responsible for the Development Corporation is: can he inform us if the officials who travelled there on behalf of the Development Corporation, how they travelled there? Did they go by commercial scheduled airlines or did they charter? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Premier Okalik would like to respond to your question. Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) They were already there when I went there, and as you know, our House is in session, so it doesn't matter sometimes how you get there. Some people find a way to try and make it look like it was not worth it. (interpretation) Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I don't know why we have a Minister responsible for the Development Corporation if he's not going to be able to answer any questions.

I don't know where the Premier is getting his comment that some people make it look like it's not worth it. All I did is ask a simple question is how they got there. If he wants to determine that himself, that's his own determination.

But, I guess my next question then to the Minister responsible for the Development Corporation is: can he confirm, as the Premier indicated, that the officials for the Development Corporation went on scheduled commercial airlines? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. I will have the Minister of Executive and Intergovernmental Affairs respond to the question. Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) Yes, they were and as we're in session, I chartered and the rest is history with a very historic agreement. It's never been done before and I really was honoured to be signing the agreement with a wonderful organization. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Members, Question Period is now over. Moving on with the Orders of the Day. 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 Committee on the Reviews of Bills. Item 13. Tabling of Documents. Member for Cambridge Bay, Mr. Peterson.

Item 13: Tabling of Documents

Tabled Document 202 – 2(4): Photographs of Inukhuit

Mr. Peterson: Thank you, Mr. Speaker. As I indicated in my Member's Statement, I wish to table a collection of photographs of Inuksuit on display in different corners of our world. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Please bring the document to the Clerk's table.

Item 13. Tabling of Documents. Minister of Human Resources and Finance, Minister Tapardjuk.

Tabled Document 203 – 2(4): Government of Nunavut Employee Survey November 2006

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I wish to table the Government of Nunavut Employee Survey. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Item 13. Tabling of Documents. If there are no more, Item 14. Notices of Motions. Item 15. Notices of Motions for First Reading of Bills. Item 16. Motions. Item 17. First Reading of Bills. Item 18. Second Reading of Bills. Minister for Finance, Minister Tapardjuk.

Item 18: Second Reading of Bills

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

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I move, seconded by the Honourable Member for South Baffin, that Bill 28, *An Act to Amend the Income Tax Act, No. 3*, be read for the second time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. The motion is in order. To the principle of the bill. Question has been called. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. This bill amends the *Income Tax Act* to provide for tax credits for young children. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. (interpretation ends) To the principle of the bill. (interpretation) Question has been called. All those in favour. Opposed. The motion is carried. Bill 28 has had its second reading and will be referred to a committee.

Item 18. Second Reading of Bills. If there is none left, Item 19. Consideration in Committee of the Whole on Bills and Other Matters. Bill 23, Bill 24 and Bill 25. In accordance with the authority vested in me by Motion 4 – 2(4), the Committee of the Whole will stay in session until it reports itself out. Before we proceed with Committee of the Whole with Mr. Barnabas in the Chair, we will break for lunch and come back at one o'clock.

Sergeant-at-Arms.

>>*House recessed at 11:52 and Committee resumed at 13:07*

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

Chairman (Mr. Barnabas)(interpretation): Good afternoon, Members. I would like to call the committee meeting to order. In 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. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. (interpretation ends) We wish to continue with Bill 23 and the review of the Main Estimates for the Department of Education, followed by the Department of Environment. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mapsalak. (interpretation ends) Does the committee agree that we continue 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 (interpretation): Thank you. (interpretation ends) Members, before we proceed, I wish to inform you that the Member for Rankin Inlet North is presently not in the Chamber. When he returns to his place, I will interrupt our proceedings in order to issue a statement.

I would like to ask Minister Picco if he wishes to bring in witnesses to the witness table. Minister Picco.

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

Chairman (interpretation): Thank you, Minister Picco. Sergeant-at-Arms, please escort the witnesses to the witness table.

Thank you, Sergeant-at-Arms. Minister Picco, I would like to welcome you and your officials. For the record, please introduce your witnesses. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I am very pleased to be with the committee again this afternoon. With me on my immediate right is Sandy Teiman, the Director of the Income Support Programs within the Government of Nunavut, and on my immediate left is the Deputy Minister of the Department of Education, Ms. Kathy Okpik. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Picco. Welcome. We were on G-7. (interpretation ends) Branch Summary. Income Support. Total Operations and Maintenance, to be Voted. Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. I have a short question on this matter. At this time, in Repulse Bay, they don't have an income support worker. I would like to ask the minister: does he have an idea of how long we won't have an income support worker in our community? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I believe that the income support position in Repulse Bay is a contract position with the hamlet. Thank you, Mr. Chairman.

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

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. I don't think that position was contracted out to the Hamlet of Repulse Bay. That may be the case for Kugaaruk but not for Repulse Bay. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is correct. That contract was held by the hamlet and it has been given back to the GN. So what we will be doing now is when the income support page comes up, we will supply that position and we will bring an income support worker into the community until we actually get into the position of having someone hired in that position. So staffing will be commencing very shortly. Thank you, Mr. Chairman.

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

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. I don't think the hamlet was interested in getting a contract because I remember when I was the mayor, we didn't have one. Due to population growth, the income support worker is not able to keep up with the workload. What size must the community be in order to have more than one income support worker? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is correct again that we're seeing a huge increase in the population of Repulse Bay and we're looking at the caseload right now.

When we determine how many income support workers are in the communities, it's not physically based on the number of people in the community but actually on the caseload

in the community, and that means how many people are actually having an uptake on the Income Support Program.

We're in the process right now of commencing the hiring of an income support worker for the community. Part of the evaluation is to look at what the caseload is in the community and if there is a need for extra positions to be put in there, and then we would actually fund those.

In the meantime, while there is no income support worker in the community, we cover it off with other staff we would bring into the community to distribute the Income Support Program. Thank you, Mr. Chairman.

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

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. I would also like to thank the minister. He stated that it used to be contracted out to the hamlet. Was the previous contract for the income support worker with the hamlet? I would like to know that first of all because I can't recall whether or not it was the responsibility of the hamlet. Can the minister respond to my question? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Across Nunavut, in our 25 communities, we have some hamlets that deliver Income Support Programs. Some communities have actually given back the program to us saying that they did not want to be in charge of that type of program.

In the case with Repulse Bay, the member again is correct, it was some time ago. I don't have actual numbers or years with me, but the member is correct. It was some time ago that the hamlet did it but not in the recent past.

At the same time, it is a very stressful job with income support. There are 118 cases right now of income support within the community based on the numbers that I have. Again, that's something that we're doing with the review to see if the caseload is going up and what type of increased opportunity is there if you have an increase to put a position in place, or 1.5 positions if it was needed. Thank you, Mr. Chairman.

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

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. This is my last question to the minister.

You mentioned that you will look into this. It's very inconvenient at this time because they don't have an income support worker, so they have try and call the office in Rankin Inlet but they can't get an answer, and then once an income support worker goes into a community, they don't always complete what they have to do. So I'm wondering how

long the residents of Repulse Bay will have to wait before the income support worker position is filled. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. It is my understanding that we're in the process right now of trying to hire someone. So that entails advertising the position, taking the applicants, screening them, and so on. When you're dealing with income support, it is of a confidential nature. You are handing out money and so on, so you want to make sure that you have the right person in place.

We would hope to be in a position in the next several weeks to have the position filled. In the meantime, if there is an inconvenience in the town, we are covering off the distribution of income support with other staff that we bring in. Thank you, Mr. Chairman.

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

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. Then do I understand correctly that this position is not presently open? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'll have to follow-up with the regional director, but it is my understanding that we're on the process right now of doing that hiring. That's the information that I have right now. Thank you, Mr. Chairman.

Chairman's Ruling

Chairman (interpretation): Thank you, Minister Picco. (interpretation ends) Members, Mr. Curley is at his seat. I will now interrupt our proceeding as I have a statement to make.

Yesterday, during the proceedings of the Committee of the Whole, the Member for Rankin Inlet North made a comment which was ruled unparliamentary. When asked to apologize for the comment, the member refused to do so.

In order to ensure that I heard the member's comments correctly, I have reviewed both the *Hansard* Blues and the audio recording from yesterday's proceedings in relation to this matter and I have confirmed that the comment which was uttered was:

"Actually, this Assembly is a bit of a joke, too."

This comment clearly contravenes Rule 23(1) which provides that a member shall be called to order if he speaks disrespectfully of the Assembly.

I will provide the Member for Rankin Inlet North with a further opportunity to retract the comment and apologize.

If he does not do so, I will adjourn the proceedings of the Committee of the Whole and request the Speaker to attend so that I can report the matter to him. The Speaker will then deal with the matter as he sees fit.

Mr. Curley, will you retract your comments and apologize? Mr. Curley.

Mr. Curley: If I can change my wording on my statement, it's humorous, because I consider joking and humorous to be same, can I amend it to say that this Assembly is humorous? Thank you.

Chairman: Thank you. No, that is not possible. Mr. Curley.

Mr. Curley: Then I withdraw that statement and I will continue only to exercise my privilege as a member. Thank you.

Chairman: Mr. Curley, are you saying that you're apologizing? Mr. Curley.

Mr. Curley: Yes, that's what it means. In exercising my privilege, I will, yes.

Chairman (interpretation): Thank you, Mr. Curley. (interpretation ends) We will let the record show that you have apologized, Mr. Curley. We will now proceed with the business before the committee. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I welcome the minister and his officials to Committee of the Whole.

Mr. Chairman, this area on G-7 on Income Support deals with mostly the policy and stuff for income support. I noted in the department's business plan that they indicated that approximately 44 percent of Nunavut's households are on income support full-time.

I guess my question to the minister or his officials is: with the steadily increasing demand on income support services, how does the department plan to address the ongoing sustainability of the program? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I thank the member for the question. First of all, I think the number of 44 percent means that at any given time, 44 percent of Nunavummiut have an uptake on the Income Support Program.

The reason why we're seeing an increase, of course, one of the major reasons is the demographic breakdown of our territory. We know that almost 60 percent of our population is under the age of 25. So when we have more and more people hitting the

eligibility sequence of being 18 years old, then they can apply for income support as per the case lot.

As an example, right now, if my kids are all under the age of 18 and my family is on income support, then that's one case lot for the family. However, even though my daughter and my son are living with me and now they're 18, they're eligible for income support and they become new onto the case lot. So that's one of the reasons why we're seeing the case lot increase.

At the same time, we're seeing a cost increase because of the high cost of living. We have increased the amounts of income support by 15 percent over the last couple of years and in previous budgets in this Assembly.

As the member has indicated, as our population continues to hit that 18 mark, which is because we have just said that 60 percent of our population is under the age of 25, we will have more uptake on the program.

The only way and the best way to relieve pressure on the Income Support Program is to provide employment opportunities because if you're employed, 90 percent of the time, then you wouldn't be having a draw down on income support.

We're seeing that economic activity occur throughout Nunavut, especially when we see the opportunities in the mining industry as an example, which is creating more employment in the communities. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. As the minister pointed out, income support services are being accessed more and more by younger, single households across the territory, aside from every year that someone gets older and we all know the demographics of our population on that, is there anything else that they have identified as contributing to that trend? And, other than hoping for those people to go out and get employment in the up-and-coming mining areas and other areas, is there anything else that the department is doing to address that issue? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Within the Department of Education, we have several types of opportunities under skills programs and so on that the member is aware of to be able to provide training and other skills development opportunities so that people would have those portable skills and be able to move away from the Income Support System.

The Income Support System itself continues to increase because of 1) there are more applicants on the program, which we just explained it's probably the biggest reason for that. The other increases that we see, for example, in the shelter costs for a family, if the

oil price goes up and it's covered under Income Support, then that would be another increase. When we see electrical costs, it's another example that the family is paying that, and then shelter costs, if rents, and so on, are increasing in different market places, then those costs can be factored, as the member indicated, by individuals who might have a job but would fall below that threshold and would actually be eligible for some form of income support to help them on the shelter costs. So that's another pressure point that we're dealing with.

We also have an LMDA, or Labour Market Development Agreement, in place and we're hoping to negotiate a new LMDA. That work is continuing with our federal partner and then again, that gives us money toward self-employment programs and extra training to be able to help Nunavummiut be able to make a transition from income support to work.

The bottom line is there have to be jobs available for Nunavummiut to take. So when you're looking at smaller communities, those jobs are in short supply in many cases. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that response. I'm sure the minister will correct me if I'm wrong, but I think what I heard yesterday is he had indicated that they have 131 more cases of individuals on income support than they did last year. Is that for this current fiscal year? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is correct. That was the projection that we talked about yesterday; we projected 131 and we're pretty close to that. When we look at 2007-08, we're also looking at an increase and that is the fiscal year going forward on April 1, 2008. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. Minister Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister indicate what they're projecting for an increase for 2008-09? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We're looking at an increase of about 121 more. Again, a lot of this has to deal with, as we said earlier, the demographics of Nunavut. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that response. Mr. Chairman, since September 2006, the department has been implementing a new

automated Income Support Case Management System. I'm just wondering if the minister could give us an indication of how this is progressing and if it has resulted in time or cost savings for the department. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. That's one of the exciting things in the Income Support Program area is trying to be able to provide the machinery or mechanism to automate and integrate our Income Support Program, the cheques being cut in the amount, and so on.

The rollout will continue. Right now, we're still involved in some of the administrative work with it. This summer, there are two communities - Iqaluit and Pangnirtung - where we will be rolling it out, so it's not out across the territory yet. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister give us an indication of when they anticipate of having that system fully operational throughout the territory? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. As we roll the program out, we have to work out some of the kinks along the way, as it were. We expect to be in a position within the next 12 to 14 months to have it in place across the territory. Thank you, Mr. Chairman.

Chairman (Mr. Evyagotailak): Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister give us an indication if they have hired any new positions that have been assigned to operating this new system, or is it just a retraining of existing staff to do that? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister.

Hon. Ed. Picco: Thank you, Mr. Chairman. We had a contract in place for the development of the system; the system has been developed. All the work on the rollout and so on is being done in-house. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I think this kind of question is tied into questions that my colleague from Repulse Bay was asking a little bit.

I'm just wondering if the minister could give an indication, as he had indicated some communities are contracted to deliver Income Support Programs, of the status of

contracts with communities, like how many communities deliver that program for the department and how many communities the department delivers it themselves. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Seven communities. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you. Is it seven communities that do it, or seven communities that they deliver the services in? I would just like to get a clarification; I'm pretty sure I know what he meant but I want to get it clarified on the record. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. It's the seven communities that deliver the service. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. As my colleague pointed out, the community of Repulse Bay turned it back over to the department, but in all the other communities other than those seven, and I guess Repulse Bay that doesn't have an income support worker yet, does the department have income support workers in all the other communities? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. In the seven communities where the hamlets are doing it, that is the case. In the other communities in Nunavut, those positions are staffed. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that response. So in all the other communities then, the minister is saying that they have staffed positions. Is that correct? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Out of 25 communities, we have the contracts in seven. There are two currently that are funded for positions but are not staffed - Repulse Bay and Kimmirut - and the rest are staffed. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that. Can the minister indicate how long those two communities have been without a social worker in their community? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you. These are income support positions and that's what they deal with; just the Income Support Program. I don't have the timeframe of how long they have been vacant with me. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister commit to providing us with that information? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. In some cases, we would put a casual position in until we actually fill the position with a full-time income support worker. I believe that's the case right now with Kimmirut. Again, if we don't have the income support worker in place, then we would bring someone in to deliver the program. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Just going to the comments the minister responded to my colleague from Repulse Bay earlier, I think he said that it was quite some time ago that the contract was handed back from the hamlet, but I'm not sure if he indicated whether or not he knew how long ago that was. Maybe if I could just get a clarification if he's aware of how long ago that the department was notified by the hamlet that they didn't want to continue that contract. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. In most cases, the Government of the Northwest Territories devolved those programs and positions to hamlets. Over the years, as we said earlier, it is kind of an onerous program to run in the communities, we've had more communities that have given up contribution agreements to deal with it.

I don't have the dates of the one in Repulse Bay but I know it was quite some time ago. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister indicate when they first started advertising for an income support worker in that community? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I can provide that information to the committee. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that and look forward to it. Mr. Chairman, as the minister indicated, they recently increased the amount of the Senior Citizens Benefit from \$135 to \$175. However, I note in the business plan here, the breakdown of the entire program has not received an increase in funding from the previous year. I'm just wondering if he could explain that. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Before I recognize Minister Picco, I have no quorum, so I'm going to chime this House.

>>Committee recessed at 13:38 and resumed at 13:40

Chairman: Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. The amount for the senior supplementary benefit, I think, and as the members have indicated in the House, has been a good news story. It's increased from \$135 to \$175 a month and we're funding that within the Department of Education. We're doing an internal process for that where we fund that within the current funding arrangement that we have within the department with the dollar values that are available. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I know it doesn't show it in here, but can the minister indicate where they plan on taking that funding from within the department and how much? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: It's relatively a small amount because of the number of people with an uptake on the program. For 2006-07, we had 584 seniors who received the monthly Senior Citizens Supplementary Benefit. When you're looking at the increase of \$40 multiplied by 600 or 700 people, it's actually a small margin. So when we review our budget on a regular basis, we're able to have areas to move the money around within our O&M budget, and that's the case with the Senior Citizens Supplementary Benefit. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Just a question then, I think they have \$1,000,012 in the budget for the Senior Citizens Supplementary Benefit and the minister, as he indicated, already knows that it's going to be more than that, that they're going to take it from somewhere else. I'm just wondering why they didn't put that amount in there, whatever it's going to be. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Part of this is the announcement I did in the House when we informed the members that, in the past, we were paying for the administration of the program with our partners in the Northwest Territories. The cost savings for us now, beginning on April 1, 2008 in the new fiscal year, would be over \$85,000. So those savings are put back into the increases that we just talked about. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. If I understood the minister correctly, then the cost of administering the program, when it was being administered through the Northwest Territories, was included in that \$1 million amount. Is that correct? Thank you, Mr. Chairman.

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

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

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

Mr. Tootoo: Thank you, Mr. Chairman. I know in the past years, Members of this Assembly recommended that the social assistance regulations be reviewed. In some cases, it appears that the benefit amounts calculated for some communities are not adequate. One of my colleagues pointed that out yesterday for the clients in their communities.

In other cases, it appears that some clients are too easily abusing the benefits that they do receive. If you look, for example, at some clients, and it's been raised here in the House before, will buy cigarettes with their vouchers and then sell the cigarettes for cash on the street.

I'm just wondering if the department has any plans to review the regulations to address some of those issues in the upcoming fiscal year. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is correct. There have been a lot of issues raised in the House with income support, especially when we look at how the money is spent and so on. Under the Income Support Program, if anyone is aware of abuses of the system, then they should contact the income support worker in the community and let us know so that we can follow it up.

We contemplate being able to begin a serious internal review of the program in the next six to eight months. Right now, the majority of the resources of the department are entailed in the *Education Act*. So I would suggest to you that after we're completed working on that Act, we would be able to be in a position to do more on the Income Support Program. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Picco. We're on (interpretation ends) Income Support. Branch Summary. Total Operations and Maintenance, to be Voted. \$2,257,000. Does the committee agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. (interpretation ends) We will go to G-8. Branch Summary. Mr. Evyagotailak.

Mr. Evyagotailak: Thank you, Mr. Chairman. The minister had tabled the Nunavut Arctic College Adult Learning Strategy over a year ago on November 28, 2006. What specific recommendations of the Nunavut Adult Learning Strategy have been implemented to date and which one will be addressed as a priority during the upcoming fiscal year? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. At this time, when we're dealing with the Adult Learning and Post-Secondary Services, I would like to thank Ms. Sandy Teiman from Income Support for joining us at the table and ask the committee to allow Mr. Dan Vandermeulen, the President of the Nunavut Arctic College, to join us at the witness table. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Picco. Does the committee agree to bring in Minister Picco's official?

Some Members: Agreed.

Chairman (interpretation): Sergeant-at-Arms, please escort the witness in. Thank you, Sandy Teiman, for being here.

(interpretation ends) Welcome, Mr. Vandermeulen. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. On my immediate right is Mr. Dan Vandermeulen, the President of Nunavut Arctic College.

Mr. Chairman, just quickly on the member's question on the Adult Learning Strategy, the Adult Learning Strategy, as the members know, has been tabled in the House and it's a public document. We have been getting a lot of feedback and very positive feedback on it. The learning strategy has terms of reference in it and so on.

Right now, we're working on an implementation strategy for the Adult Learning Strategy. We have begun with a draft terms of reference for the Implementation Panel, and we also have a Management Committee completed and is now in review with NTA. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Thank you, Minister. My next question is: what progress has been achieved to date on establishing the Nunavut Trade Show and when will it accept its first students? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The Nunavut Trade School development project continues. We have almost completed now the new student residence for the students in Rankin Inlet, construction in earnest will begin this construction season, and we would hope to be in a position to see the new students at the college in about two years from that date. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Thanks again, Minister. I meant to say the Nunavut Trade School.

My third question is; your business plan noted that there have been some changes to the apprenticeship programs: can you describe those changes and how they will improve opportunities for Nunavut trades students? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We have seen our apprentices, as we have stated here in the House a couple of times now, increase considerably over the last couple of years.

We have also reconstituted and have in place the Nunavut Apprenticeship Training Board. Work with the Nunavut Housing Trust is also continuing where we're actually training new apprentices on the various construction projects for new housing with the Nunavut Housing Corporation, and that's ongoing. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. I thank the minister for answering questions. Last year, the Standing Committee on Government Operations and Accountability met with the Auditor General of Canada to discuss the report on the review of the Financial Assistance for Nunavut Students program. One question raised at that time was whether students at the new Nunavut Trade School and the Nunavut Cultural School would be eligible for FANS. Will they, yes or no? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The Nunavut FANS program dictates the eligibility requirements for FANS. It is our understanding and my understanding that the programs run through the new Cultural School, and indeed, the trade school will be FANS eligible, again, within the criteria of the FANS program.

As an example, if someone goes to the trade school for a six-week program, they may not be eligible for the FANS program. However, if the person is going to the trade school for a longer period of time, like other programs that they attend at the Nunavut Arctic College for 12 months, or 18 months, or 24 months, then they are eligible for the program.

Again, because the facilities haven't opened yet and we have to look at some of the core course materials and classes that will be actually delivered in those programs, in those schools, it's very difficult to say which ones would be qualified for FANS. Right now, it is our understanding that because the program will be based on certificate and diploma programs from both institutions, then they would be FANS eligible. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Thanks again, Minister. The business plan of the Department of Economic Development and Transportation indicates that they will be working with the Department of Education in the development of a mine training centre in Nunavut.

The draft main estimates for ED&T include \$200,000 in funding for the Nunavut Mine Training Fund. Can you describe your department's involvement with this mine training initiative and how it will be different from trades training initiatives currently underway? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. This is one of the exciting things that are occurring right now in Nunavut. When we look at the Trades Access program that will be delivered throughout Nunavut in our community learning centres, the Trades Access program is not dependant on just the construction of a new trades training facility and it's 24 weeks in length, so we can deliver that program throughout Nunavut in our CLCs.

The 14-week version of the Trades Access program is being developed in conjunction with our high schools for delivery to our high school students. So the monies involved, that the member has stated, are correct and that training process is continuing throughout Nunavut. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Thank you, Minister. Your business plan states that the development of the Mature High School Graduation Options will be supported by the department and the Nunavut Community Skills Inventory System. Can you describe what progress has been achieved on those programs and how they are integrated together? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Part of what the member had asked me earlier concerning the Adult Learning Strategy and one of the components of the Adult Learning Strategy was the Mature High School Graduation Diploma and the Nunavut Skills Inventory Program.

The NCSIS program, as the members know, has won a Silver Award for Innovation nationally and that program is being run across Nunavut in different communities. Basically, what the program does is match the individuals in the community either with an inventory or a database of individuals in the community and you're able to match whatever the vocational or academic background of that individual in a computer database.

When an employer, for example, goes to a community and says, "I need a heavy equipment operator," we could check the Nunavut Skills Inventory and be able to give them an idea of how many people are available in a given community and what their current employment status is, and so on.

On the Nunavut Mature High School Graduation Diploma, that will link with the GED, or the Grade Equivalent Diploma, that's recognized nationally. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Thank you again, Minister. My second last question: what contribution has the department made to the community-based training component on the Nunavut Housing Trust Strategy? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The interest earned on the Nunavut Housing Trust Strategy monies that have been deposited and are put in place by our federal partner through that contribution agreement, we have been accessing those monies to provide some of the training that we have talked about. That training, again, is delivered through the community learning centres. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: My last question. Thank you, Mr. Chairman. Thanks again, Minister. On page G-12 of your business plan, it states that one of the critical issues facing your department is “to provide training and education opportunities for unilingual Inuit adults over the age of 55.” How specifically will your department be targeting this sector of the population and what type of pre-employment training will they be focused on? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. They may be a small demographic part of our population but the over 55 unilingual persons in Nunavut are a very important of Nunavut and the fabric of Nunavut.

We have introduced a couple of different programs to help them. One is the Aboriginal Instructional Certificate Program, as well as in the new *Education Act*, we have talked about taking the lifelong learning of an individual and being able to weigh that on an academic and a salary scale as the same, for example, as a masters, as I have been saying in the House here, there's a Masters in Lifelong Learning. Those two opportunities there alone will be able to increase not only the dollar values that elders can be paid because, in many cases, it's very difficult for unilingual people to get employment opportunities and this will help. Thank you, Mr. Chairman.

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

Mr. Simailak: Thank you, Mr. Chairman. I think the minister would like to answer the question I had asked the Minister of Economic Development and Transportation yesterday regarding the development of a mine training facility in Nunavut. Is this an actual facility or is it the one that you were talking about when you answered the previous member's questions? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: No, Mr. Chairman. There was some misunderstanding around when we say “facility.” When we’re talking about a facility through training at the Nunavut Arctic College, we’re talking about having a major training facility in Rankin Inlet, the trade school, and then being able to run auxiliary programs from the two regional centres in Iqaluit and Cambridge Bay. An example is in Cambridge Bay; we’re still scheduling to have the Millwright Program, which is dedicated toward the mining industry in Cambridge Bay. So that was what that meant. Thank you, Mr. Chairman.

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

Mr. Simailak: Thank you, Mr. Chairman. I thank the minister. On page G-23 of your business plan, one of your priorities for the coming years is to “Work with Nunavut Arctic College and other training agencies on identifying, developing and implementing employment/career training objectives for each region. Special emphasis will be placed on mining.” What other training agencies are you referring to there? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. What we’re trying to do is create as much opportunities as we can for training in Nunavut and where we can deliver specific training in Nunavut, we’re doing that through the Nunavut Arctic College and our community learning centres.

We also have other partners that are available to us to use. A good example of that is the heavy equipment school that we have been using and accessing in Morrisburg, where we’ve had several dozen people now who graduated with national recognition and they’re working in the field, several from the member’s community, so we’re quite pleased with that. So that’s the type of partnership we’re talking about. Thank you, Mr. Chairman.

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

Mr. Simailak: Thank you, Mr. Chairman. I thank the minister. In the Nunavut Arctic College’s 2006-07 Annual Report, under Campus Highlights for the Kivalliq Campus on page 4, one of its highlights is, “The Campus continues to work at funding and supporting preparatory training in the mining industry as a priority for Kivalliq residents,” and it says, “We have worked with the Kivalliq Inuit Association to provide training under their historic IIBA agreement with the Meadowbanks project north of Baker Lake.” Can the minister give us an idea of what kind of training has been provided through that partnership? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I’ll give just some examples of Phase I of this academic year and some of the training that’s going on in the region, and maybe I could be specific with the member’s community.

In Baker Lake, we're looking at a 24-week academic preparation - levels seven through nine for English, Math and Science, and that also includes Job Safety, Basic First Aid, CPR, WHMIS training, which is needed now as a prerequisite in our workplaces, and TDG. We're also providing some of the basic administrative skills, as well as computer, office, and life skills occurring in the workplace.

We're also looking at pre-trades training that we just finished delivering in December in Baker Lake, which also included concentration of English, Math and Science academic preparedness, as well as Basic Shop, Practical Experience, and Computer Programming, as well as preparing for trade entrance exams.

In the regions, I'll just pick Repulse Bay. In Repulse Bay, we're doing a pre-trades program in there that started in January, and again, that's a 12-week program training people to be able to write some of the trade entrance exams that we have talked about, and the concentrations there are on English, Math and Science.

In Chesterfield Inlet, we're running the 12-week training program as well. We're also doing the Introductory to Mining Program in Chesterfield Inlet, and that would introduce students to the mining industry and related trades.

In Rankin Inlet, we're also doing 24 weeks of academic preparation again. We're looking at providing the basic computer, office, and life skills at the workplace, the WHMIS program, CPR, and Basic First Aid, and that's in Rankin Inlet.

So those are the types of programs that have been going on, preparing a lot of our people in the communities, not just for the mining industry but there's a spillover effect to the administrative side or business side of operating businesses, as well as some of Life Skill Program areas and WHMIS, and so on, that people would need to be able to make a transition to that worksite, or a career, or a job. Thank you, Mr. Chairman.

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

Mr. Simailak: Thank you, Mr. Chairman. I thank the minister for all that information. Is the minister's department in direct contact with Agnico-Eagle Mines Limited, who is in the process of opening up a mine just north of Baker Lake, on what specific training needs they seek to prepare people to work in the Meadowbank Gold Mine? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We have a position based in Rankin Inlet and that position is in charge of mines training and trades that the member is familiar with.

The Agnico-Eagle Mine, as well as the HR staff and the Kivalliq Campus Director have also had an opportunity to speak with high school students in Chesterfield Inlet, Baker

Lake, Arviat, Rankin Inlet, and Whale Cove about opportunities that may be presenting themselves in the region for mining, and then we're trying to develop our focus in training, as we just outlined, toward those potential jobs that are occurring in the region and in the community. Thank you, Mr. Chairman.

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

Mr. Curley: Thank you, Mr. Chairman. I want to thank the minister, as well as the Arctic College President, I believe, and your deputy minister. I have some questions. First of all, I want to ask a question related to the new president's job on whether or not he finds the job challenging, or what particular challenges has he found so far with respect to continuing the priorities of the Arctic College. Thank you.

Chairman (interpretation): Thank you, Mr. Curley. Mr. Vandermeulen.

Mr. Vandermeulen: Thank you very much, Mr. Chairman. I have just completed six months on the job and I find the job very interesting and very rewarding. The top two items that are on the top of my job jar is to improve programs and services to the communities and to build a culturally responsive college. Thank you.

Chairman (interpretation): Thank you, Mr. Vandermeulen. Mr. Curley.

Mr. Curley: Thank you. That was nice and sweet, Mr. Vandermeulen. The second part of my question is: you appear to have passed your probationary period, or are you still pretty cautious with presenting to the committee what major challenges you face for the future, or are they more or less practical and routine things? Is that what you find so far? Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Mr. Vandermeulen was hired as the President of the Nunavut Arctic College after Mr. Mac Clendenning took leave of his tenure and Mr. Clendenning had left some big shoes for Mr. Vandermeulen to fill.

Daniel brings a wealth of experience forward, so I will let Mr. Vandermeulen maybe give you an overview of some of the experience that he has and some of the issues that he has been dealing with and some of the challenges that he sees, but also some of the real pro things that he thinks are occurring here in Nunavut. Thank you, Mr. Chairman.

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

Mr. Curley: Thank you. It would be good to hear directly from the horse's mouth. I might use that but that may not be parliamentary according to the staff. It doesn't hurt at all to hear from the president because he has faced a number of challenges in Alberta, I understand.

The second part of my question relates to the president. Exactly who does the President of the Arctic College report to? Has it changed from Mr. Clendenning or is it pretty much similar? Are you reporting to the President of the Arctic College or to the minister? Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think Mr. Curley addressed the question to the president and I think Mr. Curley has a good point that, indeed, it's good to hear from some of the senior staff and that's why we're at the witness table. So Mr. Vandermeulen would like to answer that question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. All questions must go through the Chair. Mr. Vandermeulen.

Mr. Vandermeulen: Thank you, Mr. Chairman. In relation to the comment on whether I was still on probation, I consider myself always to be on probation.

I'm very impressed by the college that I have been given responsibility for. It's a very dynamic college; it's got a very interesting basket of programs. I'm very impressed by the strength of the culture and I know we have a lot more to do in that area, but I think we've got a very good foundation. We have developed good relationships with the other deputy ministers and with the minister, so I'm very pleased to have taken on this challenge. Thank you.

Chairman (interpretation): Thank you, Mr. Vandermeulen. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. I appreciate that very much. Part of my question has to do with the fact that we have, not just in terms of the lengths of the Assembly or the Government of Nunavut but because the way in which our Civil Service has gone through a pretty quick transition, a very young, in my opinion, capacity of individuals that are in very senior positions. So I say that the role of the Arctic College should be directing at least, not just meeting the technical challenges for jobs and employment but to prepare for the long-term stability of the public service.

In that regard, I want to ask a question to the minister whether or not he has considered, with his president, establishing an accounting program or finance related positions, whether or not they have been looked at as a more or less important position in the government. Has there been any consideration whatsoever to speed up some of the accounting courses so that young individuals across Nunavut can be placed in government positions? Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think it's a twofold answer and I agree with the member. Through interdepartmentally, when there are needs of given departments,

Nunavut Arctic College, in many cases, is called in as the trainer of choice to deliver different programs, whether that's at the end of the financial management services, and so on. We know from the Auditor General's report that one of the issues raised there is, as the member has suggested, that there was a lot of capacity issues in that department.

We have put together financial modules so we can deliver those programs. At the same time, we actually have a diploma program ready to go. Hopefully, we would be introducing that as a new full program maybe in the next year or year and a half. Also, through our Management Studies Program, we offered several programs through administration and financial issues and that would deal with an opportunity to be able to complete different programs.

At the same time, I just attended, for example, Mr. Chairman, on the weekend, the graduation of several people with their diploma in bookkeeping to become certified bookkeepers. They ranged from small communities, like you, Mr. Chairman, from Grise Fiord, and they can, with a couple of more courses from Algonquin, they got their diploma from Algonquin, they will actually be able to put the professional designation of CB, Certified Bookkeeper, at the end of their names. They're all Inuit from Nunavut.

So that's just an idea of some of the programs that are occurring. Thank you, Mr. Chairman.

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

Mr. Curley: Thank you, Mr. Chairman. I certainly appreciate those comments. My next question is; I know you alluded to some of the courses that were available at the Arctic College and they went by so fast for me that... are there any particular, for instance, technology courses being available?

We know that throughout the public service, even schools, are very short of technicians, they call them Information Technology Specialists, and so on. I understand that nowadays, we really should be providing courses to individuals to qualify as computer technicians and that kind of stuff. I wonder if the minister, or his officials, can explain whether or not these have been considered. Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The college has been trying to get away from some of the generic programs that we used to run in the past and we're quite excited that this year, we actually offered an Information Technology Program, or an IT program. That diploma program is preparing our students to enter the information technology age, as it were.

Every office, every community in Nunavut now needs to have someone who is qualified to run a wireless modem system and be able to work on computers; I mean that's just the way it is today. So that program is running and we're also upgrading and updating the

Environmental Technology Program. So that's two technology programs that we're offering in the college. Thank you, Mr. Chairman.

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

Mr. Curley: Thank you, Mr. Chairman. I appreciate that. How about the schools? I know that there are quite a lot of computers these days in schools, which are pretty much mandatory in my view, or are very much needed by students. All the schools practically pretty well don't have any information technology specialists. Are their needs being addressed at all? Thank you.

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

Hon. Ed. Picco: I think it's exciting, Mr. Chairman, when you have an opportunity to travel around all of our communities in Nunavut like I have and visit our schools. When you go into grade 10, 11, and 12, and even the younger grades, eight and nine, and you have kids in Repulse Bay, they're on MSN Messenger and they're talking to people across the territory.

One of the prerequisites now at the high school level is keyboarding and computer technology and they have to pass that; I shouldn't say they have to pass; it's one of the prerequisite courses that they have to take to get a credit course in at the high school level. So those programs are continuing at the high school level, so we're able to introduce the new information technology, as it were, at the levels.

We have also just recently put in place, at our regional service offices, or at our RSOs or KSOs, IT people who actually can go around and support the schools with computer issues and so on at the school level. So those support mechanisms are in place. That's something that we didn't need ten years ago, as an example, but the way technology is moving, as the member has indicated, we have to try to keep up with it. Thank you, Mr. Chairman.

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

Mr. Curley: I appreciate that, Mr. Chairman. I think the schools are pretty much underfunded nor provided specialists directly. They are not part of the regular government, or they're not provided with IT specialists directly devoted to the schools. So I would continue to urge the minister to work towards finding a better way of meeting the services required by the schools in terms of information technologies' availability in particular and I agree with what the minister says because that demand is growing so fast that we can't keep up with it.

I have another question with respect to Rankin Inlet. Has the trades programming been developed along, or is it going to be a day-by-day kind of thing once the trades school is completed? Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I thank the member for his suggestions and we are trying to build up that capacity throughout government with information technology, so his concerns are well welcomed.

On the training issue specifically in Rankin Inlet for the new trade school, it's quite exciting information that we are able to say that for 2008-09 in the upcoming fiscal year, we're starting to develop the curriculum and purchasing learning aids, small tools, and other supplies for the trades access, the housing maintainer, the oil burner mechanic, the plumbing, electrical, the millwright, mine worker, welder, and safety modules.

Following up on that, during the second term, we will be devoted to piloting the selective trades curriculum, so taking those modules and actually introducing them to the classroom. The initial development and filing of that curriculum will take place in the old trades training facility presently in Rankin Inlet, and then that won't be dependent on the completion of the new facility. So we will be able to kind of fast-track the program by using that facility and then when we get the new facility completed, then they will be able to go into that. That shouldn't slow down the process, so I think that's good news.

By 2009-10, Mr. Chairman, then we will see the full delivery of the apprenticeship training beyond pre-employment work. That training course is dependent on the new facility and it won't commence until the new facility is ready to go, so both are coinciding. That work is ongoing right now. Thank you, Mr. Chairman.

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

Mr. Curley: Thank you, Mr. Chairman. I appreciate that very much. It would also help if it's possible to get a list of all these ongoing work that are going, either through correspondence, or is this information available on your website, if any? Maybe the minister or his officials can explain to us whether or not the types of programs that are available are also available on what site, and if not, could that be done? Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We're updating the education website on a regular basis and many of the programs and offerings of the Department of Education are available there. I'll have to specifically check with the president to see if these particular programs are actually up on the website to confirm that after COW. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I just have a couple of questions that I would like to follow-up on with the minister and his officials. I believe the minister said earlier that students going to the cultural school would be eligible for FANS and some students

going to the trade school would be eligible for FANS. Is that correct? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. As I suggested in my answer, we don't have the programs running at those facilities yet, so I guess that would be hypothetical. What I'm saying is that according to the FANS guidelines and so on, if a program, let's say a Heavy Equipment Operator, and that's a certificate program for nine months, then that would be FANS eligible. So the criterion under FANS, if it's a certificate or a diploma program outlines if the program, itself, would be FANS eligible. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I'll just check the *Hansard* tomorrow but I'm pretty sure that the minister did indicate that students of both facilities would be eligible for FANS in his response.

If you look at the trades programs, and I remember, going way back when I was a young lad like Mr. Picco, that the trades programs were short-term. For someone that's going for an electrician, plumber, or different trades, they're short. Most of the time, their training for apprenticeship is usually just a six or eight-week stint in school and the rest of it is done on-the-job working with someone. I believe he indicated that those students would not be eligible for FANS, so I'm just wondering if he can clarify that. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I thank the member for giving me an opportunity to clarify. On the cultural school programs and the trade school programs, if a program is more than 12 weeks in duration and it's at a recognized academically accredited school, like the Nunavut Arctic College, then that student would be eligible for FANS.

In the cases of apprenticeships, they're a little bit different and the member is correct, doing the apprenticeship program, you might go into the college for six weeks and then have to go back and get 40 hours of work on-the-job. So in those types of cases, we have the Labour Market Development Agreement in place to help sponsor those students.

At the same time, to be an apprentice, you have to be signed onto a company. A good example is the Power Corporation. The Power Corporation is the largest single company in Nunavut that actually has apprentices on-board. So the apprentices would work with the Power Corporation and they would help, of course, pay for that employee to continue on to be upgraded and so on.

If the individual was a carpenter and they're not employed by a large company, they would be able to help them through the Labour Market Development Agreement. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Before I go back to something else that the minister just indicated on the Labour Market Development Agreement, he indicated that the students at the cultural school would be eligible.

Mr. Chairman, I took a look at the status report the Minister of CLEY tabled on the cultural school earlier this sitting and I'll just quote from it. It says, "Based on the programming objectives of Piqqusilirivvik, students will not be eligible for the various forms of Student Financial Assistance currently provided by the Government of Nunavut."

I'm just wondering, if we're getting this message from the Department of CLEY, why we seem to be getting a different message from the Department of Education. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I don't see the discrepancy. I think we haven't gotten to the point yet where we have actually looked at the program offerings at the cultural school and how that will work.

When we discussed the cultural school in Arviat, when that idea came forward, and as the program continues to be run by the Department of CLEY, they're looking at different aspects of running a cultural school. Would it be fully academic? Would it include life skills and programming? How much of a language requirement would be needed? And indeed, how much of that would be cultural, and then how do you recognize and certify that?

There are other avenues, as the member knows, that provide funding for students. Kakivak is a good example that provides post-secondary funding for students if they're taking a program. Those cultural students could be eligible for that type of program.

So again, you can't say that the student will be or not eligible; it depends on what the program offerings will be. If a program is more than 12 weeks long, is a certificate or a diploma program, and is at a recognized education institution, then that program would be FANS eligible, as an example. So it depends on what programs would be ran at a given time. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Then I guess the appropriate answer to whether or not students would be eligible for FANS isn't. "Yes, they would be. But what would be? I don't know right now, it depends on what's developed." I would just like to ask the minister if he could confirm that for the record. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Again, the member is partly correct. We know, for example, the question was on the trade school programs and the cultural school programs. We know in the trade school programs, we have modules in place - the Oil Burner Mechanic, the Millwright Program. All of these programs are longer than 12 weeks in duration, so they would be FANS eligible.

On the cultural school, we haven't seen what the program offerings from the school are. So I'm saying if the program offerings from the school are more than 12 weeks and are of a certificate or a diploma nature, then they would be FANS eligible, or Kakivak eligible, or indeed, they could be funded through the LMDA; it depends on what those program offerings are. That hasn't happened yet because CLEY is still working on what the program would be at the school. So it's a bit premature to say they are or they are not. That's what I was trying to explain. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I would like to thank the minister for finally clearly putting that on the record. Mr. Chairman, I know one of the things that were discussed in the past and in speaking of FANS, I know when the standing committee went around and did consultations on Nunavut Arctic College, there were a lot of concerns raised by students in the Adult Basic Education Program.

I know the minister, at some point in the recent past, had indicated that they're doing a review of that as a result of the audit of the Auditor General on the program. Can the minister give an indication if they're looking at including students taking Adult Basic Education to be eligible for FANS? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We have some really exciting things to announce with the FANS program in the next couple of weeks. In the new fiscal year, I think the parents, and indeed, Members of the House, will be quite pleased for our students in the FANS program.

We are looking at the different programs that are run under FANS and the eligibility requirements. That work is continuing and we haven't made any decisions yet. Any decisions that we make that have cost implications, of course, aren't included in the budget that's been presented because those changes haven't been put in place. So that

would have to come in the spring session, or so on, through the usual mechanism like a sup or something. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. The minister indicated that the students in the FANS program, the parents, and those other people would be happy with what's coming out. What about the students who currently aren't eligible for the FANS program? Will they be happy when that message comes out? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think the members know that sometimes, I go on with too many long answers. I'm trying to keep my answers short because of the situation with the line-up in the COW, so I don't want to get into a big explanation.

Mr. Chairman, just very quickly, again the issue with the ABE students that the member talks about is that when they're involved in an upgrading program, for example, then they're not FANS eligible because it's not a certificate or a diploma program. So we had to look at some type of a mechanism around that. We have other avenues of funding for them and that includes Kakivak, and so on, and many of our students have been able to access that. There are also other monies that we're able to help out with to provide that training.

That's about all I can say about that right now. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I think the minister has said enough about that right now and I thank him for his comments.

Another thing, Mr. Chairman, the minister indicated that the number of apprentices throughout the territory has taken a significant increase and I think that's a good sign on that. Given that, my question is: under the Apprenticeship Programs, the funding for that has actually decreased by about \$21,000. If they're seeing such an increase in apprentices throughout the territory, why is there a decrease in that line item? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. That's just a line item change to decrease the salaries to their actual budget adjustment. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Whose salaries? Are those salaries that are just going out; the money that's being paid to the apprentices or to the staff within the department? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: The program administrative staff amounts for the budget adjustment. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Also under the area there is Adult and Trades Education in which the minister said that there have been a lot more uptake and they're really moving forward in these areas, but there's a \$60,000 decrease in that budget. I'm just wondering if the minister could explain why. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Can the member clarify where he sees the \$60,000 decrease so that we can look for it in the administrative files? Thank you.

Chairman (interpretation): Thank you, Minister Picco. (interpretation ends) I believe it's in the business plan on page G-21, if I'm correct. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Actually, I think we have identified the amount that the member is talking about. We did speak earlier about the \$20,000 amount, which is the budget adjustment and I think we clarified that. I think the amount the member spoke about was \$60,000. Is that correct?

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

Mr. Tootoo: Thank you, Mr. Chairman. Just on G-21, the first question I asked was about the \$21,000 decrease under Apprenticeship Programs. The second question I asked about the \$60,000 decrease was in the Adult and Trades Education on the same page. Hopefully that clarifies it for the minister. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I appreciate the member's clarification. Again, for brevity, a \$5,000 decrease adjusts salary to actual benefit calculation, and then a decrease of \$75,000, which was a permanent reallocation from our ABE programming to Literacy. That was one of the concerns raised by the community to put more money into literacy, so that's what we did and that was to Literacy Region Two. At the same time, there was \$20,000 added, which was an internal fund reallocation to ABE Reg 4 from the Income Support Day Care Subsidy.

The amount comes out to be the -\$60,000. It's actually not a decrease in the line item or to the apprentices; it's under that budget item but there have been some internal reallocations, for example, from ABE to Literacy and that's something that we did hear from the committee. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I know that when you look at the next page here, there is a \$75,000 increase to Literacy, but he said he took it away from ABE. I'm just wondering what cuts have been made with the Adult Basic Education program or funding if that's where they took it from. Where did they cut with that \$75,000 in that program? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. No, there wasn't a cut in the program. Again, it's an increase in Literacy of \$75,000, which was a permanent reallocation from the Adult and Trades Education, or ATE, for Adult Basic Education and that was for region two, and that again, went to Literacy. We're trying to make up some of the cuts that were made to the Literacy Board that the member and everyone are familiar with. So that's the difference.

We did an internal permanent reallocation for ABE to Literacy at \$75,000 and that was part of the \$60,000 we talked about, and then the increase in Literacy, which was the \$75,000 permanent reallocation from Adult and Trades Education, ABE Region Two, to Literacy. Thank you, Mr. Chairman.

Chairman (Mr. Evyagotailak): Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I don't understand the minister. He says it was a permanent transfer from ABE of \$75,000 to Literacy. I am aware of all the cuts that have happened to literacy, but it looks like there has been a cut to ABE at \$75,000. If that's what the minister is indicating, that's what I was questioning. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think, Mr. Chairman, I made a typo there; ATE is Adult and Trades Education, to ABE Region Two G&C. What it is is it's an increase of \$75,000 to the ABE programming.

At the top, when we talked about earlier, the \$60,000, that was the minus \$60,000, I said that there was a \$75,000 permanent reallocation from ABE to the Literacy, and that was for the literacy programs and council. Then what we did to offset that is we actually took from Adult Trades and Education, where we had some extra funding, and replaced the \$75,000 so they equal each other out.

The member is correct because when you look at the top line, which is the -\$60,000, we have explained that one, and then the \$75,000 plus and that evens the \$75,000 decreased from ABE to Literacy, and then we would go back and we would take it from another core item area.

So what happens is, Mr. Chairman, in the budget process, you have several different categories within one line item and that's what we have done. We have shifted monies from one where we might have had a surplus in the past, we were able to use those monies and put it into an area where we thought there could be more drawdown on it. So that's what has occurred here. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know when we look at the grants and contributions for ABE, there's actually nothing this year in the revised main estimates and there's nothing for last year's or this current fiscal year, but the initial amount was \$75,000. The minister, I believe, indicated that that's a permanent reallocation to literacy programs. Is the responsibility to do what that \$75,000 did for Adult Basic Education now rests under literacy programs? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'll ask Deputy Minister Okpik to clarify on the transfer from the ABE to Literacy and the amounts. Again, I want to assure the member and the members that we're not 'Robbing Peter to pay Paul,' as it were; we're rebalancing the amounts within the budget framework. Ms. Okpik. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I would like to elaborate on the \$60,000 decrease that the minister just talked about. There was a \$5,000 decrease to pay our staff from steps one to six, but when they're going to skip a year, we have to adjust their pay scales. We have to set their pay grid when we're going into a new year.

The budget has also decreased by \$75,000, which is from the regions. The ABE/Literacy was used for community services. It has been moved to Grants and Contributions, but it's still going to be used for ABE/Literacy. To reiterate, we moved it under Grants and Contributions so we could still fund the Literacy Council. I hope that explains it. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I'll have to decipher it in the *Hansard* tomorrow I guess.

My last question before I run out of time for the minister or his officials is in this area, I believe it's in grants and contributions, there is a little over \$17 million set aside for Nunavut Arctic College, which is over \$1 million increase from the amount they have listed in their business plan that was budgeted last year for this current fiscal year. I'm just wondering if the minister could give us a breakdown of where the extra funds were going to at the college. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'll ask the President of the Nunavut Arctic College to answer that question. Thank you, Mr. Chairman.

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

Mr. Vandermeulen: Thank you, Mr. Chairman. Those funds are set aside for the initial development of the curriculum, then piloting it. So these are all curriculum development, teaching resources, and hiring the staff to both develop the curriculum and to teach the students when they start. Thank you.

Chairman: Thank you, Mr. Vandermeulen. Before we go to our next person to ask questions, we'll take a 15-minute break.

>>Committee recessed at 14:48 and resumed at 15:09

Chairman (Mr. Barnabas): I call the committee meeting back to order. (interpretation) Mr. Peterson, you wanted to ask some questions.

Mr. Peterson: Thank you, Mr. Chairman. I welcome the minister and his officials. I wanted to get some clarification on some answers earlier with respect to the role of the department in working with the Department of Economic Development and Transportation on the mine training. I didn't quite understand what your role is and what you're trying to accomplish there. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. What we're trying to do there, in working collaboratively with our sister department, is to move forward with part of the Mine Training Strategy and it's not a mine training facility; we're talking actually the programs that would be offered, for example, in the member's community of Cambridge Bay. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for clarifying that. I was kind of confused by the terminology. As the minister is aware, the Kitikmeot has lobbied for quite a few years for a mine training centre or facility. Initially, we attempted to

secure the Lupin mine site. So if there was a mine training site, we would certainly want to be considered for something like that.

The minister's answer leads me to my next question. He mentioned the Millwright Training Program earlier in an answer and I'm trying to understand what the role of the trade shop in Kiilnik High School is with respect to providing mine training. How do you separate the role of the trade shop to provide training for high school students versus providing training for adults who want to work in the mining sector? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. There are some generic qualities when we look at the training attributes of bringing forward some of the mine training programs that we're talking about. In this case, when we're talking about the Millwright Program and having to focus on mine training, we're able to deliver that program through the auspices of Nunavut Arctic College in Cambridge Bay.

What the extra work that we have done with the trade shop at the high school is to give us the opportunity to have that auxiliary facility to use also in conjunction with the training program. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that response. A couple years ago, the minister and I met with some mining companies about their requirements for the training of current and future employees, and the minister had mentioned that facility would be available.

We got off to a rocky start, if the minister recalls; it was delayed. I don't think the facility was completed until the end of August of 2007. Can the minister tell me what the situation is now with respect to providing mine training courses through that trade shop in the Kiilnik High School? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. There are a lot of exciting things happening in the Kitikmeot with the MOU we actually have signed that we talked about actually in the House yesterday, and also with the KEDC, so that's continuing. Work is continuing on the program development of the Millwright Program and the other mining related programs, so that's occurring as we speak.

I was in Cambridge Bay with the member in the fall and the member is correct; the site work has been completed now in the facility in the school in Cambridge Bay. Several hundreds of thousands of dollars have been spent in that facility to upgrade it and provide

some of the mechanics, the tools, and so on to provide the training. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister but can the minister be more specific; can he tell me what courses and programs are being offered in that facility currently with respect to the mining sector in the Kitikmeot? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. In the Kitikmeot region, the KIA, as well as the Kitikmeot Economic Development Commission, Miramar, Hope Bay, and the Nunavut Arctic College with Department of Education have signed off the MOU that we have talked about.

We're working on, right now, the Introduction to Mining Program which will commence in Cambridge Bay and Kugluktuk this semester. There were some delays in commencing the program due to some of the curriculum revisions that we have been working on to make it more user-friendly, as it were, for Nunavut.

The college is partnering with KEDC as well as Newmont to use their staff as instructors for a portion of the delivery that we just talked about. As well, the Mineral Exploration Field Assistant Program is going to be delivered in Cambridge Bay and Kugluktuk, and we hope to partner with the mining companies so that the students can actually do a field practicum when they're finished with prospective employers.

At the same time, we're running a Camp Cook Program in Cambridge Bay, and again, that is to work with the mining companies because we have heard the need for extra resources to be put in place. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for the information. I wonder if the minister could give me a copy of what he was just referring to. Can you commit to giving it to me, Mr. Minister? Thank you.

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

Hon. Ed. Picco: Yes.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that. The minister has mentioned, on a couple of occasions already, the Memorandum of Understanding, or MOU, when I heard the Minister's Statement the other day. Could you expand a bit on

what that MOU is; who is involved, how it works, and how they provide support to the students? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: I think, Mr. Chairman, the credit is due and the member has to take the credit on the MOU or if they would have an opportunity in the Kitikmeot. I did meet with the Miramar people and we talked about training opportunities. And as a direct result of that, with the KEDC, we were able to work out this Training Memorandum of Understanding and an agreement with Miramar, who are a major player in the Kitikmeot and there are other players there also that we would like to use this as a template.

Basically, what we're saying is that the Nunavut Arctic College and the Department of Education in the Kitikmeot, with our partners, Miramar and KEDC, would work together to facilitate training as well as work on some of the vocational programs that are needed for residents in the Kitikmeot region.

So that's what we're seeing and Miramar has said, "Look, we have staff that can be provided as instructors," for example, and we would be able to use that expertise. We have the work sites where we will be able to do some on-the-site, or OJT, or on-the-job training programs, so that's also there. We would be able to provide some of the academic side of things as well as some of the learning institutions. Basically, that's where we are.

The genesis of the MOU comes out of the meeting that we had in the Kitikmeot with Mr. Peterson and the mining companies. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. Thank you, Minister. I'm just wondering if the minister has given consideration to take a lead in establishing a Nunavut Mine Training Committee similar to what the Northwest Territories has - they have a Northwest Territories Mine Training Committee.

You could have a committee that all the stakeholders are involved in, not just the Department of Economic Development or Education but there could be the Department of Economic Development and Transportation and other government departments in there. Of course, you have the mining sector, the Kitikmeot Inuit Association, and other stakeholders that have an interest in mining. So then you could fund that committee and then the committee could use their contacts across Canada and in the north to support the trainees once they come off the programs to find employment, and then additional training as they proceed in their careers. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: I think the member has made a good point. There are so many

opportunities out there with the mining industry right now in Nunavut and my staff upstairs have been working at putting this in my calendar for April 8 and 10 here in Iqaluit, which is the Nunavut Mining Symposium, and during the Nunavut Mining Symposium here in Iqaluit on April 8 to 10, the Department of Economic Development, as well as the Department of Education and Nunavut Arctic College are working together and discussing a territorial plan for delivering mine training.

I think that mine training roundtable, which is planned for the Nunavut Mining Symposium in Iqaluit here April 8 to 10, 2008, will probably be the catalyst for what the member has suggested. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Picco. Minister Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that; it's good to hear. I know, from reading the Economic Development and Transportation Business Plan, they have a statement in there that in the next five years, there will be 1,700 people hired for the mining sector. I think it could potentially be more but it's going to take a lot of work to train the people for it, and then provide them with an ongoing training, and then to encourage and to continue in that career. I think it will involve a lot of stakeholders and it would be good to get everybody around the table and sharing our ideas.

My next question, Mr. Chairman, is: in their priority for 2008, the minister's saying that they're going to "Continue to work on the development of mature high school diploma." Could the minister provide an update on the initiative that started last year and is it going to continue on this year? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We're quite excited about this program and we had a chance to discuss it earlier in the committee. I think Mr. Tootoo was asking questions on the mature graduation diploma that allows for students who, for whatever reason, were not able to complete high school at the usual age of 16, 17, or 18.

By combining the Mature High School Graduation Diploma with the equivalencies, which we have in place - the GED or the GED grade equivalent exams - we're able to bring that diploma forward. We're still working on some of the curriculum and some of the credit areas of that. So we hope to be in a position this fall to be able to begin to roll out that program.

At the same time, we still also have in place the GED diploma, which is nationally and internationally recognized. What we're trying to suggest is that we would like to more of a Mature High School Graduation Diploma that would be more or less *Nunavutized*. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that explanation. Can the minister indicate how many mature adults that he thinks might be interested in a Mature High School Graduation Diploma? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We have looked at where the opportunities may be, but to move forward and do this will take time; you just can't do it on a Monday afternoon and a Friday evening. It depends on if the person is working, not working, if they have a full-time job, are they a mother, so we don't really have a firm guestimate of how many people would be eligible.

What we have said and what we have found out is that this is something that has come back to the department from our schools, some of our staff, and some of our career development people who suggested that there is some opportunity. We have looked into it and we believe it is, and as I said earlier, we would like to be in a position this fall to be able to roll it out, but again, it depends on some of the other work that we need to do. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister. If an adult had a Mature High School Graduation Diploma, if they wanted to continue their education and attend Arctic College, would that diploma allow them to get into the college courses? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I was just speaking to Mr. Vandermeulen from the college and Ms. Okpik. For any type of program that we're going to put in place, we don't want to give someone a certificate or a piece of paper for the sake of giving them a certificate or a piece of paper. They need to be able to use that piece of paper and that's the plan with the Mature High School Graduation Certificate.

We know that several businesses across the country, for example, will accept the GED. So we want to be able to do the same thing with this Mature High School Graduation Diploma that we're working on. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that answer. I look forward to getting some further information on that as you develop it.

The next priority is to "Work with the Nunavut Housing Trust on region specific implementation strategies." The word that jumped out at me was "region." Can the

minister clarify what the differences are between the three regions with respect to the training that is required under the Nunavut Housing Trust? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Using the verbiage of regions is a bit of a misnomer. Basically, what we're saying is when we're talking about the housing trust, different communities are at different stages of construction because of the different timelines with sealift. So that's what we were trying to point out on timelines and timeframes with the training that's moving forward - late shipping, early shipping, and construction time schedules. Thank you, Mr. Chairman.

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

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for clarifying that. Perhaps, the minister could give us some details on what specific training initiatives they're going to work on for the regions with respect to the Nunavut Housing Trust. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Part of what we're doing under the Nunavut Housing Trust is to be able to ensure that if we're going to build houses is to fly more people in at the community level and give them some of the basic skills and knowledge that they need so that you're creating a house, like a legacy project with skilled employees being left behind.

We delivered ten pre-trades courses up until May 31, 2007 with the Nunavut Arctic College. We also have pre-trade courses for another 15 communities moving forward. We have courses that are currently underway, for example, in the Kitikmeot, in Kugluktuk, and Taloyoak. In the Kivalliq, we have Repulse Bay, Coral Harbour, and Whale Cove. In the Baffin region, we have Igloodik, Pangnirtung, Clyde River, Hall Beach, and Sanikiluaq. Those are a minimum of 12 weeks and a maximum of 14 weeks programming that are being run under the auspices of this. So we're trying to increase not only local capacity but local training as well. Thank you, Mr. Chairman.

Chairman (Mr. Evyagotailak): Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister that answer. Do the students who are working on these training courses get a certificate acknowledging their skills that they have learned and the training that they took? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. When they finish that type of program, they would seek notification and accreditation of that program that they have received, so that may be a certificate. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Earlier today, I asked the Premier about how devolution negotiations were going here. I was concerned about the training that's necessary to be ready for devolution when the agreement is signed.

So I'm wondering, minister, if the Department of Education or the Nunavut Arctic College is involved at all in the devolution discussions with respect to preparing Nunavummiut for technical types of jobs in the federal or territorial governments when the agreement is signed. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Yes, we are part of the Devolution Working Group.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister; that's good to know. I also commented to the Premier that we're probably going to require several millions of dollars to provide the training for our residents, and I'm thinking, starting right away and not starting four years from now when an agreement is signed.

Has the Department of Education estimated how much additional training funds will be required to undertake the training of 300 or 400 Nunavummiut for those jobs that will be created when the Devolution Agreement is signed? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We're part of the working group, so we have input in some of these areas. It's a bit premature right now to suggest how many jobs may or may not be available directly because of devolution. Those numbers, or those estimates, or those guesstimates have not come forward. We would have to do it by job category and so on, so we haven't done that. That would be part of the next rollout phase as the devolution talks continue.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that answer. I have been hearing figures in the 400 to 500 job range here and it's for skilled individuals with technical skills that could work for all the different organizations, not just the Government of Nunavut but for the federal government, regional Inuit associations, and NTI. To fill those positions, we're going to have to have trained people and we need to start training them right away. I'm wondering if that message is being conveyed to the federal government. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'm not the minister responsible for the devolution file. As I have said earlier, the Department of Education and NAC are part of the working group. Thank you.

Chairman: Thank you, Minister. Mr. Peterson. Sorry, I was just checking the time here and your time is up. Mr. Curley.

Mr. Curley: I'm not on yet.

Chairman: G-8. Adult Learning and Post Secondary Services. Total Operations and Maintenance, to be Voted. \$25,297,000. Does this committee agree?

Some Members: Agreed.

Chairman: Thank you. To page G-10. Career and Early Childhood Services. Total Operations and Maintenance, to be Voted. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. I had one question on that. I looked for the program on your business plan with respect to the Mental Health Workers Training Program that was contained, I believe, in the Health Department's budget. The Minister responsible for the Arctic College did indicate that that program was a two-year program. Could the minister update the members of the committee here on the status of that? Will it be ongoing or is it one-time only? Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. That program is a program run under a contribution agreement with the department, so it's not a base funded program. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you. I appreciate that. Mr. Chairman, I just want to say to the House, to the committee that this is a very critical program.

If you look at the whole nature of Nunavut with respect to mental health, we really don't have any strategies or anything to that effect and many of our mentally ill individuals who are at home really don't have any support either. We don't have institutions that care for them and we don't really have any actual programs to support them, so the elders tend to acquire all of that responsibility by themselves. In many occasions, unless the individual has a very severely and critical condition, then normally, they are sent out and yet, that is not the best route to take.

So I would ask the minister seriously to continue to review this program because it certainly would ensure that our Nunavummiut are somewhat respected, particularly those individuals with mental health conditions throughout Nunavut. Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I agree with the member; I believe this is a much needed program throughout Nunavut and we will do what we can for that to continue. We want to finish the program first and then do an evaluation to see how it worked, what kind of shortcomings there were and what have you, and then, with our sister department, see what's revealed. So we're in agreement with the comments of the member. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you. I think it would important that this not be a one-time contribution agreement as he stated. It should be somehow instituted further because of the very clear fact that this area is not only underfunded but there's very little support provided by the government towards that.

My further question to that is: I understand that this program may be accredited for Nunavut but not comparable with southern institutions, so I wonder why the minister chose not to make it an accredited program throughout Canada. Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Lots of different programs are run within the college and sometimes you have programs where you might have affiliation with a college or so on. I'm not sure; right now, I don't have the information with us of who that program is affiliated with for credential status, so we'll have to get that information for the member and we can do that. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: I appreciate it, Mr. Chairman. I think the minister should look at the fact that it's not only to me and satisfying my request, but that standard should respect the fact that the student is taking the two-year program, that they should be recognized and it should be accredited, and if not, then the question is: why not?

I am glad the minister will provide all the reasoning that I have and make it available to the members of this committee. Thank you.

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

Hon. Ed. Picco: Yes, we can do that, Mr. Chairman. Thank you.

Chairman: Thank you, Minister. Thanks again, Mr. Curley. G-10. Career and Early Childhood Services. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. On this page, there's \$3,377,000 in grants and contributions, and I know in the back, on G-13, there's a list of grants and contributions, but could the minister indicate which ones are included in that amount from their list? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Just looking at the list right now, it's quite an extensive list and the amounts that are there are out of the \$3 million. So if the member would just bear with us, we would be able to go through the list. Thank you, Mr. Chairman.

Chairman: Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I'm just looking at the numbers and again, the Literacy program is \$175,000, Early Childhood programs - Day care contributions is \$1,595,000, Early Childhood programs - Healthy Children Initiative is \$885,000, and I believe the \$882,000 is the Community Capacity Building that would be included in those amounts. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I'm just wondering if the Young Parents Stay Learning funding is included in the grants and contributions there. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. No, that money is not included.

At this time, I would like to ask Ms. Sandy Teiman to join us at the table as we're finished with the Nunavut Arctic College issues. Thank you, Mr. Chairman.

Chairman: Does this committee agree that the minister bring in one of his witnesses?

Some Members: Agreed.

Chairman: Thank you. Minister, would you please introduce your witness.

Hon. Ed. Picco: Thank you very much, Mr. Chairman. I am very pleased to introduce Ms. Sandy Teiman. Sandy is the Director of Income Support with the Department of Education.

Chairman: Thank you, Minister. Welcome back, Ms. Teiman.

Minister, would you please answer Mr. Tootoo's question. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. We're just working on trying to get the answer. I know Irene, Peter, and Murray, and some of our other staff members are probably following this. I'm wondering if Mr. Tootoo would just repeat that question so I can clarify the answer for him. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you. Very simply, Mr. Chairman, my question was: if the Young Parents Stay Learning funding was included anywhere in those grants and contributions amounts? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. That program is found under Fees and Payments. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Is it on the same page? Can the minister clarify that? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'm going to ask Ms. Teiman to answer that question. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Ms. Teiman.

Ms. Teiman: Thank you, Mr. Chairman. The Young Parents Stay Learning funding is contained under the lump sum of the Fees and Payments budget, which is in the social assistance realm, in the training on-the-job funding; it's an all inclusive amount. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Teiman. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank Ms. Teiman for clarifying that. Can the minister or his officials indicate if it has been a successful program? Is there a lot of uptake on it? Can you give us a little bit of a background on that program? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I thank the member for his question. We're quite excited about this program. The uptake hasn't been as high as we had originally thought and this House gives us an opportunity to be able to advertise the program a little bit more. The program is in place for young parents who have a child and want to continue to stay in school, and have identified day care or child care for the child. We help pick up that cost if they're income support eligible. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. As the minister indicated that he's quite excited about this program, and I just note from last year that the funding has been cut in half, and he had indicated that the uptake hasn't been as high as they had hoped, has it been half of what they had hoped and planned for? Is that why they cut the budget for that in half? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think it is a good program because it helps students stay in school and it gives them the opportunity to find quality child care for their child.

Maybe we haven't advertised it as much and it's probably one of the reasons the uptake hasn't been there as well. Again, this is a good opportunity in the House today to be able to bring that forward. That's something that we want to work on with that program in the new fiscal year because we believe it will benefit quite a few students. I think a lot of our students maybe are not aware of it.

The other concern is, in some cases, we have heard that they haven't been able to find child care, or they preferred to stay home and take care of their child during the first couple of years and have been using family members, and so on, so they wouldn't have gone to a child care service, or for example, a day care. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister indicate how many young parents have been taking part in this program in the last year? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I don't see that amount there but I think there are three parents that have had an uptake on that program.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know the Minister of Education knows that one of the reasons students drop out of school is that they get pregnant and leave, and then

come back. As the minister said that only three people have participated in that program in the last year, what are they doing to get that message out there? Is it that they don't want to, or there's no licensed child care facilities to accommodate those students' children? Is that one of the reasons why people aren't participating in the program? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Under the Income Support Program, and I want to make sure that I'm clear on the message here, when a person turns 18 and they become income support eligible, then they would more than likely have gone onto our Day Care User Subsidy Program that we have in place and we have right now, I believe, over 100 people on that program specifically.

If they're under the age of 18 and not income support eligible, and don't have the luxury or any other way of paying those child care fees, and so on, then they would be eligible for the program. And those are the three that we have talked about. I think we need to do a better job as a department and me as minister in making this program a little bit more widely known, and I think that's the reason the uptake hasn't been probably as great.

What we're saying is that any parent under the age of 18, who has a newborn and needs help with day care, 100 percent of the eligible fees are available under this program and we administer the program through our three regional offices. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that response. My question was: is he aware of the reason that some of the parents are not participating in the program because there simply aren't any licensed child care spaces available for kids to go to and that's why parents are finding alternative options, either staying at home or having their family look after their child, that aren't licensed child care facilities?

I think the waiting list on most of them around here is probably two years for licensed child care facilities. Is that part of the problem? Is that there's just simply no licensed child care facilities for these kids to go to? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: I think the member is correct; I think available licensed space is an issue. The second part, to be qualified for the program, the student has to be in school, too and that also has to be factored in.

There are a lot of issues with the liability issues of unlicensed day cares, as we know, and that's why the Department of Education said in 2004, as part of the fundamental shift that we talked about in education, is that for every new education building that we build, whether it's a student residence, every new major school renovation that we do or any

new school construction will all contain a day care space in them to help provide and alleviate some of those issues that we just talked about. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Given the simple fact that there are nowhere near enough licensed facilities; and I understand the minister's concern in regard to liability in cases where a young student may want to allow a family member, or a parent, or someone in their family to look after their child while they attend school, right now, under this program, because it's not a licensed thing, they wouldn't be eligible for any help or assistance under this program; so I'm just wondering if the minister would look at expanding it to not just licensed child care facilities. It's great to say that and we're doing it, but if there's no space out there, what's the use of saying it if we know that they're not going to be able to get anyone into it? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I know there are some liability issues as we have spoken about, but I will direct the staff to look at some opportunities under this program area to see where we can make some accommodations.

Again, the bottom line is and what we're trying to say is we know that one of the reasons for the high drop out rate that we see in our schools is that a lot of parents have to drop out of school because they've had a baby and they don't have proper child care. We want to make the program more accessible but be cognizant of some of the liability issues. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I know that the Income Support Program is under here as well, but just under Income Support while Ms. Teiman is here, are clients eligible for support for child care and are the license requirements there as well? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you. The member is correct. Under the Day Care User Policy, under Income Support, that facility can be licensed or unlicensed and there have been over 100 clients on that program right now. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I don't know if the minister could explain why, under the Income Support Program, they give funding for both. If it's a non-licensed place, then the liability issue is not an issue, but under this other program it does seem to be an issue, if he can clarify that. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The Day Care User Subsidy Program under Income Support is a regulated program, whereas the Young Parents Stay in School program/initiative is not, so you have to follow the regulations. That's the difference in it. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I would have thought if it's regulated, then that's where the liability issues might come in, but the minister said that the Young Parents Stay Learning program isn't regulated. So if he can clarify: why is it that there is a liability issue with the non-licensed facilities under the Young Parents Stay Learning program but not in the other one? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Excuse me, Mr. Chairman. Under legislation, there are regulations in place and that's why I suggested that the Day Care User Subsidy is under regulations, meaning it's under the Act and there are regulations in place.

The Young Parents Stay in School Initiative is a program we actually started ourselves; we just came up with that. So it's outside of the legislative programs and it's a program that we started here in Nunavut, and that's the difference in the process. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I still don't understand. I understand how when it's created under regulation and under legislation, and the other one, it must be just a policy of the government. I still don't understand why there would be a liability issue or concern that would not allow anyone under the Young Parents Stay Learning program to utilize a non-licensed facility where, under Income Support, they can use a non-licensed facility. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you. There are a couple of issues around this and one being under the Young Parents Stay in School initiative if they're under 18, so they're not income support eligible. As we said earlier, under the Day Care User Subsidy, if you are over the age of 18, you are income support eligible, and it's a program that came in through the Act.

What I can say, and I just said it earlier to the members and to the House, is that we will review the program and see where we can move within the program itself and make it

more user-friendly for our students and for our parents, and then report back to the House and see if we can make those changes. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Judging from the minister's response, that's the way it was put into the policy and there's really no reason why, and he keeps saying that one was under Income Support, but whether you're over 18 or not has nothing to do with licensed or non-licensed child care facilities. So I would like the minister, if he can't come up with an adequate response right now, to commit to providing it to us. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: I think, Mr. Chairman, there are some issues around the age of consent. If a student is 15 years old and they decide, "Okay, you're going to subsidize me. You're going to give me money so my child can be taken care of by the Tootoo family across the street. I'll just bring my kid and drop him off and I want to pay them \$200." We're going to pay the Tootoo family but we don't know what kind of care the Tootoo is going to give, and so on and so forth. That's some of the issues that we're talking about.

As a government, we're trying to move away from a non-licensed day care; we want to foster, support, and develop more licensed day cares across the territory. When you run a licensed day care, you have liability issues, O&M costs, and so on. If we somehow start supporting more Tootoo families to be able to take over day care, does that mean then that you're taking out that supply from other communities? So it might not be an issue in Iqaluit but it might be an issue in the smaller communities. There are different issues and processes that are at work here and not just one. So what I will do is commit to the members and to the House to review the eligibility for the program - licensed and non-licensed - to see if we can.

As I said earlier, at the end of the day, we want to have probably more uptake on the program and support those young children, and I say young children who are 14, 15, 16 that are having babies and aren't able to continue their studies in school. That's why the program was put in place - so we could provide that licensed day care. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Maybe a suggestion for the minister to ask him if they would consider... like you said, it may not be an issue in some communities but we all know, here in town, there is a two-year waiting list to get into a licensed facility. I don't know about the other communities, but there hasn't been a whole lot of new licensed child care facilities opening up lately. There is a big demand but there never seems to be any funding for those facilities to open up and the biggest cost is the capital of getting those facilities.

Would the minister, in his review, consider looking at putting something in there that says, "Where there are readily available licensed spaces in the community, they would have to use those," but in the case like here, where you have a two-year waiting list, that they would look at non-licensed facilities because, by the time two-year wait is up, that child might not want to go back to school. So would the minister commit to looking at including something like that in the eligibility for the program? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. There's no disagreement or argument from me. Everywhere in Nunavut, we could use more, I think it's safe to say, more child care spaces. That's part of the initiative we talked about earlier when we're building new schools and doing major renovations, we will add them on. An example is in Iqaluit, where the new Nunavut Arctic College residence that is planned, we will have a day care, as well as the major renovations to Inuksuk; we would have that built-in to that program, too, because it's a major renovation. We built our new Nunavut Arctic College residence in Rankin Inlet and we put a day care in there. So we are trying to approach it that way.

Maybe there's some opportunity also to license family day care homes; have them inspected and licensed, if families would like to do that, and then that would be a licensed place. So I am prepared to look at the suggestions of the House and of the members. Thank you, Mr. Chairman.

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

Mr. Curley: Thank you. (interpretation) I wanted to add a bit to that question. (interpretation ends) Mr. Chairman, (interpretation) last summer and winter, they have been making proposals because that one day care in Rankin Inlet is insufficient now. I would like to get an update of what the status of the funding request is. I know that you have the application. Could the minister update us on whether or not that application is going to be supported? (interpretation ends) Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I don't have the status of the funding application that the member speaks about. I have just directed Kathy to follow-up with our Director for Early Learning and Child Care Services for that information. Thank you, Mr. Chairman.

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

Mr. Curley: Mr. Chairman, (interpretation) if you can let me know how the applicants are going to be informed, would you provide me a copy of whether they have been approved or not? It's clear you have had that information for some time now. Sometimes

the staff run into a brick wall because that one day care is in chronic shortage. Could you provide me with the information? (interpretation ends) Thank you.

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

Hon. Ed. Picco: Yes, we'll make that commitment. We'll provide that information to the member and I should have it probably early Monday or Tuesday. Thank you, Mr. Chairman.

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

Mr. Curley: Thank you. (interpretation) Moving on to Fees and Payments, I think that's a part of fees and payments for income support that we talked about a couple of pages ago. The Income Support line item was larger last year and there's been a reduction of \$30.9 million. Can the minister elaborate further on that? (interpretation ends) Thank you.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I was just reviewing the numbers there. The decreases that the member talks about are administrative decreases within the department itself with some of the staffing at HQ associated with the fee payment structure that the member mentioned. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Picco. We're on (interpretation ends) Branch Summary. Career and Early Childhood Services. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I'll just go back to the question my colleague was asking about earlier after. Mr. Chairman, I assume the minister earlier indicated that the day care contributions are included in there. Can the minister indicate if this is money that is given to day cares for their O&M costs to help keep them afloat? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: That is correct. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. As the minister knows well, being the Minister responsible for Energy, that fuel and everything else like that has gone up over the last few years. Since there has been no increase in that amount, I'm just wondering if he can explain why there's been no increase there when all the operating costs for the day cares, I would imagine, have increased as well. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you. We did two large instalment payments to all of our day cares last year and earlier this year, I believe in this fiscal year, as a result of the ELCC Agreement that was brought forward in the federal government. That was unconditional funding and the day cares used that money whichever way they saw fit, which included putting credits on oil bills and so on. I haven't received any questions from a day care with concerns with the amount of the O&M funding.

The biggest problem we have with day cares is the funding is based on enrolment. So, for example, your ongoing cost to run a day care might be \$3,000 a month, but sometimes when you have a lot of children sick, and so on and so forth, or people who withdraw out of the program, they only may be running at 40 percent occupancy. You lose that extra revenue because of that. So we're looking at ways we can help day cares make up that amount. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. If I understood the minister correctly there, it's almost like the way that we're treated by the federal government is per capita funding for the day cares just based on their occupancy rates as they go along.

As the minister indicated, there are sometimes reasons why kids aren't there and then they don't get paid for them if they're sick or something like that, but they don't want to give up their space, so it's still held for them. He has also indicated over the years that the per capita funding doesn't work up here. Basically, he indicated they're looking at some ways to try and address that problem. I wonder if he can give us some indication of exactly what they're looking at.

I know that every time you turn around, the day cares are run by volunteer boards and they're continually trying to fund-raise just to keep their doors open. I'm just wondering if the minister or his officials can commit to taking a look at that or give us an idea of what they're looking at to try and help alleviate the operating deficits that most of the day cares are faced with in Nunavut right now. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Unlike the federal government, when we look at our day cares, as an example, we actually base fund them and on top of that, based on the size of the facility, because every facility is different and every facility would have different numbers of students available, then we base that number on the base and then on the attendance formula that we talked about.

So we agree with the member and we're looking at how we can improve the funding arrangements for our day care facilities. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Can he give an indication of exactly what they're looking at doing and changing there to try and help them out? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I've had discussions with the deputy minister to look at all aspects of day cares, whether that's wages, salaries, some of the O&M costs, and so on. We have done some small improvements, but it's something again that we want to be able to review. Hopefully, in the New Year, I would expect some time in May or June, we will be able to look at those allocations.

One of the reasons why you see, for example, no increase in the day cares is that at any given time, we have an X number of day cares running and sometimes they close for different reasons and everything, so we have a budget in place. You might have 50 day cares you're funding today and at the end of the year, you might only have 39 because of different reasons. So, yes, I will make that commitment to the member that we will look at that. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. Would the minister commit to involving the day cares themselves in that process? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Yes, I will direct our staff, the person who looks after in Early Learning and Child Care Services within the department, to make sure that any type of ideas would be basically used as a sounding board. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman and the minister, for that commitment. The next question I want to ask and I know the total Income Support funding is there under Fees and Payments and it is... I'm trying to get the business plan to line up with the main estimates, or the other way around.

They have budgeted \$30,041,000 for the coming fiscal year and last year, they had \$26,603,000, and I know that there's a reason they're there. The revised main estimates for 2007-08 have it at around... the number in the main estimates is \$31 million, but I know that includes other numbers. Can I just get an indication from the minister of what the revised amount, specifically for Income Support, was in there for 2007-08? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I believe it's \$31,082,000. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. That was the overall total number for the revised main estimates for that area but I was looking specifically for the amount for Income Support. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Yes, Mr. Chairman, the number I have for the main estimates revised for 2007-08 was \$31,082,000 and that includes a forced growth amount of \$3,438,000. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Did all of that go towards Income Support? I know in the 2008-09 one that we're looking at now, the amount here is \$30,977,000, but the actual amount just for Income Support is \$30,041,000. So I'm just wondering, out of that new \$31,082,000, how much of that was Income Support? That's what I'm trying to figure out. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Based on the numbers that have been provided here, that entire amount, \$31,082,000, was dedicated toward the Income Support Division.

On the budget increase for 2008-09, the \$3,438,000 that we spoke about, it gives an example. We increased the caseload amount by 131 and we factored those costs in, we also factored in increases to electricity cost overall, and we also increased the estimated housing increases. There could be some more new social housing coming on board and so on that the member is aware of.

So, hopefully, that helps clarify the answer. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Not really. If you look at the 2008-09 main estimates that we're looking at now on that page G-10, it is \$30,977,000 and if you go to the business plan on G-24 for Income Support (Social Assistance), out of that, there's \$30,041,000.

So there looks to be about \$930,000 being used for something else, whether that's administration... I don't know what the other fees and payments are included in there, but to say, "We'll just round it off to \$1 million," one would assume then that for the 2007-08 year, the revised amount of \$31,082,000 that was actually spent on social assistance and income support would be \$30,082,000. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think the issue here is that on a line item, it's just a clarification of the actual number brought forward and the cumulative number that's in there. I'll just have the Comptroller, Ms. Susan Nichols, to come to the witness stand just to clarify that for the member. Thank you.

Chairman (interpretation): Thank you, Minister Picco. Sergeant-at-Arms, please escort Minister Picco's official to the witness table.

Welcome, Ms. Nichols. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Then, for the record, it all went to Income Support and I'm going to break it down for the member to add it to the \$900,000, which is a little more than it is, as the member has suggested, or at more around the \$900,000 amount.

On the total social assistance payments for 2007-08, as the member has indicated, it was \$30,041,000; on the Day Care User Subsidy, it was \$635,000; under the Senior Fossil Fuel Subsidy, it was \$179,000; and then under the Building Careers and Compliance, it was \$78,000; and under the Fees and Contract Payments under Early Childhood, it was \$35,000. That gives you the total which was the \$30,977,000. Those numbers then are cumulative on that page and then those numbers go into the main estimates book on that contingency. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. That still doesn't answer my question. My question was: the revised estimates for 2007-08, Fees and Payments show \$31,082,000. As the minister just indicated, it points out on G-24 of their business plan, \$30,041,000 is what they paid on Social Assistance and I know there are other things included in there as he just indicated.

Out of the revised amount for 2007-08 of the \$31,082,000, that's what I'm trying to find out, how much of that was paid out in Social Assistance in Income Support? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you. \$30,041,000. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. So then you're budgeting the exact same amount for this year. Is that correct? Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. The member is correct. It was \$27,644,000 and we got the increase we talked about and we already gave the breakdown of the \$3,438,000 for a total of \$31,082,000. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I don't think he still gave me the right amount. If you look at page G-24 in your business plan, and it's too bad I've got to use up all my time asking the same question over and over again, it's showing a budgeted amount for Income Support (Social Assistance) of \$30,041,000 for 2008-09. It's also showing there for 2007-08, \$26,603,000. We know that was not the final number for 2007-08; the revised estimates show different.

So that's what I'm trying to get at is: what did that \$26,603,000 change to with the revised estimates for 2007-08? That was the initial number at the beginning of the year, not the revised amount. Hopefully, that clarifies it. Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. \$27,644,000. That was the number. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. From that \$27 million and whatever, I didn't catch the rest of it, to the \$30 million right now, does that reflect the 15 percent increase in fees when they increased the amount? Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. It wasn't a 15 percent increase in one year, remember, it was a five percent and then a ten percent increase. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Then does that reflect the ten percent increase? Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. It's my understanding that that would include that amount. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. It seems like in here it indicates that there's a larger uptake on it and costs are going up for the program, and he has just mentioned that that the ten percent increase takes into account that you're projecting 121 new clients for 2008-09 and for last year, I think you said it was 131 or something like that.

It doesn't seem then that a whole lot of extra money was put in there to deal with what the department seems to be indicating - the increased demand on the program. So I'm just wondering if I could get an explanation on that. Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. Like I said before, we did put an increase of \$3,438,000 forward in this budget and we have broken that down by number. As we move forward into the fiscal year, if there's a need for extra money and in that budget line item, then the minister would have an opportunity to go back to the FMB and say, "Look, I'm short an X number of dollars in my budget in that area." If I can't distribute money internally, meaning that I've got a surplus in one area of the department and a deficit in the other area, if I'm not able to do that, then I have the opportunity to ask for more money from the FMB.

We feel confident with the \$3,438,000 that's been put in place, that we should be able to meet our budget expectation in Income Support. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I would like to recognize the clock and move to report progress. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. There is a motion on the floor to report progress and the motion is not debatable. All those in favour, please raise your hand. All those opposed. The motion is carried. I will now rise... (interpretation ends) I'm sorry; let me try that again. All those in favour of the motion, please raise your hand. All those opposed. The motion is defeated.

We'll continue with Branch Summary. Career and Early Childhood Services. Total Operations and Maintenance, to be Voted. \$41,390,000. Does the committee agree?

Some Members: Agreed.

Chairman: Curriculum and School Services. Branch Summary. Total Operations and Maintenance, to be Voted. \$13,825,000. Does the committee agree?

Some Members: Agreed.

Chairman: Go to G-12. School Operations. Mr. Evyagotailak.

Mr. Evyagotailak: Thank you, Mr. Chairman. I have some questions for the minister. Your department's business plan indicates that a number of Nunavut-based curriculum modelling have been completed with IQ-based *Aulajaaqtut* 10 to become a "compulsory graduation requirement." Can you provide an update on the current status of other components on the made-in-Nunavut curriculum and when they will be included in the teaching programs? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is correct; we have completed a lot of curriculum for Nunavut.

In Nunavut, I think the curriculum that we have in place; I'll just give you some examples. The *Aulajut* Senior Secondary Handbook for Nunavut schools is complete and that's English from 10 to 12. The *Aulajaaqtut* models also include the teacher manual and the student journal. We also have the model value - Module 1 for Valuing Values, Module 2 for Communicating and Helping, all the way through to Module 5 - and those are completed in grade 10.

We have the *Nunavusiutit*, which is the science teaching model, it has science and diversity programs in place and that's grades seven to nine. Arts/science specializing and focussing on Nunavut for grades seven to nine, that's completed, as well as Social Studies, Nunavut Land Claims, the impact of the contact of Europeans, Inuit Land Claims in the Circumpolar World for grade seven and that's there.

We also have different resources, including the land claims website, an interactive CD for student use with a teacher's manual and that includes Arctic Peoples and Archaeology, and several more. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Thank you, Minister, for answering the question. In 2007-08, your department worked on a number of assessment tools for students in grades three, six, and seven. Which of those tools are ready to be used in the upcoming school year and will the results be provided to parents and made public? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is correct; we have moved forward with our criterion standardized testing program and we have completed a lot of the student assessments. We have also developed a Nunavut-wide assessment in grade three math, which is offered in all four languages, and we're working on the grade seven writing assessment right now in all four languages.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Thank you again, Minister. As part of your department's Bilingual Education Strategy, Nunavut community school organizations were required to select one of the three models of language instruction. Could you update this committee with which communities have selected which model of language instruction to follow? Have all schools implemented one of the three models posted by the department, and if not, which schools or communities still need to determine their language of instruction model? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The language of instruction workshops have been completed in the Kitikmeot region. We're moving forward now in the Kivalliq and the Qikiqtani regions. Workshops have been held and completed in all of Kitikmeot, completed in Rankin Inlet, Pond Inlet, Resolute Bay, Iqaluit, Cape Dorset, Artic Bay, Igloodik, Pangnirtung, and Qikiqtarjuaq, and the rest should be completed by April of 2008, in the next few weeks.

I think the discussions have been very productive with the workshops and we're also setting up an allocation of \$10,000 per community to establish DEA Language Committees to assist with the implementation of the language of instruction. Thank you, Mr. Chairman.

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

Mr. Evyagotailak: Thank you, Mr. Chairman. Looking at the time, I would like to make a motion to report progress.

Chairman: Sorry, Mr. Evyagotailak, you're out of order. We're on G-12. Branch Summary. School Operations. Total Operations and Maintenance, to be Voted. \$109,752,000. Mr. Picco.

>>*Laughter*

I'm sorry. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I'm really glad that when we schedule things, we stick to them. People make plans around the schedules that are agreed to and then it's

just very disappointing. Some of us are going to be here for a while, so I've got lots of time to ask questions.

Can the minister give an indication if this is all the funding that the schools get for their operations? Is that correct?

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'm glad the member is back. This is our job: to pass the budget, and that's what we're trying to do.

Mr. Chairman, the schools receive different types of funding. The main estimates demonstrate and include all the money that is coming from the Government of Nunavut in the department's budget, but there could be auxiliary or outside funding from Brighter Futures programs, for example, that schools would also receive. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Picco. (interpretation ends) Members, please restrict your comments to the budget. Mr. Tootoo.

Mr. Tootoo: And ministers, too, I guess. Thank you, Mr. Chairman. I will. Can the minister give an indication of how they fund the schools? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Just for clarification, that was for all members, including ministers. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. All of our school operations are funded through a formula and we have been working on that formula over the past several years. The formula includes some costs of O&M, which are staffing costs, general costs within the school itself, curriculum costs; it could include the bussing costs and other operations to run a school. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. The minister indicated they're working on that and reviewing that formula. Can he give us an indication of what things they're looking at changing? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The formulas that were in place that we were using have been in place for some time and we're reviewing the formula to look at: does the formula that's currently in place reflect the actual needs of a school in 2007 or 2008, and so on.

For the past few fiscal years, we have been looking at how that formula was in place and made some changes to it. One of the changes we made, for example, was transferring all of the employees that were under the DEA funding as school year employees and make them NEU or NTA employees so they became full employees of the school. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Do the schools get funding from here for textbooks? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you. That's my understanding.

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

Mr. Tootoo: Thank you, Mr. Chairman. I was under the understanding that the DEAs, in their budgets, were supposed to be the ones that supply the textbooks, so maybe if I can get a clarification. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The member asked about the school funding and the funding formula we have in place. When we fund schools, schools are funded through the DEAs and there's an allocation in the DEA budget for each school. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. How do they figure out how much each school gets for textbooks? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. That's a number that they arrive at when they look at the number of students that are in the school and based on the number of textbooks needed, and that's usually divided by the number of books that may have to be replaced from time to time on a go forward basis by the school. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Does the minister feel that it's important that all students have textbooks? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The textbooks that are available to our students should be in the school and in the classrooms. If the member is aware that they're not, then he can make that known to the department. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I'm sure the minister is aware that there have been cases in the past where they're photocopying a textbook to have copies to give to other students. Can he confirm that? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. No, I can't confirm that. What I can say is that I do have a spouse who works at a school and I have students in school like the member does, and having been a former adult educator, at different times, we make photocopies of learning materials and resources that we may be more familiar with or may be more used to using that follows the thematic theme unit that is being used in a given classroom, and therefore and thus, we photocopy as instructors and teachers. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I know that through the DEA budgets, they're the ones that had been delegated the responsibility to get the textbooks out, but still, they got no control over their budgets; it's the department that sets it. So I think it's the government's responsibility to make sure that there are enough and adequate textbooks in the classrooms, and it's not something that should be dumped off onto the DEAs to deal with when they got no control over setting their budgets. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. In the new *Education Act*, the member is aware that we're actually looking at how resources are devolved into the schools and what responsibilities and roles the DEA should have. Under that area, I believe we would be able to ensure that there is no 'dumping' from the government or the department to the schools because we don't want that to occur. So we're in agreement with the member on that. Thank you.

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

Mr. Tootoo: Thank you. Then I guess the minister is planning on amending Bill 21 because that's exactly how it's spelled out in there. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. As I said yesterday in the House, when the bill comes forward, we will entertain amendments to the bill at that time as long as the integrity and the scope of the bill haven't been interfered with. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I guess my question to the minister, as he seems to keep saying the new *Education Act* will do this and will do that, but the perfect example that we just mentioned about the textbooks is it doesn't change anything. So maybe I'll ask him why he says it's going to be changing these things when it doesn't. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think the member's question, and I just asked Kathy, "Did you hear that?" I thought the member's point was, in his earlier statement, if we didn't agree with the way the textbook issue was being held by DEAs, would we change it, and I suggested that when that Act comes forward, we would look at all opportunities to ensure that the Act reflects what we want for education in Nunavut. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Right now, the department sets the DEA budget. Under the current Act and under the proposed Act, the DEA's budget has to include textbooks and stuff. The department has nothing to do with that. So my question to the minister is: does he feel that students should each have a textbook? Will he include that into the department's budget, not the DEA's budget, to provide those textbooks to all the students? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We will do what we can within the timeframe that's available to us, as well as the financial ability that we have in the budget. Again, what I have said and what I'm trying to say here is that, where there are opportunities to move within the budget to facilitate some of the things the members have been asking for, that's what we have tried to do. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Under the K-12 instruction, there is about a \$1 million increase around that area. Could I get an explanation as to why that increase is there? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I think it was a \$1.6 million increase as a result of the NTA Collective Agreement amounts, because, as you know, collective agreements are put in place based on three, three, and three, and so on; three percent over a year, and three percent and then three percent. So that's the amount for forced growth based on the NTA Collective Agreement. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. There's also about a \$500,000 decrease in support for District Education Authorities. I'm just wondering if I could get an explanation on that. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Those were bussing contracts that were in place and we have taken them out of that area in the budget. Thank you, Mr. Chairman.

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

Mr. Tootoo: Where did they go? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. It went from Grants and Contributions to O&M.

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

Mr. Tootoo: Thank you, Mr. Chairman. Is it still the DEAs that have responsibility for those contracts or is it now with the department? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. This was the new bus contract that was negotiated and it's actually in this line item which was just here in Iqaluit. Thank you, Mr. Chairman.

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

Mr. Tootoo: He still didn't answer my question. Is it the DEA's responsibility or the department's responsibility? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. In different communities, there's different ways of doing this contract. In some communities, it may be the DEA, and here in Iqaluit in this case, it's the Department of Education. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Has it always been like that? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. No, Mr. Chairman, last year, it was with the local DEA. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. Did they give it back to the department? Is that correct? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: That's correct, Mr. Chairman.

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

Mr. Tootoo: Why? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Why not. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister elaborate a little bit more on why the DEA gave it back to the department? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I can't speak for the DEA and say why they gave the contract back. What I can say is what I have heard, like the member and many members, because of some of the concerns that were raised last year in the media. It's no different when income support contracts with hamlets are given back to the department.

In this case, there were a lot of issues; the District Education Authority had a lot of issues with the bussing contract. They felt that a lot of their time was spent dealing with bussing issues and not dealing with some of the issues that were going on in the school, and they

felt that it would be better served if the department looked after the bussing contract and let them focus on what was happening at the K-12 side of things in the school system. That's my understanding of the reason. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Can the minister confirm that it had nothing to do with the lack of the resources that the DEA had to deal with all the administrative functions, like the bussing services, along with everything else? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. When you look at a community like Iqaluit where you have several schools located throughout the community from Apex all the way to Inuksuk and Nakasuk School, there's a lot of work making sure the buses get there on time, the routines, and so on and so forth. I think the DEA felt that they would be better suited in dealing with some of the operational issues in our schools. The cost factors itself; we provide the money for the bussing contract to the DEA. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Looking at the business plan, also it's for Curriculum and School Services, there's a slight decrease there. I'm just wondering if that's because the department has all the curriculum it needs developed now and they don't need any more. Can I get an explanation? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'm just looking at Curriculum and School Services; I believe we passed that in the budget, so I'll have to go back to G-11. I believe that's an actual increase there from my numbers. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. In School Operations, maybe it's just because the minister's business plan doesn't coordinate with the main estimates under K-12 schools that's in there. So I would like to ask for an explanation of why. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. I'll just read a note here and it just says, "Adjust salary to actual benefit calculation." Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Maybe the one that the minister was confused about was the School Operations – Regional; there's an increase of \$1 million. Can I just get an idea of the breakdown of what that \$1 million was for? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. Under School Operations – Regional, there was an \$8,000 increase to adjust salary to actual benefit calculation. It was \$14,000 for the 2007-08 NTA Collective Agreement and that's the salary and benefits of the RSO. It was \$444,000, which is the bussing contract for Iqaluit, which was moved to support the DEAs and that's under Grants and Contributions. There was \$11,000 for the departmental vacancy factor to fund remaining portions of any of the other bussing contracts that we have with QSO, which is the Qikiqtani Service Office, which regulates our schools in North Baffin, in Pond Inlet. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. There's also, on there, an increase from \$121,000 to \$296,000 for the French Division. I'm just wondering if I could get an explanation of what that was for. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: That was for 1.5 PYs which were no longer funded by a third party, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. It has your support for District Education Authorities at \$9 million, but also, La Commission Scolaire Francophone du Nunavut is separate. I'm just wondering why, it's a DEA, too, it's not included in with the other DEAs. Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. The Francophone Association, the CFSN, is a little bit of a different creature, as the members and our DEAs know, and indeed, the majority of their funding comes from the federal government. So we're listing them here a bit differently in the main estimates of the Government of Nunavut. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Under the K-12 Schools, and maybe it's just because I was waiting until we got to Schools Operations to ask these questions, but the Teacher Education Strategy in there, there's a significant increase in that of a little over \$4 million. Can the minister give an indication as to how that's going to be spent? Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. This is a result of the Qalattuq Teacher Strategy that we actually tabled in the House that the members will remember. We're going to be taking that money and enhancing the NTEP program, meaning we're going to be trying to deliver it base funded in different communities in Nunavut.

We're going to continue with our community-based programming support but at the same time, we want to be able to base it. For example, right now, we have it base funded in Iqaluit out of the Nunatta Campus where we would like to move that forward and base fund it out of Rankin Inlet and out of Cambridge Bay. So these are extra enhancements to the program. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Also under the Inuit Educational Leadership, there's like about a \$200,000 increase in that budget to just under \$600,000. Can we get an explanation as to what that's for? Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. It was \$75,000 from that to help fund the Masters Program that we have talking about; we have 25 students from across Nunavut doing the Masters Program. There was a \$10,000 increase which is "adjust the salary for the actual benefit calculation." There's \$114,000 allocation for a CSS and for the student assessment. There was also \$20,000 for specialized assessments. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Under the priorities for 2008-09 in this area, they indicate that they want to "Develop a new protocol with Heritage Canada, through a consulting process involving our partners in the communities." I'm just wondering if I could get a little bit of detail on that as to exactly what they plan on doing there. Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. Heritage Canada is a federal department that works very closely and funds very closely the Francophone School Association and we

have linkages with them. Under that line item that the member spoke about, some of the plans are to continue to foster that working relationship that we have. It may result in extra funds possibly coming from Heritage Canada. However, we want to continue our good working relationship with them. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. It also says they want to “Implement the grade seven language assessment tool.” Can I get some explanation as to what exactly that is? Thank you, Mr. Chairman.

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

Hon. Ed Picco: Thank you, Mr. Chairman. That was a question we answered earlier on improving the student assessment in Nunavut schools in our criterion standard testing. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. What exactly are you looking at? I know they didn't like the ones the DEA here wanted to bring in before. Can he give a little bit of a more detailed explanation on exactly what they're going to use? Thank you, Mr. Chairman.

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

Hon. Ed. Picco: Thank you, Mr. Chairman. We have a working group for grade seven assessments for all four languages and we bring that group together to look at some of the standards and criteria. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I would like to save my 16 seconds until next week and given the fact that we're already over half an hour later than what we had agreed to finish at today, I would like to move to report progress. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. (interpretation ends) Sufficient time has been passed since the motion to report progress was defeated at approximately 4:25 p.m. The motion to report progress is in order and the motion is not debatable. All those in favour, raise your hand. All those opposed, raise your hand. The motion is carried.

(interpretation) I'm sorry. Thank you, Minister and your officials. At this time, Sergeant-at-Arms, you can escort the witnesses out of the witness table. (interpretation ends) Do you have any closing comments? Minister Picco. I'm sorry.

(interpretation) Sergeant-at-Arms, please escort Minister Picco and his officials from the witness table.

Speaker (Hon. James Arreak)(interpretation): Thank you. Item 20. Report of the Committee of the Whole. Mr. Barnabas.

Item 20: Report of the Committee of the Whole

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

Speaker (interpretation): There is a motion on the floor. Is there a seconder? Mr. Mapsalak. The motion is in order. All those in favour, please raise your hand. Opposed. The motion is carried.

Item 21. Third Reading of Bills. There are none. Item 22. Orders of the Day. Mr. Clerk.

Item 22: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. A reminder that on Monday, a meeting of the Standing Committee on Health and Education at nine o'clock in the morning in the Tuktu Boardroom.

Orders of the Day for March 10:

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
 - Bill 26
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 22
 - 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. This House stands adjourned until Monday, March 10, at 1:30.

Sergeant-at-Arms.

>>*House adjourned at 17:10*

