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**Monday, June 15, 2009**

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**Iqaluit**

**Speaker: The Honourable James Arreak, M.L.A.**

## Legislative Assembly of Nunavut

### *Speaker*

**Hon. James Arreak**  
(Uqqummiut)

**Hon. Eva Aariak**  
(Iqaluit East)  
*Premier; Minister of Executive and Intergovernmental Affairs; Minister responsible for the Status of Women; Minister responsible for Immigration*

**James Arvaluk**  
(Tununiq)

**Moses Aupaluktuq**  
(Baker Lake)

**Hon. Tagak Curley**  
(Rankin Inlet North)  
*Minister of Health and Social Services; Minister responsible for the Workers' Safety and Compensation Commission; Minister responsible for the Utility Rates Review Council*

**Ron Elliott**  
(Quttiktuq)

**Adamee Komoartok**  
(Pangnirtung)

**Hon. Lorne Kusugak**  
(Rankin Inlet South – Whale Cove)  
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**John Ningark**  
(Akulliq)

**Johnny Ningeongan**  
(Nanulik)  
*Deputy Speaker, Chair of the Committee of the Whole*

**Paul Okalik**  
(Iqaluit West)  
*Deputy Chair, Committee of the Whole*

**Eruk Pauloosie**  
(Nattilik)  
*Deputy Chair, Committee of the Whole*

**Hon. Keith Peterson**  
(Cambridge Bay)  
*Minister of Finance, Chair, Financial Management Board; Minister of Justice*

**Allan Rumbolt**  
(Hudson Bay)

**Fred Schell**  
(South Baffin)

**Hon. Daniel Shewchuk**  
(Arviat)  
*Minister of Environment; Minister of Human Resources; Minister responsible for the Nunavut Arctic College*

**Hon. Louis Tapardjuk**  
(Amittuq)  
*Government House Leader; Minister of Education; Minister of Culture, Language, Elders and Youth; Minister of Languages; Minister of Aboriginal Affairs*

**Hon. Peter Taptuna**  
(Kugluktuk)  
*Deputy Premier; Minister of Economic Development and Transportation*

**Hon. Hunter Tootoo**  
(Iqaluit Centre)  
*Minister responsible for the Nunavut Housing Corporation; Minister responsible for the Qulliq Energy Corporation; Minister responsible for Homelessness*

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Innirvik Support Services

**Box 1200**

**Iqaluit, Nunavut, X0A 0H0**

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

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

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**Iqaluit, Nunavut  
Monday, June 15, 2009**

**Members Present:**

Honourable Eva Aariak, Honourable James Arreak, Mr. Moses Aupaluktuq, Honourable Tagak Curley, Mr. Ron Elliott, Mr. Adamee Komoartok, Honourable Lorne Kusugak, Mr. John Ningark, Mr. Johnny Ningeongan, Mr. Paul Okalik, Honourable Keith Peterson, Mr. Allan Rumbolt, Mr. Fred Schell, Honourable Daniel Shewchuk, Honourable Louis Tapardjuk, Honourable Hunter Tootoo.

**Item 1: Opening Prayer**

**Speaker** (Hon. James Arreak) (interpretation): Before we proceed, I would like to ask Mr. Curley to say the opening prayer. Mr. Curley.

>>Prayer

**Speaker** (interpretation): Thank you, Mr. Curley. Good afternoon, Premier, Ministers, and Members of the Legislative Assembly. Have a wonderful afternoon, Nunavummiut. (interpretation ends) Item 2. Ministers' Statements. Minister Shewchuk.

**Item 2: Ministers' Statements**

**Minister's Statement 031 – 3(2):  
Report of the Senate Standing  
Committee on Fisheries and  
Oceans**

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I want to inform my colleagues of a recent report released by the Senate Standing Committee on Fisheries and Oceans. This report, entitled "*Nunavut Marine Fisheries: Quotas and Harbours*," strongly

supports Nunavut's case for increased fisheries access and infrastructure.

This report is based on consultations which started in 2007 and included a visit to Iqaluit and Pangnirtung for consultation sessions in June 2008. The Government of Nunavut participated in these sessions, providing Nunavut's views on the inequities and lack of support we have received in developing this important industry.

The committee's report concludes that Fisheries and Oceans Canada has not done all it can to support the development of Nunavut's fishing industry. Most striking is the following quote: "Nunavummiut appear to have moved forward on matters over which Nunavut has control, but the same cannot be said for the Department of Fisheries and Oceans."

My department is pleased with the committee's support for the Nunavut fishing industry and its future development, and supports the eight major recommendations outlined in the committee's report. These recommendations to the federal government and specifically Fisheries and Oceans Canada are as follows:

- That DFO move forward with implementing the harbour development plan in the 2005 Nunavut Small Craft Harbours Report;
- That DFO continues to assign 100 percent of the Division 0A turbot allocation to Nunavut;
- That DFO continues the policy of no new access in Division 0B to

- non-Nunavut interests until Nunavut achieves an equitable share of this resource;
- That DFO put in place a policy to give Nunavut stakeholders the right of first refusal on the purchase of quotas in Nunavut's adjacent waters that are transferred or sold;
  - That IQ be given full consideration in fisheries decision-making;
  - That DFO indicate when and how the recommended research and monitoring program for the Eastmain 1-A and Rupert Diversion Project will be implemented;
  - That DFO substantially increase its funding for exploratory research in Nunavut's adjacent waters and commit to a multi-year, multi-species research program; and
  - That DFO assess the impact of vessel activity on whales and develop protective management measures in collaboration with the NWMB.

Mr. Speaker, I wish to thank the Senate Standing Committee on Fisheries and Oceans for completing this important report and call on the Government of Canada and Fisheries and Oceans Canada to move forward to implement the recommendations of the committee.

Mr. Speaker, over the past months, I have already had the opportunity to meet with the Minister of Fisheries and

Oceans, Minister Shea, on two occasions. These meetings have been very constructive and have addressed many of the issues facing our fishing industry.

Through these meetings and consultation sessions between senior officials from my department and DFO, a new spirit of collaboration is developing. As such, we trust that DFO will seriously consider the recommendations of the Senate Standing Committee and take the actions necessary to benefit our developing fishing industry. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister Curley.

**Minister's Statement 032 – 3(2):  
World Elder Abuse Awareness  
Day**

**Hon. Tagak Curley** (interpretation): Thank you, Mr. Speaker. I rise to announce that today, June 15, is World Elder Abuse Awareness Day.

Elder abuse is defined as an act or failure to act that jeopardizes the physical, emotional, financial, or sexual health or well-being of an older person. This act is usually committed by a person who is in a trusted relationship with the older person. Most elder abuse cases include more than one form of abuse.

Mr. Speaker, World Elder Abuse Awareness Day is an opportunity for individuals, organizations, communities, and governments to recognize and build awareness that many older women and



men in their community and around the world experience abuse or neglect.

Mr. Speaker, although there has been no northern-specific research to identify the extent of the abuse of older persons, anecdotal data shows that drug and alcohol abuse by family members plays a key role in the abuse of elders. The stress placed on the individual providing care also plays a significant role in elder abuse, Mr. Speaker.

Mr. Speaker, current legislation regarding the fair treatment of elder persons is in place in Nunavut's *Family Abuse Intervention Act*, which provides assistance to people in need of protection from family violence or the threat of family abuse.

Mr. Speaker, some of the unique issues facing our abused elders include overcrowding, limited safe and affordable housing, lack of employment opportunities, and financial resources. There may also be a dependence on family members for either financial or physical support. These factors can leave elders vulnerable to abuse or neglect by others.

Canadian research suggests that between four and ten percent of elders will experience some form of abuse at one point in their life. However, there is also the belief that elder abuse is grossly underreported for a number of reasons - shame, guilt, fear, a lack of understanding of the issue, a belief that service providers are unable to help, as well as isolation.

Mr. Speaker, the Department of Health and Social Services is leading a pan-territorial mass media campaign to raise

awareness about elder abuse. The campaign will be launched in the fall in partnership with the Department of Culture, Language, Elders and Youth, and Northwest Territories and Yukon governments.

Mr. Speaker, elders are not only our most valuable intellectual resource but we can all make a better effort to appreciate them. I would also like to state that in Nunavut, I believe it is everyone's duty to show our appreciation to our elders wherever possible. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you, Minister. Ministers' Statements. Minister Tapardjuk.

### **Minister's Statement 033 – 3(2): Piqqusilirivvik Model**

**Hon. Louis Tapardjuk** (interpretation): Good afternoon, my *Annuraaqatik*. You are a very fine Speaker. Perhaps I am a bit envious as I make this statement.

I have an announcement to make in regard to the *Piqqusilirivvik* model. The design phase drawings were supposed to be submitted for everyone to review. The model was built to allow people to envision our most anticipated building after its completion. The model has been delayed, but it will be placed in the display later on this afternoon and I wanted members to note the change to that part.

As we are all aware, the *Piqqusilirivvik* Inuit Cultural Learning Facility will be located in Clyde River with satellite campuses in Baker Lake and Igloodik.

*Piqqusilirivvik* will offer programs to help capture and pass along land-based cultural knowledge, history, skills, and language.

In consultation with elders, the necessities needed to suit the specific purposes have been built into the fiscal structure of the facility. The open floor plan and easy access to the outside are meant to create a positive learning environment.

Mr. Speaker, the construction contract for the main campus building was awarded to Kudlik Construction. They will begin building the facility this fall in Clyde River. The building is expected to open its doors to students in the spring of 2011.

The model was completed by a model maker from Ottawa in 2009. Please join me in welcoming the model that will be here at the legislature and to view it while it is visiting us. We will envy that *Piqqusilirivvik* which will be built at the Speaker's riding. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you very much, Minister and my *Annuraaqatik*. Ministers' Statements. If there are no more, Members' Statements. (interpretation ends)  
Member for Baker Lake, Mr. Aupaluktuq.

### Item 3: Members' Statements

#### **Member's Statement 047 – 3(2): Congratulations to Bonnie Nungnik for Completing Social Work Program**

**Mr. Aupaluktuq** (interpretation): Thank you, Mr. Speaker. I send my regards to all Baker Lake residents.

I rise today in the Legislative Assembly feeling both proud and very pleased to announce that Ms. Bonnie Nungnik of Baker Lake has graduated in the spring of 2009 in Cambridge Bay. She has completed the Community Social Services Worker Program and she will be working in Baker Lake this coming summer to complete her practicum.

Today, I share her accomplishment by congratulating her for completing the training and recognize the fact that she would be a very good role model for young people. I wanted to acknowledge her as she is a fellow Baker Lake resident. Thank you, Mr. Speaker.

>>Applause

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

#### **Member's Statement 048 – 3(2): Habitat for Humanity Building Second Home in Iqaluit**

**Hon. Hunter Tootoo**: Thank you, Mr. Speaker. I rise today to announce that Habitat for Humanity here in Iqaluit began work on their second home this past Saturday, June 13.

That morning, I had the privilege of attending the First Nail Ceremony along with my colleague from Iqaluit West,

where we had an opportunity to meet some of the dedicated volunteers for this project. This new house is located on a lot at the intersection of the Apex Road and the Road to Nowhere.

This year's build will be exciting, Mr. Speaker, as Habitat for Humanity holds their first ever 24-hour midnight sun build. Volunteers from Iqaluit and across Canada will come together to work for 24 hours straight from noon on June 20 until noon on June 21. This event coincides with the longest day of the year and National Aboriginal Day.

Mr. Speaker, the family selected to live in the house is required to do 500 hours of sweat equity towards the completion of their home. Habitat for Humanity is founded on the idea of giving families a hand up, not a handout.

Habitat for Humanity Iqaluit was founded in 2005 and is an affiliate of Habitat for Humanity Canada. Habitat for Humanity is a non-profit, faith-based organization working for a world where everyone has a safe and decent place to live.

Habitat for Humanity Iqaluit engages sponsors and volunteers in order to provide an affordable housing option for eligible families willing to participate in building their home.

Mr. Speaker, I would like to thank and ask all members to join me in thanking all of the organizers, sponsors, and volunteers for their dedication and hard work in this effort. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you, Mr. Tootoo. Members' Statements. Member for Quttiktuq, Mr. Elliott.

**Member's Statement 049 – 3(2):  
Thanks to Brian Manning of  
Resolute Bay**

**Mr. Elliott:** Thank you, Mr. Speaker. I rise today to speak about one of my hard-working constituents and thank him for his efforts.

Mr. Speaker, I speak of Brian Manning, the Principal of Qarmartalik School, who will be leaving Resolute Bay on Saturday, June 27. He will be taking up a role as Principal of Nakasuk School in Iqaluit for next year.

Mr. Speaker, it's great to be able to speak of the many accomplishments that he has done over his tenure in Resolute Bay. He is the longest running principal for that school with service of six years. Last year, they had the largest graduating class in the history of the school with nine graduates.

During his tenure, students have represented Nunavut twice at national historical conferences in both Saskatchewan and Halifax. Students have twice represented Quttiktuq at the Youth Parliament here within the House.

He has established numerous outreach programs that have benefited not only the school but the community with ties to research, working with universities, scientists, and businesses within the community. He encouraged and assisted two of the language specialists within the school to gain entrance into the Nunavut Teacher Education Program.

He is currently the vice-president of the Nunavut CAP Association and has been for the past four years. He has been a strong advocate for culture and language within the community, as well as initiated a program with Nunavut Arctic College that permitted all students to do a ten-week program in Inuktitut.

He has served as Justice of the Peace in the community for four years. He has promoted Nunavut Sivuniksavut and this year, as mentioned in my Member's Statement, has had a graduate, Sylvia Kalluk, within the program in Ottawa.

He has made efforts to enhance computer literacy and full equipment for the school via third party funding. He has promoted students and faculty on a regular basis within the media. He has played a strong role in the development of apprenticeship programs for young Nunavummiut within the community.

Mr. Speaker, Quttiktuq's loss is Iqaluit's gain. I am sure that members will join me in congratulating Mr. Manning for his dedication to the school and the community. I also wish Ms. Jennifer Borden success as the new principal. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Elliott. Members' Statements. Member for Iqaluit West, Mr. Okalik.

**Member's Statement 050 – 3(2):  
Thanks to Volunteers of Habitat  
for Humanity**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I want to thank my colleague for the High

Arctic. *Qujannamiik*. We're looking forward to our new principal here in Iqaluit.

(interpretation) I would like to make a supplementary Member's Statement on the matter that the Member of Iqaluit Centre referred to.

Volunteer workers from Habitat for Humanity have been very beneficial to the people who can't afford to build their own homes in Nunavut. We were very grateful that this organization built a house in my riding in the recent past and this allowed a family who otherwise could not afford to build their own get a home.

I'm in support of Habitat for Humanity Iqaluit. Even if you don't have the skills necessary for construction, you can receive training from Habitat for Humanity. I encourage my fellow Iqalummiut to participate even if they feel that they don't possess any skills because they can still help out with volunteer work.

They are not being paid to work here and I welcome them very much to Iqaluit. Please make yourselves relaxed as if Iqaluit was your home because you have assisted our community tremendously. I thank you on behalf of my constituents.

To my fellow Iqalummiut, I will see you up at the construction site along the Apex Road as I believe that is where they are building. Thank you, Mr. Speaker.

>> *Applause*

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

Members' Statements. Member for South Baffin, Mr. Schell.

**Member's Statement 051 – 3(2):  
Congratulations to Peter Pitseolak  
Graduates in Cape Dorset**

**Mr. Schell:** Thank you, Mr. Speaker. I rise today to congratulate this year's graduates from the Peter Pitseolak School in Cape Dorset.

Mr. Speaker, I look forward to attending the graduation ceremonies in Cape Dorset this Friday to pay tribute to all ten students of the 2009 graduating class: Lucy Curley, Michael Hayward, Leonie Mathewise, Elisapee Nungusuituq, Timothy Ottokie, Putulik Pudlat, Qaapik Pudlat, Silaqqi Quvianaqtuliaq, Joshua Saila, and Joanasi Salomonie.

Mr. Speaker, I would also like to acknowledge the effort and dedication that is involved as teachers and families work together to enable the educational achievement of young Nunavummiut.

Mr. Speaker, I ask all members to join me in congratulating this year's graduates. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Thank you, Mr. Schell. Members' Statements. Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Mr. Tootoo.

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

**Hon. Hunter Tootoo:** Thank you, Mr. Speaker. At this time, I would like to recognize the members of the Global

Village team that I talked about in my Member's Statement. They have travelled from other jurisdictions in the country as well as someone from Florida.

Their names are: Rick Tait, Suzanne Bullock, and excuse me if I pronounce your names wrong, Stu Pollins, Barb Bjorneson, Dave Bjorneson, John Psutka, Jim Furler, Pierre Choquette, and Serge Drouin. Those are the Global Village team that are here and I would like to welcome them.

I would also like to recognize two members of the Habitat for Humanity Iqaluit chapter, Mr. Glen Cousins and Kieran O'Sullivan. They are here in the Gallery as well.

Mr. Speaker, I would also like to take this opportunity to recognize someone who's no stranger to anybody sitting around in here and it's our one and only NHL hockey player, the first Inuk hockey player to make it to the NHL and I am sure he has paved the way and inspired, so he won't be the last one we see there. I would like to recognize Jordin Tootoo here in the Gallery. He's been visiting friends and family for the weekend.

Also sitting beside him is my brother, Victor Tootoo, who used to sit up here at the witness table. So I'm sure he's pleased to be sitting in the Gallery rather than the witness table. I would like to also welcome him to the Gallery. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Tootoo. Recognition of Visitors in

the Gallery. Mr. Ningeongan.

**Mr. Ningeongan** (interpretation): Thank you, Mr. Speaker. I rise today to recognize my wife and family. I would like to welcome my wife, who is very supportive of me, Elizabeth, my adopted daughter, Faith, my grandchild who is adopted by our family, May, and also my son, namesake and grandchild, Johnny Jr. to the Gallery. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Recognition of Visitors in the Gallery. Mr. Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I would like to acknowledge someone who has already been recognized and I doubt anyone will mind if he's recognized twice. Mr. Jordin Tootoo is from my constituency and I would like to welcome him. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you, Mr. Kusugak. Recognition of Visitors in the Gallery. If there are no more, Oral Questions. If there are none...

>> *Laughter*

(interpretation ends) Member for Iqaluit West, Mr. Okalik.

### Item 6: Oral Questions

#### Question 075 – 3(2): Tax Issues and Concerns

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. We almost overshot Oral Questions.

Mr. Speaker, I would like to direct my question to the Minister of Finance. Just in case he is lethargic, I would like to grab his attention. It seems like the Minister of Finance rarely gets peppered with questions, so I would like to ask him a question.

In my riding, as the minister is aware, the Canada Revenue Agency periodically conducts audits of Nunavummiut. It seems that they are purposefully auditing many Nunavummiut to verify that they're eligible to claim the tax breaks while ignoring other jurisdictions.

I would like the minister to ask the federal government why the tax agency is auditing so many of our constituents and why they seem to think Nunavummiut are tax evaders because they seem overly suspicious, treating us as if we were criminals.

Looking at my own situation, I have been audited many times, especially when these auditors have attempted to verify my residency. It's very disconcerting to be asked if we live in Nunavut. This seems nothing more than a waste of the tax dollars we pay. Inuit taxpayers being treated in this manner is unacceptable.

Has the minister provided some recommendations to the CRA on the matter of tax audits? That is my first question. Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister of Finance, Hon. Keith Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank my colleague for asking that question. I wish I knew the answer to that because I currently have a dispute myself with the Canada Revenue Agency proving that I was a resident of Nunavut for 2006. There's no problem up to 2005 and no problem since 2007, but 2006 seems to be an issue.

We don't really know the answer other than that the Canada Revenue Agency periodically picks provinces and territories where they audit residences and businesses. They will send out the letters and if you have the evidence and the proof that they want, you send it in, and then they reassess you and determine whether you get those tax benefits or tax breaks, or not.

But I wish I knew the answer why they pick individuals. I don't know how they do that. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) That is why I would ask that the minister ask Revenue Canada as to why they have a high tendency to audit the residents of Nunavut.

It costs money for those that may not have the time to go over their statements again. Usually, I have mine done with a firm here and every time they audit me, I end up paying extra dollars to that firm to defend my interests. So those are extra costs that we incur personally.

I also feel for those private businesses and small businesses throughout the territory that get audited. It's a lot more

difficult for them and time-consuming. So I ask the minister: can he convey our concerns to the federal government to at least treat us like the rest of the country and not audit every single one of us each year? (interpretation) Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank my colleague again for that question. I don't know if they audit everybody, but it certainly seems strange when you go through an accounting firm, which Mr. Okalik has obviously done and I have done it myself, and submit our information, and then they still pick you out for an audit.

So I can convey our concern to the Minister of the Canada Revenue Agency and ask him how the system works, how they select individuals and determine if Nunavut is picked on more, or less, or the same as everybody else in Canada.

But based on what I know, there does seem to be a lot of people in Nunavut that receive their notice of assessment or reassessment from the Canada Revenue Agency. Thank you, Mr. Speaker.

**Speaker:** Thank you. Your second supplementary, Mr. Okalik.

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would like to thank the minister for his response. I would like to hear what the federal government's plans are for the future in regard to that issue.

I want to add another concern to this. The majority of my constituents are unilingual Inuktitut-speaking people and

they go through very difficult times each year when it's time to fill out the income tax forms because the forms aren't available in Inuktitut. That may change with the passage of our language legislation.

Will the minister formerly request the federal government to ensure that basic tax forms and services are available to Nunavummiut in the Inuit language?

Thank you, Mr. Speaker.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank my colleague for that question. Mr. Speaker, I can convey the member's concerns to the federal minister. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. (interpretation) Do you have another question? (interpretation ends) Your final supplementary, Mr. Okalik.

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would also like to thank the minister because this concern has been expressed for quite some time and I encourage him to push for an answer from the federal government.

Last year, we heard of the increase in the amount for the Northern Residents Deduction. A 10 percent increase to the residency portion of the deduction was announced in last year's federal budget and northerners appreciated that. We waited for 20 years for that increase and we don't want to wait another 20 years while the cost of living is rising up here in the North.

I solicit the minister to lobby the federal government to ask for this deduction to be tied into the cost of living rate of Nunavummiut without waiting another

20 years. This should be planned down the road. I further urge the minister and his northern counterparts to lobby the federal government to make these improvements in the future. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Okalik for that question. Mr. Speaker, in the Second Assembly, I would like to congratulate Mr. Okalik. His government was in support of the regular members who passed a unanimous motion that called on the Government of Canada to increase the Northern Residents Deduction for Nunavummiut.

And I will continue to stress that to the federal minister. I think the last increase came after 20 years, so we don't want to wait 10 years and it's important to Nunavummiut. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Oral Questions. Member for Baffin South, Mr. Schell.

#### **Question 076 – 3(2): Status of the H1N1 Virus in Nunavut**

**Mr. Schell:** Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health and Social Services.

Mr. Speaker, I am confident that the minister will have had his daily briefing on the current status of the H1N1 virus across Nunavut and will be willing to share the latest information with us here today. Can the minister provide the most recent update on the number of cases of



confirmed H1N1 virus in the territory?  
Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Schell.  
Minister of Health and Social Services,  
Hon. Tagak Curley.

**Hon. Tagak Curley** (interpretation):  
Thank you, Mr. Speaker. The only  
information I can give you was the  
briefing that we got on Friday and there  
was an update on Saturday. The press  
and CBC have all of the information.

In totalling all of the cases in Nunavut  
with the H1N1 virus, 164 was the last  
count with swine flu. We haven't  
received any new information since  
Saturday and the most recent number  
was listed as 164 cases. Thank you.

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

**Mr. Schell:** Thank you, Mr. Speaker.  
The minister has indicated that all of  
Nunavut's cases to date have been  
confirmed in the Kivalliq and Kitikmeot  
regions.

Can the minister confirm that no H1N1  
cases have been identified in the Baffin  
region and explain what kind of testing  
is taking place to ensure that no cases are  
being identified in the Baffin? Thank  
you, Mr. Speaker.

**Speaker:** Thank you. Minister Curley.

**Hon. Tagak Curley** (interpretation):  
Thank you, Mr. Speaker. Yes, it's true.  
Nunavut cases to date have been in the  
Kivalliq and Kitikmeot regions and to  
date, there have been no cases in the  
Baffin region.

If anybody has any flu-like symptoms,  
they are being scrutinized just as closely  
as the Kivalliq and Kitikmeot regions.  
Where people are suffering serious  
cases, they have been medevaced to  
larger centres. The swabs are sent out to  
a lab for analysis.

But to date, there are still no cases of the  
H1N1 virus in the Baffin region. That's  
all I can say at this point, Mr. Speaker.

**Speaker:** Thank you. Your second  
supplementary, Mr. Schell.

**Mr. Schell:** Thank you, Mr. Speaker.  
The spread of the H1N1 virus has taken  
Canada by storm. News reports indicated  
that in some aboriginal communities,  
schools are being closed; residents are  
being advised not to visit other nearby  
communities and to avoid exposure to  
those who are sick.

Residents of our Nunavut communities  
are wondering if they should be taking  
precautions as well, such as avoiding  
large gatherings or community events.  
Can the minister advise the House and  
the listening public if Nunavummiut  
should be taking extra precautions to  
prevent the spread of H1N1 and if so,  
what should they be doing? Thank you,  
Mr. Speaker.

**Speaker:** Thank you. Minister Curley.

**Hon. Tagak Curley:** Thank you.  
(interpretation) Mr. Speaker, one thing I  
can say is that the plan being followed is  
the pandemic flu plan, which we have  
been using since May 28 for Nunavut, in  
order to keep the numbers low and to  
lessen the spread of the virus. Our staff  
have been very busy in dealing with the  
spread of this virus.

Precautionary measures have been sent out to all communities in Nunavut to keep personal hygiene a priority and to protect oneself by washing. It's obvious that we cannot stop the spread of this virus as it's spreading throughout the world. Due to this fact, we have to undertake personal hygiene and take precautionary measures in order to try and slow the spread of this virus.

What I can state, Mr. Speaker, is that the mayors of affected communities have been given advisories and are included in the briefings. We are working very closely with them and if they require assistance, we will do that cooperatively.

However, to date, no precautions have been implemented in Nunavut and we are hopeful that the spread of this virus is slowing down. That is why we haven't closed any schools or events. Thank you, Mr. Speaker.

**Speaker:** Thank you. Your final supplementary, Mr. Schell.

**Mr. Schell:** Thank you, Mr. Speaker. In our neighbouring territory, the NWT, a "flu hotline" has been set up where people can call if they have symptoms of the flu and get advice on what to do. Can the minister inform this House whether consideration has been given in setting up a similar service in Nunavut and if not, why not? Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Curley.

**Hon. Tagak Curley:** Thank you. (interpretation) Mr. Speaker, we have been giving advisories to all of our health centres and they state that if individuals have the symptoms, they

should call the health centres that receive daily updates.

If they are too sick or if they have severe flu-like symptoms, they need to call the local health centre because if people called a flu hotline, it would not assist that person. The quickest way to get treated is by calling the local nursing station to make an appointment because they have to prepare the centre in order to accommodate you. Thank you.

**Speaker** (interpretation): Thank you. Oral Questions. (interpretation ends) Member for Iqaluit West, Mr. Okalik.

### **Question 077 – 3(2): The Spread of H1N1 Virus in Nunavut**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would like to supplement the questions that were posed by the member to the same minister.

At the beginning of the session, we were told that there were just five people who had flu-like symptoms or had the H1N1 virus, but the total number went up to 164 in less than two weeks. It's a major concern to the people of Nunavut and we have to look at how we slow the spread of this virus. I would like to ask the minister to take further action to try to curb it.

In the past, we used to take precautions like asking people to avoid large groups, community events, and to stay at home while the virus is growing. Is it possible for the minister to make sure that we take precautions such as this in order to keep the numbers down in the community while they are trying to fight this virus? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Okalik. Minister of Health and Social Services, (interpretation ends) Hon. Tagak Curley.

**Hon. Tagak Curley** (interpretation): Thank you, Mr. Speaker. I would like to thank the member for expressing his concern and for asking the question. What I can say is that my deputy minister and the emergency plan committee have daily meetings on the influenza plan.

We also have contact with the mayors on a daily basis to make sure that they're aware that we're ready to help them at a phone call's notice. We have to keep in contact with the mayors, especially with any new directive to lessen the spread.

However, we hear that the numbers seem to be declining to date. We keep communications open with the Kivalliq and the Kitikmeot, and we are looking forward to the decrease in the number of cases.

Due to this fact, we have not taken precautionary measures, such as not having large gatherings, community events, or closures. If we were to take measures like that, it may backfire with people asking why they aren't allowed to attend events. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. Daily, as we hear the numbers jumping rapidly, it's hard not to get concerned.

What are the parameters that this government has set to initiate precautionary measures, such as avoiding large gatherings or community events? Is it when the number is up to a certain number, based on the plan that they are following, that they will implement closures? I would like to hear what that limit is.

The total population of Nunavut is only 30,000 and within a two-week period, we already have 164 cases of H1N1 virus infections across Nunavut. This is becoming almost disconcerting for Nunavummiut. What is the threshold? What other measures is the government contemplating to slow the spread of this sickness in your plan? Thank you, Mr. Speaker.

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

**Hon. Tagak Curley** (interpretation): Thank you. Mr. Speaker, if we knew the best way is to have communities that were closed with no large gatherings allowed or meetings and if we conduct school closures to slow the spread of this virus, then it would be up to the chief medical officer to make that decision.

The H1N1 virus can't be totally eradicated. The World Health Organization has stated that it enters a population even when there seems to be no people suffering with the symptoms. Due to the inability to stop the spread, we have not enacted any closures of any gatherings or gathering places. We still haven't heard whether or not closures would stop the spread of this virus. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. We're not advising you to close the schools or anything that drastic, but we have to look at ways to slow the infection rates because if you touch someone or sneeze, the virus can be spread and everyone knows this.

When there are large gatherings, people spread the virus around. Could your department make plans and take precautions by telling the people to avoid large gatherings in the affected communities in order to decrease the number of H1N1 cases? I would like to know if they are monitoring the situation.

We're told that we haven't reached the threshold yet. So what is the maximum number of cases before you start telling the people of Nunavut to take precautionary actions? Thank you, Mr. Speaker.

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

**Hon. Tagak Curley** (interpretation): Thank you, Mr. Speaker. I thank the member for his concern. In regard to the decimation of this H1N1 virus, every household in Nunavut is aware of the virus and are taking precautionary measures. They are avoiding visiting or going to gathering areas, some are keeping their children at home, and through local radio announcements, they know about keeping clean and washing their hands.

We put out advisories on the radio and through the health centres, where the

community health representatives are responsible for making sure that the information goes out to their communities in all of Nunavut. They make sure that if you take these precautionary measures, the numbers will start decreasing, but we have yet to see any changes.

There's not even any medication for the H1N1 virus, but hopefully we will get one soon. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. Based on our past experiences, we have to look at a strategic plan. To cite an example, last session, my colleague on my left was struck with the flu and the very next day, I caught the cold. I didn't like him for a few days because he was the one who gave me the cold.

It's very simple to spread the virus just by being in the vicinity and through touching, sneezing, and so on. So I'm urging the government to make sure that there's a plan. If we see the cases continuing to climb, we will have to take an emergency response.

The number of cases is increasing every day and we don't seem to see a decrease yet. So I'm urging the Cabinet to ensure that this government has a strategic plan in place in order to combat this epidemic. Thank you, Mr. Speaker.

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

**Hon. Tagak Curley** (interpretation): Thank you, Mr. Speaker. I thank you for your caution. The committee includes CGS and all of the public health representatives. Dr. Sobol, our Chief Medical Health Officer, holds meetings daily and they are available at a moment's notice.

We are in constant contact with the mayors and I also have been in contact with them. So if we have to take an emergency response, we will be ready to go. The federal minister indicated to me that if we need help or if Nunavutmiut need any help, she is readily available. We have to work in partnership on this epidemic.

Just recently, we heard that the numbers are starting to decline. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Oral Questions. (interpretation ends) Member for South Baffin, Mr. Schell.

### **Question 078 – 3(2): H1N1 Virus Update**

**Mr. Schell:** Thank you, Mr. Speaker. My question is also for the health minister.

Like in the other areas over there, the districts there, there were a couple cases and then it went up to 164. So my question is: in Baffin, there are no cases now but if we get two or four cases, what happens?

How many people are calling the health centre and they're basically telling them, "Yes, it looks like you have flu-type symptoms, just stay home and you will

get better and drink lots of fluids."? How many people have it and are not being tested? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Schell. Minister of Health and Social Services, Hon. Tagak Curley.

**Hon. Tagak Curley** (interpretation): Thank you, Mr. Speaker. Yes, we are sympathetic and understand that concern, but when we don't know they have it, we cannot make snap decisions and the doctors can't make that diagnosis until the swabs arrive at the laboratory and tested for this virus.

We send them to Alberta before we can get the diagnosis and this takes several days since it has to be sent out from here to Alberta. Only when the lab confirms the case can we determine that the patient has that sickness. It takes two days and over, sometimes it takes up to four days to get the diagnosis after we have sent them out.

What we can state is that once Dr. Sobol gets the information from Alberta via phone, he tallies up the numbers on the day that the lab had completed the testing. We will state the cases as they are confirmed, but we cannot make guesses on things we don't know anything about, Mr. Speaker.

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

**Mr. Schell:** Thank you, Mr. Speaker. In Cape Dorset, about a year ago, we had a lot of cases of TB and a medical officer came down there, Dr. Sobol, and we had a meeting with the hamlet council and

everything, and discussed the same issue.

It was getting close to Christmas there. “Should people stay away from going to the community hall? Should we do this, should we do that?” And we basically said, “No, there is no more danger going to a community feast or somewhere rather than staying home.” And guess what? The cases increased by about 50 percent.

The same thing could happen with this. I was told that when you get the second case of H1N1 that comes around, which will probably be happening in the fall when the weather gets bad again, it’s going to be more severe. So my question is: what is the hospital doing to prepare for it?

I know they have ten beds here, but if we, all of a sudden, get ballooned to a couple of hundred cases here and worse off yet in the communities where they have three or four nurses and a couple of them get sick, what would happen?  
Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Curley.

**Hon. Tagak Curley:** Thank you. (interpretation) I can’t respond to your scenario, but with the TB cases and the number increasing up by 50 percent, I don’t have that information handy and I don’t have the medical report either. So I can’t respond to your question about the TB cases that you just mentioned.

Mr. Speaker, what I can say is that our department has a pandemic plan and it’s being used. If there should be an increase in the number of cases and we need more room, they are prepared. We

will be distributing that plan, but we will not panic and rush into anything. We will only start making choices when the cases are confirmed since we’re going to utilize the plan which outlines different levels.

I want Nunavutmiut to know that this is being handled professionally. All we are doing at this time is to ask residents to ensure that everything is kept clean and to wash their hands because that is the only way to protect oneself since there are no vaccines to fight and stop this H1N1 virus. We cannot state that if you do such-and-such a thing that you will not get sick. Thank you.

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

**Mr. Schell:** Thank you, Mr. Speaker. There is an aboriginal community in northern Manitoba which had a lot of cases of H1N1.

What they did is they mitigated any unnecessary travel, made sure that there were no big gatherings, and were taking precautions for this. I guess my question is: why isn’t some of that done in Nunavut knowing that, especially in the two other areas, the cases have gone up? Even though you’re saying they are going down, it seems like there are more cases every week.

So as a precaution, I don’t know why the minister is not suggesting that some of these precautions should be taken, which have been taken in northern Manitoba, which is also an aboriginal community that has the same issues that we do in Nunavut of overcrowding. Thank you, Mr. Speaker.

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

**Hon. Tagak Curley** (interpretation): Thank you, Mr. Speaker. We know that there have been some big meetings cancelled by other organizations and there have been fewer activities in the communities. We all know that there could have been more done, but the spread has slowed down in communities where they undertook that. However, we haven't discussed all of the options, such as closing everything down, and we can't really tell the communities to do that.

I'm sure that there would be a decrease in the numbers if there was an advisory put out to increase efforts on personal hygiene and washing properly. Dr. Sobol is taking the lead in this case. If we were to know that there would be an increase in infections and it was just arriving into the territory, we could take precautionary measures such as those suggested.

The assessment of our medical team is that it is slowly declining, but as of Friday, there were two additional cases. We anticipate that based on past flu epidemics, there's going to be a gradual decline in these flu-like symptoms and we haven't implemented any closures. Thank you.

**Speaker:** Thank you. Your final supplementary, Mr. Schell.

**Mr. Schell:** Thank you, Mr. Speaker. I guess in two weeks, there's supposed to be some big event happening here in Iqaluit and I don't know if it's a music festival or whatever. What I'm kind of worried about is that there's going to be

a lot of people coming from down south and different parts of Canada.

If there are going to be some cases either coming into the Baffin or if some of these people from down south are going to get cases here in the Baffin, I'm just wondering if a large gathering like that should actually be happening or if it should be postponed. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Schell. Minister Curley.

**Hon. Tagak Curley** (interpretation): Thank you, Mr. Speaker. Since there have been no cases of H1N1 virus in the Baffin region, the pandemic influenza plan doesn't suggest stopping such festivals.

If we talk to the Alianait! Arts Festival planners and if they're concerned, we might possibly consider it. Other than that, we're not going to be stopping the Alianait! Arts Festival. Thank you.

**Speaker** (interpretation): Thank you, Minister. (interpretation ends) Oral Questions. Member for Quttiktuq, Mr. Elliott.

**Question 079 – 3(2): Rules for Use of Health and Social Services Vehicles in Communities**

**Mr. Elliott:** Thank you, Mr. Speaker. My question is directed to the Minister of Health and Social Services, the Hon. Tagak Curley.

On Thursday, I asked Question 58 – 3(2): Rules for Use of Health and Social Services Vehicles in Communities. The hon. minister, in asking about the use of

vehicles, answered, "The reason is that there are liability issues and there would have to be a licensed operator to handle all of that. So in view of that, we are very cautious to get into that kind of stuff until we have clarified all of our policies and procedures that we are currently reviewing at the moment."

In terms of reviewing the policy at the moment, I would like to ask: yes or no, is his department reviewing the policy for use of Health and Social Services' vehicles as a means of transporting individuals with disabilities? Thank you.

**Speaker:** Thank you, Mr. Elliott. Minister of Health and Social Services, Hon. Tagak Curley.

**Hon. Tagak Curley:** Thank you, Mr. Speaker. I think the member should deal with the financial issues as well with respect to that question because a majority of the Inuit communities are covered by Non-Insured Health Benefits.

So when I say that we would have to look at our policy, as you know, our current transportation policy with respect to non-insured health beneficiaries is not a good example at the moment because the federal government doesn't even allow for taxi fares in most communities.

So in that regard, we would have to consider the Cabinet at least to look at a whole new policy arrangement if we were to try and expand the transporting of patients to and from health centres.

As the department, I can say to the member, we continue to do a review of practices, and so on, and consider where we can improve such issues with respect

to including the transporting of elders and so on to health centres. Thank you.

**Speaker:** Thank you, Minister. Your first supplementary, Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Speaker. I realize there are probably some financial issues involved in terms of the non-insured and I'm assuming you were saying taxis within the communities, but that actually wasn't my question.

My question was for the vehicles that Health and Social Services already have within the community and that the nursing station staff use. You had mentioned the policy review and my question was: yes or no, is the policy review being looked at for having those vehicles used to transport people within the community? Thank you.

**Speaker:** Thank you, Mr. Elliott. Minister Curley.

**Hon. Tagak Curley:** Thank you, Mr. Speaker. No, Mr. Speaker, we're not specifically looking at whether or not the administrative medical centres' vehicles are the most appropriate equipment for transporting patients to and from health centres. I think we would most likely have to look at a whole new arrangement.

We can't take availability of certain vehicles for transporting whether it's patients to the airport. So it's a kind of thing that the department will have to look at, the current vehicle policy as well as the whole new service to accommodate particular needs of not only single communities but most communities, I would assume in my view. Thank you.



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

**Mr. Elliott:** Thank you, Mr. Speaker. I just want to clarify to make sure that the minister understands what I'm actually asking him. I'm not talking about having patients travelling up to the airport, I'm talking about if there's someone with a disability, a person who is in a wheelchair, and has to go from their home to the nursing station.

In my Member's Statement, I was mentioning if there was someone within the community who had a disability. We've got some people in all three of my communities, some of our elders, who are sort of prisoners in their own homes because they're not able to go to community functions. And right now, it's the draw of other people to take them from their homes to functions within the community.

But specifically, in terms of health related issues, if they need to get from their homes to the nursing station, my question is directed towards that, not going out of the community but to have them be able to go from their homes to the nursing station to be able to go to their appointments that have been set up.

Right now, there's no policy for them to do that, so it's relied on putting them onto a four-wheeler or maybe a hamlet truck and then taking them over. So I was wondering if the minister could make a commitment today to actually look at this and look at his policies to see if there is some way of helping people with disabilities to get to the nursing stations. Thank you.

**Speaker:** Thank you. Minister Curley.

**Hon. Tagak Curley:** Thank you, Mr. Speaker. I will commit to reviewing all of our ground transportation issues.

The reason I mentioned to and from the airport or to the health centre as well is because we can't make a single policy that says, "This is how it's going for one segment of the community." We have to look at the overall patient category to ensure that no one is left behind or that kind of thing.

That's what I'm looking at, and I intend to review our policy and may have something on that in the fall. Thank you.

**Speaker:** Thank you, Minister. Thank you, Mr. Elliott. Oral Questions. I have no more names. Member for Quttiktuq, Mr. Elliott.

#### **Question 080 – 3(2): Probation Officers in Nunavut Communities**

**Mr. Elliott:** Thank you, Mr. Speaker. I'll go first I guess; I saw Mr. Okalik had his hand up as well.

My question is directed towards the Minister of Justice, the Hon. Keith Peterson. I was just wondering if the minister could let the House know how many probation officers we have across Nunavut. Thank you.

**Speaker:** Thank you. Minister of Justice, Hon. Keith Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Elliott for that question. If my memory serves me correct, we have either 14 or 15

corrections officers in 11 communities with plans to expand to other communities this year and next year. Thank you, Mr. Elliott. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Peterson. Your first supplementary, Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Speaker. I thank the minister for that answer. You had mentioned that 11 communities have probation officers within them. What happens to communities that aren't serviced or don't have a probation officer within the community? If the minister could tell us what happens there. Thank you.

**Speaker:** Thank you. Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Elliott for that question. I have heard this question before. The first time, my predecessor used to get that question from the MLA for Gjoa Haven and I used to ask that question in the Second Assembly.

The simple answer is there's a Memorandum of Understanding with the Department of Health and Social Services. So where there are no community corrections officers, the social workers would provide the probation services. Thank you, Mr. Speaker.

**Speaker:** Thank you. Your second supplementary, Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Speaker. Both my communities of Resolute Bay and Grise Fiord do not have social workers. So in that case, who is covering

those two communities in terms of probation issues? Thank you.

**Speaker:** Thank you. Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I again thank Mr. Elliott for that question. In those situations, the person on probation would be required to call a community corrections officer in an adjacent community. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Your final supplementary, Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Speaker. In just different conversations I've had with different people, I have heard some grumblings that possibly he had mentioned, through Health and Social Services and through the work of the social workers...

I realized that they must be really working hard in terms of doing their regular job and that as well, but it's my understanding that Health and Social Services is going to be turning that back to Justice. Is that correct? Could he confirm that Health and Social Services will no longer be handling that? Thank you.

**Speaker:** Thank you. Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Elliott for that question. I don't believe that's correct. The Minister of Health has written a letter to me as the Minister of Justice. There is a Memorandum of Understanding, so our departments would sit down and discuss the future of that relationship. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Oral Questions. Member for Iqaluit West, Mr. Okalik.

**Question 081 – 3(2): Fisheries Allocations**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister responsible for Fisheries.

His Minister's Statement was very good, but I do want to ask a question. Mr. Speaker, your riding, Qikiqtarjuaq and Clyde River, has a shrimp fisheries that fish around there and they fish shrimp and they send them off to other countries, so they do make money.

The shrimp fisheries near Qikiqtarjuaq or Clyde River aren't mentioned in the Minister's Statement. My first question is: what are you doing with the shrimp fisheries near Clyde River and Qikiqtarjuaq? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Okalik. (interpretation ends) Minister of Environment, Hon. Daniel Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I am aware of the shrimp fishery up in that area. There is an allocation for shrimp in Nunavut and when we do talk about allocation of fisheries, we include shrimp, turbot, and all our fishing species that we fish here, so this information is portrayed to the federal government as a complete fishery.

I would also like to note that the management of the fishery stock that we have in Nunavut is in direct control of

the NWMB in conjunction with DFO recommendations and NWMB does set the total allowable harvest for Nunavut and individual groups in Nunavut that fish. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Your first supplementary, Mr. Okalik.

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. We fought very hard to be able to fish adjacent to our community alongside with other provinces that have the right to go fishing adjacent to their communities and they are allocated 80 to 90 percent of the quota.

We cannot even keep up with the adjacent community allocation. I think only 25 percent is allocated to Nunavut for fisheries and we lose out on a lot of employment and economic opportunities even though we lack employment in those communities.

I was wondering what the department has been doing because in his statement, he said that he met two times on the plan and to talk about the discrepancy in regard to adjacent community allotments. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Okalik. Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I don't have in front of me the exact quota allocations for shrimp or turbot to the individual fishery alliances and the licence that we have in Nunavut.

However, I can assure the member that when I did meet with the federal fisheries minister, we were talking about all fishery resources in Nunavut and we feel that Nunavut should have its fair

share, which is 100 percent of any increase in quota in any fisheries.

We are working very closely with the Nunavut Fisheries Consortium in doing lots of training for Nunavutmiut and beneficiaries in the fisheries in the fisheries industry, and it's actually one of our successful programs that we do have in our department. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I urge the minister to look into that because there are other fisheries. We fish for shrimp and turbot and in the High Arctic, some of them have almost been equal to the allotment of adjacent communities for turbot.

But in our area here and in your area, Mr. Speaker, where they have shrimp fisheries, we are nowhere near what the quota allocation should be for adjacent communities. Although we are Canadians, we are being treated differently than the other provinces and we don't like to see that because we lack employment opportunities, especially in Nunavut.

I would like the minister to provide appropriate information to the federal government and also to our House as to what his plans are in regard to this. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Okalik. Minister Shewchuk.

**Hon. Daniel Shewchuk**: Thank you, Mr. Speaker. I'll provide the member with the proper information on quotas.

But I can assure him and assure the House that our position in the Government of Nunavut is that we support our fisheries and support our fishermen. And I assure the member that this is the position that we take and we will move forward with the federal government. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Your final supplementary, Mr. Okalik.

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. It seems like we lose out on the things that we were once able to get. We're always very pleased when we harvest the animal that we're hunting and we know that we will be able to eat.

I feel that this is the same case with fishing and adjacent community allotments regarding the wildlife in zones near Nunavut. It could benefit Nunavut very much if other provinces minimized their harvesting in those areas.

We have lost out where we could've had more employment and economic opportunities for all Nunavummiut. These opportunities would be very beneficial to Nunavummiut, but we end up losing out. So I urge the minister very strongly to push the federal government and update us on the status of it. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Okalik. Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I appreciate the member's concerns. I assure the member that I will lobby the federal government on behalf of the Government of Nunavut and I will keep all of the members in the House informed. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. Oral Questions. (interpretation ends) Member for South Baffin, Mr. Schell.

**Question 082– 3(2): RCMP Hiring  
Local People**

**Mr. Schell:** Thank you, Mr. Speaker. This question is for the justice minister.

A couple of months ago, I had asked him a question if they have thought of hiring a beneficiary to work in all of the RCMP stations to do secretarial work and interpretation, and he said he was in discussions with the RCMP on that. I would just like to know what's happening with that incentive. Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister of Justice, Hon. Keith Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I would like to thank Mr. Schell for that question. Yes, he indeed asked me that question a few months ago and I assured him that I've had discussions with my deputy minister to continue to look for ways to help the RCMP. It is a priority for my department. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Your first supplementary, Mr. Schell.

**Mr. Schell:** Thank you, Mr. Speaker. I would like to ask the minister if any of those positions have been filled in any of the RCMP stations. Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Schell for that question. I can't give him that information; I don't have that level of detail.

But I can tell the member that funding for those nine positions doesn't come from the Department of Justice. So if they have hired anybody, it would have to be through their own resources. We're looking for ways internally to help the RCMP with funding for those nine positions. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Your second supplementary, Mr. Schell.

**Mr. Schell:** Thank you, Mr. Speaker. I wonder if the minister could let me know the timeframe, roughly, when they can have the discussion and be able to report back to the House whether they got the funds or not.

I keep on being asked that question by the RCMP in Cape Dorset, which are overworked there. It sure would be a big help if they had somebody working in the office. So can you give us a rough idea as to when you would be able to let us know if that's possible? Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Schell for that

question. Again, the new commanding officer arrived in Iqaluit this week. I intend to sit down with him and discuss this matter.

I intend to sit down again with my deputy minister. I talked to her the other day and we're trying to find the resources. Again, it is a priority. We know that if we help the RCMP out with nine administrative positions in the communities, the police will be freed up to do their duties.

Crime prevention at the community level is very important to us. So I assure the member that I can update him, the standing committee, and the House in the coming months as we move forward on this very important issue. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Thank you, Mr. Schell. Oral Questions. I don't have any more names on my list. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Petitions. Item 11. Reports of Standing and Special Committees. Item 12. Reports of Committees on the Review of Bills. Item 13. Tabling of Documents. Mr. Okalik.

### **Item 13: Tabling of Documents**

**Tabled Document 032 – 3(2): Bridge to be built Over Sylvia Grinnell**

**Tabled Document 033 – 3(2): A Bridge Too Far For Sylvia Grinnell Park?**

**Tabled Document 034 – 3(2): [www.paulokalik.ca](http://www.paulokalik.ca)**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would like to table information which went to the media on February 15, 2008 in regard to the Sylvia Grinnell River and also a press release on March 28, 2008 in regard to the Sylvia Grinnell Bridge.

During my campaign, the Inuit had stated what they wanted and they wanted a bridge at Sylvia Grinnell, and I wanted to make sure that people who have never seen it could see what the people had stated during the campaign. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Okalik. Can we have those documents brought forward, please?

Tabling of Documents. Minister Peterson.

### **Tabled Document 035 – 3(2): Nunavut Fuel Tax Rebate Program Annual Report for 2009**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I am pleased to table the Nunavut Fuel Tax Rebate Program Annual Report for 2009. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Tabling of Documents. Minister Tootoo.

### **Tabled Document 036 – 3(2): 2007-2008 Annual Report, Nunavut Housing Corporation**

**Hon. Hunter Tootoo:** Thank you, Mr. Speaker. I am pleased to table the 2007-08 Annual Report of the Nunavut Housing Corporation. Thank you, Mr. Speaker.

**Speaker:** Thank you. Tabling of Documents. Minister Peterson.

**Tabled Document 037 – 3(2): Nunavut Outfitter Liability Protection Fund Annual Report for 2009**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I am pleased to table the Nunavut Outfitter Liability Protection Fund Annual Report for 2009. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Peterson. Tabling of Documents. Minister Tootoo.

**Tabled Document 038 – 3(2): Response to the Auditor General's Report on the Nunavut Housing Corporation**

**Hon. Hunter Tootoo:** Thank you, Mr. Speaker. I am pleased to table the Nunavut Housing Corporation's response to the Auditor General's report on the Nunavut Housing Corporation. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Tabling of Documents. Minister Peterson.

**Tabled Document 039 – 3(2): Crown Agency Council Activity Report for the Period April 1, 2008 to March 31, 2009**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I am pleased to table the Crown Agency Council Activity Report for the period April 1, 2008 to March 31, 2009. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Peterson. Tabling of Documents. Item 14. Notices of Motions. Mr. Elliott.

**Item 14: Notices of Motions**

**Motion 006 – 3(2): Extended Sitting Hours and Days – Notice**

**Mr. Elliott:** Mr. Speaker, I give notice that on Wednesday, June 17, 2009, I will move the following motion:

I move, seconded by the Hon. Member for Amittuq, that the Speaker be authorized to set such sitting hours and days as the Speaker deems fit to assist with the business before the House.

Mr. Speaker, at the appropriate time, I will seek unanimous consent to deal with my motion today. Thank you.

**Speaker:** Thank you. Notices of Motions. Mr. Ningeongan.

**Motion 007 – 3(2): Extended Adjournment – Notice**

**Mr. Ningeongan:** Thank you, Mr. Speaker. I give notice that on Wednesday, June 17, 2009, I will move the following motion:

I move, seconded by the Hon. Member for Amittuq, that notwithstanding Rule 4, that when the House concludes its present sitting in Iqaluit, it shall be adjourned until November 24, 2009.

Mr. Speaker, at the appropriate time, I will seek unanimous consent to deal with my motion today. Thank you.

**Speaker:** Thank you, Mr. Ningeongan. Notice of Motions. Item 15. Notice of Motions for First Reading of Bills. Item 16. Motions. Mr. Elliott.

### Item 16: Motions

**Mr. Elliott:** Thank you, Mr. Speaker. I seek unanimous consent to deal with my motion today. Thank you.

**Speaker** (interpretation): Thank you. The member is seeking unanimous consent to deal with his motion today. Are there any nays? There are no nays. Please proceed, Mr. Elliott.

#### Motion 006 – 3(2): Extended Sitting Hours and Days

**Mr. Elliott:** Thank you, Mr. Speaker. I move, seconded by the Hon. Member for Amittuq, that the Speaker be authorized to set such sitting hours and days as the Speaker deems fit to assist with the business before the House. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The motion is in order. Question has been called. All those in favour. Opposed. The motion is carried. (interpretation ends) Motions. Mr. Ningeongan.

**Mr. Ningeongan:** Thank you, Mr. Speaker. I seek the unanimous consent to deal with my motion today.

**Speaker:** Thank you. The member is seeking unanimous consent to deal with his motion today. Are there any nays? There are none. Please proceed, Mr. Ningeongan.

#### Motion 007 – 3(2): Extended Adjournment

**Mr. Ningeongan:** Thank you, Mr. Speaker. I move, seconded by the Hon. Member for Amittuq, that

notwithstanding Rule 4, that when the House concludes its present sitting in Iqaluit, it shall be adjourned until November 24, 2009.

Further, at any time prior to November 24, 2009, if Mr. Speaker is satisfied, after consultation with the Executive Council and the Members of the Legislative Assembly, that the public interest requires that the House should meet at an earlier time during adjournment, the Speaker may give notice and thereupon the House shall meet at the time stated in such notice and shall transact its business as if it had been duly adjourned to that time.

Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Ningeongan. The motion is in order. Question has been called. All those in favour, raise your hand, please. Thank you. Opposed. The motion is carried.

Motions. Item 17. First Reading of Bills. Mr. Tapardjuk.

### Item 17: First Reading of Bills

#### Bill 03 – Western Canada Lottery Act – First Reading

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Speaker. I move, seconded by the Hon. Member for Rankin Inlet South and Whale Cove, that Bill 3, *Western Canada Lottery Act*, be read for the first time. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister. The motion is in order. All those in favour, raise your hand, please.



Opposed. The motion is carried and Bill 3 has had its first reading.

First Reading of Bills. Item 18. Second Reading of Bills. Item 19. (interpretation ends) Consideration in Committee of the Whole of Bills and Other Matters. Bills 1, 2, 4, and 5 with Mr. Okalik in the Chair.

Before we proceed to the Committee of the Whole, we will take 20-minute break.

(interpretation) Sergeant-at-Arms.

>>House adjourned at 15:09 and Committee resumed at 15:33

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

**Chairman** (Mr. Okalik)(interpretation): Good afternoon. Please feel welcome. I call the committee meeting to order. We will continue on with the items we were dealing with. My colleagues, we have the following items to deal with: Bills 1, 2, 4, and 5. What is the wish of my colleagues? Mr. Aupaluktuq.

**Mr. Aupaluktuq:** Mr. Chairman, we would like to continue with Bill 1 and the review of the Department of Education, followed by Nunavut Arctic College and then the departments of Culture, Language, Elders and Youth, Environment, Executive and Intergovernmental Affairs, and the Legislative Assembly. (interpretation) Thank you very much, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. Do you wish to continue with that?

**Some Members:** Agreed.

**Bill 01 – Appropriation (Operations & Maintenance) Act, 2009-2010 – Education – Consideration in Committee**

**Chairman** (interpretation): Yes, my colleagues would like to continue with that. The Minister of Education, Minister Tapardjuk, can now make his opening comments.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. I am pleased to meet with the committee to discuss the 2009-2010 Main Estimates for the Department of Education.

Mr. Chairman, education is the key to realizing *Tamapta's* goal of capable, healthy, and self-reliant Nunavummiut and communities. Education will help build Nunavut's future by preparing our citizens to participate and benefit from the many available opportunities. Lifelong education is a long-term plan to build a territory of educated and empowered people with the skills to succeed.

Mr. Chairman, my department is in the process of applying improvements to our education and support programs. Continued development of Nunavut-relevant curriculum, enhanced teacher training, the implementation of an Income Support Electronic Case Management System, increased training to produce skilled workers, and the implementation of the new *Education Act* are all positive steps in the growth of our territory.

Mr. Chairman, in order to put our plans into action, we have put forward a

budget of \$195 million for the 2009-2010 fiscal year. This is a \$17 million increase over last year's budget.

For our FANS program, we have increased the living allowances and tuition benefits beginning in the 2008-09 school year. We are now looking at our loans program to determine whether changes, including increases, are warranted. We are continuing to review our policies and procedures for the program in order to improve service and accountability, and we expect to move forward with regulatory changes that meet Nunavut's needs in the coming year.

Mr. Chairman, to provide better service and accountability, we are looking at reallocating FANS monies toward the development and implementation of a new FANS database which will integrate both student benefits and student loans. We also expect to move forward with an online application process for FANS students. These efforts will not affect the benefits we deliver to Nunavut students.

Our apprenticeship numbers continue to grow as different parts of the economy demand skilled tradespersons. This includes work with the Nunavut Housing Trust as well as the construction and mining sectors. The number of registered apprentices in Nunavut has grown to over 200.

Mr. Chairman, the passing of the *Education Act* in September of 2008 guarantees a legislative requirement to produce bilingual graduates by 2019. In order to facilitate this goal, the Department of Education has completed language of instruction workshops in all Nunavut communities. We are now

working with district education authorities and schools to develop an implementation and staffing plan to ensure bilingual education opportunities for all students.

Mr. Chairman, the Department of Education, in partnership with Nunavut Arctic College, has committed an extra \$1.6 million to expand educator training opportunities across Nunavut. New training programs will be developed for school staff, including school community counsellor, student support assistant, and language certificate programs. Teacher education programs will be offered in Iqaluit, Cape Dorset, Qikiqtarjuaq, Grise Fiord, Rankin Inlet, Baker Lake, Kugaaruk, Cambridge Bay, and Kugluktuk.

There is an increase of \$2.5 million for the Curriculum and School Services Division. This will provide for additional staff to be recruited to assist in the development of Nunavut-specific curriculum and resources, language competencies, and to create different models of delivery for educator training.

The *Education Act* calls for additional responsibilities for district education authorities and the instruction of Inuit societal values in our school system. The budgets for district education authorities will increase by \$2.5 million to assist them to fulfill their new mandates.

Mr. Chairman, my department is also working on the development of a student records database, which will provide a more streamlined and accessible method for storing and receiving this information.

The Income Support Division will continue work on developing an automated case management system for Nunavut. When this system is fully developed, tested, and deployed to income support offices across Nunavut, it will address financial accountability issues outlined by the Auditor General of Canada. It will also provide improved service delivery for those accessing the program.

The system will be deployed using a phased-in approach across the territory. Currently, one module of the system is operational and is used to deliver the merged payment file between Nunavut and Public Works and Government Services Canada for the Nunavut Senior Citizens Supplementary Benefits Program.

Staff in my department have been negotiating bilateral agreements with Human Resources and Skills Development Canada that will bring additional funding to our territory for much needed skills training for our citizens. This funding will allow for the expansion of many of our wage subsidy and training-on-the-job programs across Nunavut.

Mr. Speaker, I am pleased to announce that additional monies have been allocated to reflect salary increases as part of the Nunavut Employees Union Collective Agreement and the Nunavut Teachers' Association Collective Agreement.

Mr. Chairman, the Department of Education looks forward to continuing our challenging and rewarding work in the months and years ahead. The framework set out in *Tamapta* creates

exciting and innovative opportunities for education in Nunavut.

Mr. Chairman, I would be happy to respond to questions from the committee. Thank you.

**Chairman** (interpretation): Thank you, Minister Tapardjuk. I was being referred to as the Speaker once again. It's too bad that I'm now sitting as the Chairman. Thank you.

Now that you have finished making your opening comments, would you like officials with you at the witness table to assist you in answering questions?  
Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Yes, I would like to have my witnesses with me.

**Chairman** (interpretation): Thank you. My colleagues, do you agree to have the minister's officials accompany him?

**Some Members:** Agreed.

**Chairman** (interpretation): They have agreed. Sergeant-at-Arms, please escort the officials to the witness table in Committee of the Whole.

You look as though you're going to school with all of those things you're carrying.

>>*Laughter*

The officials are now at the witness table and we will be able to ask them questions. Minister, for the record, please introduce your witnesses who are standing beside you. Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. On my left is Kathy Okpik, Deputy Minister of the Department of Education, and to my right is David Pealow, Comptroller of School Operations.

**Chairman** (interpretation): Thank you, Minister Tapardjuk. The co-chair of the standing committee that reviewed this department can now make his opening comments. Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. As the Co-Chair of the Standing Committee on Social Wellness, I am pleased to make opening comments as we begin deliberations on the budget of the Department of Education.

The Department of Education's proposed 2009-2010 operations and maintenance budget is \$194.6 million, which is an increase of nearly \$12 million from the 2008-09 revised operations and maintenance budget. While projected spending appears... Am I going too fast? Sorry.

**Chairman** (interpretation): Yes, Mr. Elliott. We have interpreters and you need to speak slower so that they can keep up with you. It would be helpful if you turned it down a notch for the benefit of unilingual Inuktitut-speaking people. Mr. Elliott, I'm sorry, you can now continue.

**Mr. Elliott:** Thank you, Mr. Chairman. I apologize for that. Hit me if I'm going too fast.

The Department of Education's proposed 2009-2010 operations and maintenance budget is \$194.6 million, which is an increase of nearly \$12

million from the 2008-09 revised operations and maintenance budget.

While projected spending appears to increase across all branches of the department, the standing committee does note that the total number of positions in the department is increasing to 1,170.1 PYs from 1,119.3 PYs in 2008-09.

Nunavut's new *Education Act* was passed on September 18, 2008, and comes into force on July 1, 2009. The committee appreciates having been included in the consultation process to develop regulations to accompany the Act and looks forward to developments in this area.

The implementation of the *Act*, which will occur in stages, will require additional staffing, such as school counsellors for every school, as well as educators who will be able to deliver programs in accordance with the bilingual language education model selected by each community. Education in the Inuit language is also a requirement under the new *Inuit Language Protection Act* and it is critical that resources be made available for this.

The committee supports the department in its ongoing efforts to recruit Inuit into the teaching profession. It is anticipated that a number of Inuit teachers will be retiring in the near future. Committee members look forward to future discussions on the roles of different types of educators, such as elders, within Nunavut's education system.

The standing committee has noted that a number of other initiatives will be undertaken as part of the implementation of the new *Education Act*. Members look

forward to reviewing the department's reports on such activities as the assessment and evaluation of students and teachers.

The roles and responsibilities of the district education authorities and the DEA Coalition have also changed as a result of the new legislation, as reflected by the department's proposed grant of \$665,000 to the DEA Coalition. The committee will be closely monitoring developments in this area.

Mr. Chairman, the Department of Education's School Operations Division and the various programs that support the delivery of kindergarten to grade 12 schooling in Nunavut are critical to the future success of the territory. The standing committee is in full support of measures to continue to develop and include culturally and linguistically relevant materials.

However, members encourage the minister in his efforts to ensure that any related changes to graduation requirements as a result of modifications to the curriculum will not only be recognized by Canadian post-secondary institutions outside of the territory but will also ensure that graduates have the core skills necessary to pursue further educational opportunities.

The committee is of the view that greater efforts should be made to eliminate the obstacles that prevent students from getting the most out of their educational opportunities. Students who are either over-challenged or under-challenged have often not received the additional support necessary for their academic development.

The committee looks forward to receiving updates on projects that specifically seek to address the high drop-out rate for high school students across the territory, such as the department's Young Men's Engagement Project and its Parents' Engagement Project.

The committee looks forward to receiving information on the success of the department's plans to assist individuals who had been supported through the Young Parents Stay Learning program to transition to the Daycare User Subsidy program. Committee members recognize that efforts have been made to ensure that all new schools built in Nunavut include a daycare facility as part of the infrastructure. However, the need for community daycare facilities remains acute.

Committee members are of the view that Inuit language programming should be an essential component of daycare services. As the new *Education Act* will require DEAs to deliver early childhood education programs in each community, members look forward to an update on these endeavours.

Mr. Chairman, until recently, the Department of Education provided the base funding for Nunavut Arctic College and the Minister of Education was responsible for the college. For the 2009-2010 fiscal year, Nunavut Arctic College main estimates are presented separately and under a different minister's responsibility. The Department of Education's budget has been restated accordingly.

The Department of Education does, however, continue to implement a number of programs and resources related to adult learning, such as the Financial Assistance for Nunavut Students program, partnerships for training in potential fields of employment, such as mining, apprenticeship and trades programs, as well as adult basic education and literacy programs.

Committee members urge the Minister of Education and the Minister responsible for Nunavut Arctic College to work cooperatively on ongoing adult education initiatives, including the Nunavut Trades Training Centre, which is scheduled to open in the fall of 2010.

Mr. Chairman, in 2007, the Auditor General of Canada issued a report on the Financial Assistance for Nunavut Students program.

In response to the recommendations in this report, the Department of Education developed a work plan to improve the FANS program, which included the development of an automated system to assist students in accessing the program as well as in administering the program. The committee looks forward to updates on the implementation of the new system, including plans to make related services accessible over the Internet.

The standing committee further notes that the new *Education Act* includes a schedule referred to as the *Universities and Degree-Granting Institutions Act*. This legislation could allow the government to establish additional post-secondary institutions in Nunavut. The standing committee encourages the minister to explore the possibilities in

this area and notes with appreciation the Governor General's recent support for such an initiative.

Mr. Chairman, during its scrutiny of the Department of Education's main estimates and its business plan, the committee noted a number of inconsistencies between the two documents. This is reflected in the fact that the department's own business plan notes that "care should be taken when linking activity presented in the Business Plan to the... Main Estimates..." The standing committee is of the view that the review process could proceed much more effectively if these two documents corresponded more straightforwardly.

The standing committee recommends that the Minister of Education work with his colleagues in the Department of Finance and the Department of Executive and Intergovernmental Affairs to ensure better correlation of information between the two documents.

Mr. Chairman, the department's Income Support Division offers a number of programs to assist families and adult individuals in meeting their basic needs. This program alone accounts for a significant portion of the department's total budget.

The standing committee has noted that trends in the demand for income support services, such as social assistance, show a consistent increase and most recently from young, single adults. In addition, benefit amounts are often perceived as inadequate to cover the high costs of living in the North. Committee members are aware that a number of income support clients are concerned that taking

on wage-earning employment will lead to a significant increase in their rent.

The standing committee recognizes the importance of ensuring that the public housing rent scale policies do not act as a disincentive for income support clients to seek wage employment. The committee encourages the minister and his staff to work with the Nunavut Housing Corporation in reviewing the rent scale policies and in how those policies are communicated to clients.

Committee members are optimistic that once the department's new electronic case management system is fully implemented, income support workers and Income Support Program managers will have more time to analyze trends in program delivery and to focus on addressing specific issues.

For example, committee members are of the view that greater efforts could be made to work with the business community to identify and access work and training programs for income support clients and support their ongoing training and education.

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

**Chairman** (interpretation): Thank you, Mr. Elliott. In the beginning, you were quite slow, but your speech was very good. Thank you.

Before we proceed, I have a caution. I wish to take this opportunity to remind all members of the importance of maintaining order and decorum in this House.

Concerns have been brought to the attention of the Chair with respect to some members' practice of frequently moving about the Chamber during the proceedings of the Committee of the Whole as well as engaging other members in conversations at their desks. This practice is proving to be disruptive.

I would ask that all members respect the right of all other members to concentrate while in the Chamber and to remember that the appropriate place to conduct extensive conversations with other members is in the Lounge or outside of the Chambers.

I would also like to remind members of the following: according to Rule 77(1), you have 10 minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken.

I suggest to members that whenever possible you ask your detailed questions during the page-by-page review of the departmental estimates. Do members have any general comments? I do not see any hands going up.

We will proceed directly with the review of the department's operations and maintenance on page G-4. Directorate. Department of Education. Total Operations and Maintenance. \$1,066,000. Do you agree? Are there any questions? Mr. Schell.

**Mr. Schell:** Thank you, Mr. Chairman. Your department is planning an increase of 50 new PYs for 2009-2010. What are these positions and how will they improve the delivery of education

services to Nunavummiut? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Schell. Minister Tapardjuk, if you would respond, please.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. I mentioned quite a variety in the opening comments that I made.

As I said, we are going to be implementing the delivery of education systems, we will be enhancing Nunavut-relevant curriculum as well as teacher training, and implement an electronic case management system.

We will also be training to produce skilled workers as well as implement a new *Education Act*. We will need to see an increased number of employees if we are going to be implementing the new *Education Act*. So there's quite a variety of areas that we would like to enhance.

With the implementation of the new *Education Act* come an increased number of employees, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Schell, do you have another question?

**Mr. Schell**: Thank you, Mr. Chairman. How many Inuit teachers are expected to retire over the next year? How many Inuit teachers will need to be recruited to remain at current educator staffing levels and to meet the department's bilingual language education objectives? Thank you, Mr. Chairman

**Chairman** (interpretation): Thank you, Mr. Schell. Which one of you would like

to try and answer that question? Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. At this time, we have 227 Inuit teachers or 35 percent of the teachers overall. In regard to the number of Inuit teachers expected to retire, we can't give you a definite number.

We do know that there are approximately 10 percent, which is 22, who may be expected to retire due to age. These are our approximate figures and estimates, but we are currently looking at the possibility of adding 22 Inuit teachers over the next five years, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. The other question that he asked was: how many teachers will need to be recruited over the next year? If you could perhaps respond to that as well, minister.

**Hon. Louis Tapardjuk** (interpretation): We can't really give you a definite number of how many new teachers will be required.

As I stated, we have NTEP programs in the communities and we also allocate funds to Nunavut Arctic College to have NTEP delivered in Qikiqtarjuaq, Cape Dorset, Kugaaruk, Kugluktuk, Cambridge Bay, Rankin Inlet, and Iqaluit. There's also NTEP in Pond Inlet and Pangnirtung.

I can't give you a definite number of how many will be graduating, but we do have NTEP programs in the communities that I mentioned. Thank you, Mr. Chairman.



**Chairman** (interpretation): Thank you, Minister. Mr. Schell, do you have further questions? Okay, you're done for now. Mr. Elliott, you may now ask questions.

**Mr. Elliott:** Thank you, Mr. Chairman. The new *Education Act* requires that every school have a community counsellor. What specific plans are in place to ensure that every school does have a counsellor on staff by the start of the next school year? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk, do you want to try and answer that question?

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. In regard to the number of community counsellors, we follow the number of students per one counsellor. The school counsellor program was started in 2009-2010 and it will offer on-the-job training for future school counsellors. We have plans to have a school counsellor in every Nunavut community, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Is that for this year?

**Hon. Louis Tapardjuk** (interpretation): We're looking at 2010-11 to have school counsellors in every community. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Are there any more questions on this page? Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. That was going to be one of my questions. What was the exact date that they were going to be in the classrooms?

The new *Education Act* includes a new type of educator position, the use of elders. How will these educators be incorporated into the education programs? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Which one of you would like to respond to that question? Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. At the schools, we are going to be setting up positions for elders and they will be considered because the principals and the teachers... we would like to see an elder...

We're not looking to have an elder teacher with a classroom; we're looking more at having the elders in the school to teach cultural programs or language programs. They will be available in the schools and what we're currently doing is figuring out how we can utilize those elders' knowledge and what they can expect from being incorporated into the school system.

This is going to be a new initiative and one of the questions we will ask the elders is what they would like to see in the schools. However, we have not set aside money to pay for the elders. We are going to be working with education authorities as well as the coalition. We will make a decision on how we will incorporate these elders and what their roles and responsibilities will be in the schools, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Are there any more questions? Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. I'm just a little confused with the minister's answer. He's saying that there are going to be elders in the school but there's no money set aside to pay them. Did I misunderstand what he said? Thank you.

**Chairman:** The minister explained that they are working out the details on how much they will be compensated and what role they will have. It's still under working progress. Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. I just wanted to make sure that I understood what the minister was saying.

I know that in one instance, some of the elders I have spoken to in Arctic Bay, training is very important to them, obviously not training in the sense of cultural knowledge that they hold within but in terms of making known to them different resources that they could use in the classroom or possible forums for sharing ideas with other elders.

Is that factored into what the minister is talking about in terms of brining these elders online? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk, if you would respond, please.

**Hon. Louis Tapardjuk** (interpretation): If we could get this budget approved, we're looking at \$800,000 that would be used for elders to be set in the school system. We have to have a discussion with the education authorities to see how they are going to be compensated and what their roles will be in the schools.

We have set aside \$800,000 that will be used for elders, Mr. Chairman.

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

**Mr. Elliott:** Thank you, Mr. Chairman. I guess my next question is: have there been discussions between the Minister of Education and the Minister responsible for Nunavut Arctic College in terms of setting up a program within the college to allow the elders to receive qualifications in terms of some type of a certificate or diploma that they could use as well? Thank you.

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

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. We already have the aboriginal languages certificate and they should be able to obtain that. We are also making plans so that there's an elder in the school. The school staff should be made aware of what's going to be available and what to expect.

Mary Simon, the President of ITK, and the DIAND minister made an agreement that will be used for Inuktitut-specific programs. I haven't talked to the Nunavut Arctic College minister in regard to what they expect to see in the roles of elders in the schools.

It's ongoing on July 1. Well, it's been a long time for change, but on July 1, we will be expecting to see something concrete, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Elliott, did that answer your question? Mr. Elliott.

**Mr. Elliott:** Thank you Mr. Chairman. I thank the minister for that answer. What I'm trying to get at is for years and years, when I was teaching in the schools, you would have elders come in and they would have so much knowledge.

And really, there's no way of recognizing that and I think it's an excellent opportunity for us to be able to show the community the value of traditional knowledge. If there was some type of qualification or some way of recognizing it, that's what I was trying to get at.

My next question is in regard to having these elders in the school. I know you had mentioned the training that's going on and ongoing training with the school community counsellors. Will these elders be in the school as of September 2009 or will it be September 2010 as with the school community counsellors? Thank you.

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

**Hon. Louis Tapardjuk** (interpretation): They will start working in 2009, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Tapardjuk. Mr. Elliott, do you have another question?

**Mr. Elliott:** No, thank you.

**Chairman** (interpretation): Mr. Ningeongan, do you have a question?

**Mr. Ningeongan** (interpretation): Thank you, Mr. Chairman. In supplementing Mr. Elliott's question, the elders can't

begin teaching right away, not all of them anyways. They have different levels of knowledge, as you are aware and as you probably responded to Mr. Elliott, Mr. Chairman.

Before the elders are put in the school system, I would suggest that their instruction in the school for teaching the children start off at the same level in all of Nunavut. Are you making plans so that it's standardized across Nunavut? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningeongan. Minister Tapardjuk, do you want to try and respond to the question?

**Hon. Louis Tapardjuk** (interpretation): Yes. Thank you, Mr. Chairman. This is more the responsibility of the community; it's community-based. The education authorities are the ones who will be responsible for elders and we will work with DEAs and decide what plans will be set in place. There are probably going to be different programs going on in different communities, Mr. Chairman.

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

**Mr. Ningeongan** (interpretation): Thank you, Mr. Chairman. My question to the minister then is the DEA...

I realize that you will probably talk to elders to see and decide what programs they would like to see in the schools. But if we're going to have them in the school curriculum, are you going to be able to get them together so they can decide what programs will be in the

communities and if they are going to be standardized? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningeongan. Which one of you would like to answer that question? Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): I will have my deputy minister respond to that question, Mr. Chairman.

**Chairman**: Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you. As we stated earlier, we are setting up a guidebook that will be used in the schools which will outline how we can use our elders and how we can work together with the elders. These are currently being worked on by the DEAs since they are the ones who will identify what programs the elders would be involved in teaching in the schools.

For example, the primary focus in Baker Lake may be caribou while the primary focus in Pangnirtung may be seal, and so on and so forth. This program will be community-based and it needs to be decided at the community level.

What we're trying to do through the website is set up our learning objects repository where they can make suggestions on what should be taught in schools, what they would like to see in the schools, and how this can all be accessed in a single resource. Those are currently in the plans at this time. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. I'm sure that there's going to be some communities more ahead than

others. Mr. Ningeongan has another question.

**Mr. Ningeongan** (interpretation): Thank you, Mr. Chairman. That was the reason why I asked that question and I would like your department to listen carefully. As an example, maybe if, in Baker Lake, they wanted to teach how to skin seals and how to work the by-products...

>>*Laughter*

... I know that they don't do that over there, I'm just using it as an example and I'm not making slight of the fact that they live on the mainland.

So would that be made available? Could caribou skinning be taught in Coral Harbour? We just started harvesting caribou over there and that could be used to teach our students traditional knowledge. That's what I wanted to ask the minister to consider. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningeongan. Ms. Okpik, if you want to try and answer that question.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. We have three regional offices. In the Kitikmeot, it's in Kugluktuk; in the Keewatin, it's in Baker Lake; and in the Baffin, it's in Pond Inlet. We have employees in each of these regional offices, some for math, languages, and we work closely with all them, as well as getting the information disseminated out among each of the regions.

The regional offices can be advised of what has to be utilized in the schools and be reminded that we have to work

together and make sure that this is getting implemented in the regions. We would like to see this program go ahead smoothly. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Are there any other questions? No one has their hand up. Total Branch. \$1,066,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): Thank you. Education. Policy and Planning. Total Operations and Maintenance. \$1,142,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): G-6. Corporate Services. Total Operations and Maintenance. \$2,747,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): Thank you. Income Support. Total Operations and Maintenance. \$3,910,000. Do you agree? Someone has their hand up. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. Given the increased demand for income support, why is the budget for social assistance less than it was in the 2008-09 main estimates? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Rumbolt. If there would be a response from any one of you. Ms. Okpik, if you want to try and answer the question.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. There was no decrease. The monies were transferred to another line item after we were audited. The audit stated that it would be better if we transferred that amount from this to another line item. That was one of the recommendations by the auditors. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Did that answer your question, Mr. Rumbolt?

**Mr. Rumbolt:** Thank you, Mr. Chairman. It's been suggested that Social Assistance Regulations be reviewed. For some communities, the benefit amounts are being perceived as being inadequate for the need of clients in that community. Does your department have any plans to review social assistance regulations this year? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Elliott. (interpretation ends) This is in reference to the cost of living issue that you raised before that it's not keeping up with the actual rates within the community, so I think Mr. Rumbolt has raised it. (interpretation) If any one of you would respond. Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you. We don't have any plans to have a review of the social assistance regulations.

With respect to the question that you asked about, the cost of living in Sanikiluaq, we have directed our staff to look at the cost of living in Sanikiluaq specifically, the prices on the shelves,

and so on. We're currently planning that with our department, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Rumbolt got his response. Mr. Ningeongan would like to ask a question.

**Mr. Ningeongan** (interpretation): Thank you, Chairman. I would like to remind the minister that Sanikiluaq is not the only community in Nunavut. We would also like the minister to look at the other regions as well.

My next question is not really specific to this page, G-7. Under Early Childhood, the department is also responsible for early childhood support and I don't see much mention of it there.

In your department, there are some communities that are requesting daycare services and facilities, and so on. I'm not talking about just the building; I'm talking about your department making plans regarding any further financial support for daycare services being given to the communities.

In Nunavut, the federal government is the only one providing financial support to the daycares and if anybody should start questioning the government about monies to build the daycare centre, your department would be the only one responsible.

Do you have any plans to include early childhood and daycare programs? Looking at the future, is there any possibility of setting money aside for daycare facilities? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningeongan. Which one of you would like to respond to that question? Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. It's very true that we are responsible for the operations but not for capital items. In regard to your question, it's something that we can take into consideration.

We have laws and I stated earlier, if there's going to be a new building for a cultural centre or a new school, a daycare room must be provided. So in regard to the member's question, it's a good one and I would like to assure the member that I will consider this issue, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. As a supplement, we are going to be building schools in the future and we will just make sure that daycares are included. Minister Ningeongan, I mean Mr. Ningeongan.

>> *Laughter*

**Mr. Ningeongan** (interpretation): I will then try to get a school in my community. Thank you, Mr. Chairman. I would like to thank the minister for stating that he would consider this item.

I would like to use an example, Mr. Chairman. We don't want to see children's safety compromised even before they start going to school. Children's safety is a priority and I know that they are entertaining the idea of building daycares in the schools.

But for some communities that are not slotted to get a school anytime soon,

there is an issue of building a standalone daycare centre that needs to be addressed. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningeongan. That's a very good comment and I didn't hear a question. Are there any other questions on this page? Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. Your business plan states that approximately 48 percent of Nunavut families rely on income support. Given the increased demand on income support services, how does your department plan to address the ongoing sustainability of this program? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Which one of you is going to try and answer that question? Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. In regard to income support, we haven't increased the numbers. But as I stated, we're going to be making some improvements on the Income Support Electronic Case Management System.

We currently don't use computers and once we have an electronic case management system, it's going to be a big improvement on the way the system works. Once we implement the Income Support Electronic Case Management System, we will then make a plan so that it's fully utilized.

We will be working with the government departments, the Nunavut Housing Corporation, and businesses to see where we can improve the services that we provide to income support clients. Once

the case management system is ready, we can decide how it's going to work and if we will require more financial resources, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Elliott, would you like to ask further questions? Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. I guess I realize that the minister has mentioned sort of the first phase of the implementation of the case management system is in place with payments directly made for housing and whatnot. Have any new positions or resources been assigned to operate the new income support case management system? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, could you respond to the question?

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. In our office, we have one additional position that will be the verification officer and we have also added \$1,125,000 so that we can get an employee to work on the new Income Support Electronic Case Management System. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Mr. Elliott, do you have another question? Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. Throughout the rest of the business plan, there are also references to electronic school records, attendance keeping, and whatnot. Is this all one management system that works on the same sort of pipeline or are there separate, different entities? Thank you.

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

**Hon. Louis Tapardjuk** (interpretation): They are separate. For electronic school records, attendance records, and also for income support clients who will be receiving the... They will be separate for income support clients, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Elliott, do you have any additional questions? Mr. Elliott.

**Mr. Elliott**: Thank you, Mr. Chairman. A number of income support programs are aimed at supporting seniors across Nunavut. How does your department assist seniors in accessing these programs and other Government of Nunavut programs for seniors? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, you may now respond to the question.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Within the Department of Education, we provide services to various senior support programs. The senior citizens supplementary benefit is the first one as well as the Senior Fuel Subsidy Program. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. And that's for seniors who own their own homes. Mr. Elliott, are you finished? Mr. Ningark may now ask a question.

**Mr. Ningark** (interpretation): Thank you, Mr. Chairman. On page G-7, it states here, "These choices include community healing, education, training

and work opportunities (wage and land-based)." I have a question here in regard to land-based. What does land-based mean? Thank you, Mr. Chairman.

**Chairman** (Mr. Ningeongan) (interpretation): Thank you, Mr. Ningark. Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): My deputy minister will elaborate on that.

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

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Anyone who is an income support client or wants to get income support, they provide information of what their abilities are, like going back to school, and that they be able to help other people. That's what we call a productive choice.

For instance, anyone can provide services through hunting by providing country food for their family as long as that's identified in the income support application. Thank you, Mr. Chairman.

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

**Mr. Ningark** (interpretation): Thank you, Mr. Chairman. I would like to thank Ms. Okpik. In smaller communities, no one is aware of this land-based program. Perhaps you can provide more information and consult with the communities so that clients of the Income Support Program will have that knowledge.

Many individuals at the community level eat traditional food and they sometimes



lack it. They don't have hunters or maybe they are widows and sometimes they go through the local radio station requesting traditional food.

That's not a question and it's very good to hear. My advice would be that this is known in the community. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningark. I believe that was just a comment. Mr. Aupaluktuq.

**Mr. Aupaluktuq** (interpretation): Thank you, Mr. Chairman. I would like to welcome the minister and his officials. I have a question in regard to income support. Some people don't even know what income support is for and the clients sometimes aren't told what those funds could be used for.

For example, the clothing allowance and home start-up is not very well known. Most individuals also don't know who to turn to when they are denied income support. When they're denied, where should they go to get more support? Those are usually the complaints we receive in Baker Lake.

Sometimes the regional managers for income support workers say that they need more support from outside their region. Sometimes managers say that when that occurs, they seem to run into problems. Sometimes the clients don't really understand how they should be provided more support.

I would like to ask the minister and his officials: are they going to be reviewing their income support criteria or the income support workers? Your department should provide more

information to Nunavummiut on what income support can be used for and what kind of support is available in income support.

And I will state in English, (interpretation ends) if your department can fully disclose to income support recipients what their entitled to. (interpretation) I'm asking about that to make sure that income support workers are aware and know what the clients are eligible for. Thank you, Mr. Chairman.

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

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. I think I heard two questions. In regard to the first question on income support workers, there is currently a 42 percent turnover rate with income support workers.

The income support workers are hired at their community level and the majority of them quit their work because they hear many negative words from clients. I don't like to see them quit their jobs. As well, an income support worker's main job is to write cheques.

We expect that once we get the case management system in, the income support workers will have a better tool to manage and provide services to clients at the community level and if they need additional support or if they need help in looking for a job. So that's what we're expecting to see once the case management system is in place.

Also, all of our income support workers are trained ahead of time. They are trained first and then after they have completed their training, they can fill out

forms. Once the case management system is in place, there will be more information at the community level and that's what we expect to see.

Income support is supposed to be a program of last resort. The clients vary monthly, so our income support workers have to find out how much each client has made within the last month and their income changes from month to month. If they won bingo or if someone gave them money and their income has increased, then the income support that they receive would be smaller. Thank you, Mr. Chairman.

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

**Mr. Aupaluktuq** (interpretation): Thank you. I thank Ms. Okpik for that response. First of all, I apologize to all income support workers. I know that they have a very difficult task ahead of them and I'm not doing this on purpose.

I know that income support workers work very hard, but there are other people in Nunavut who don't work. Perhaps it's impossible since there are no employment opportunities and they don't know where to get their money for groceries, so they go to income support.

An individual or a family didn't know that they could have clothing allowance. That's one of the examples that I could use. Also, for the home start-up program, they should be provided with more support when they go to income support.

The clients or members of the public in Nunavut don't know about these programs of other support that could be

provided. Perhaps Minister Tapardjuk can make sure that these other optional programs are known by the communities. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. Minister Tapardjuk, can you respond to his question?

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. Yes, the member is correct. The assistance program is not just for groceries, they also provide support for clothing but at a very minimal level.

There are also other programs such as the home start-up program. Sometimes they're provided with monthly support for heating fuel and other things that clients require assistance with when they first start up their homes.

So we have various programs and I know that we need to provide that information to the communities. We can remind the income support workers at the community level to make sure that they can provide all of that information at the community level, Mr. Chairman.

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

**Mr. Aupaluktuq** (interpretation): Thank you, Mr. Chairman. My last question in regard to income support is just for clarification. I was thinking that the people who move into housing association rental units sometimes don't even have any furniture when they first move in and they have no income. I was talking more about that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. I believe that was just a comment. There are names still on the list. Mr. Ningark, you can now ask questions.

**Mr. Ningark** (interpretation): Thank you, Mr. Chairman. I would like to ask the minister how useful or effective the Nunavut Social Assistance Appeal Board is. When I was a member of that board, I was a member for two terms. We had never heard or seen any correspondence that was appealing.

When many clients are not happy with the Income Support Program, their problems or concerns never reach the Social Assistance Appeal Board. Do the people know about the Social Assistance Appeal Board? How many have approached the appeal board to relay their concerns? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningark. I'm sure they have good income support workers, so there have never been any complaints received. Minister Tapardjuk, will you be responding?

**Hon. Louis Tapardjuk** (interpretation): Thank you, my colleague. He was a member of the appeal board and according to our knowledge, there was only one complaint.

Some clients are denied and once this happens, they believe that is the end of it. Once they appeal, the board can review and will look into that because this is very important. As a Member of the Legislative Assembly, I know that a lot of people out there come to you with their problems. Once this is operational,

I believe that we need to have an appeal board level at the communities.

Yes, it's a concern that when people want to get income support and they're denied, the income support workers usually have them denied following criteria and policies. We will have to make sure that we are getting all of the information out there, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Income support workers don't have computers, so it would be better once they get computers.

Minister Curley was coughing into his hand when he should have been coughing into his elbow, so I'm urging the minister to follow the advisory that came from his office.

>> *Laughter*

Mr. Ningark, I'm sorry.

**Mr. Ningark** (interpretation): I won't be shaking Tagak Curley's hands today and tomorrow.

>> *Laughter*

I wanted you to know that.

Thank you, Mr. Chairman. The way that I look at the Social Assistance Appeal Board is as a response from the government, where unhappy clients can at least go to voice their concerns. However, it seems like nobody knows about them and sometimes an individual can get intimidated by the board.

As the hon. minister mentioned that he would look into it, I want you to review it to make sure that the people out there

use it and make sure that income support clients have a place to go when there denied. This has to be a place that you can go to and the appeal board needs to be seen as an organization that is approachable.

The clients have to know and I am urging the minister to make sure that the clients use the appeal board. Thank you.

**Chairman** (interpretation): Thank you, Mr. Ningark. That's just a comment and I'm sure that it was noted. Are there any other comments on income support or whatever you call it? Total Income Support. \$3,910,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): The amount has been approved and we can now move on to another page. Adult Learning and Post Secondary Services. It's on G-8. Total Branch. \$8,342,000. Mr. Elliott would like to ask a question.

**Mr. Elliott:** Thank you, Mr. Chairman. My first question is in regard to the GED program. Has your department done a review of that program? If you could update us on that. Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Which one of you can answer that question? Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): We are currently reviewing the program and how we will be planning for the future, but our staff is indeed reviewing the program that the member is asking about, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Elliott, do you have another question?

**Mr. Elliott:** Thank you, Mr. Chairman. The minister said that he's reviewing that. Could he give us an estimate as to when that will be reviewed? Are we talking by September of 2009 or later? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, do you want to try and answer that question?

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. We have been working with Nunavut Arctic College since they provide services to us regarding the GED program.

We are reviewing the funds available, as well as the budget for that program and which communities will be recipients. We are increasing the number of people at the community level who will be responsible for supervising test writing. So we are working on developing contact persons at the community level. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. He had asked when that review will be completed. Will it be completed within this year or some time in the future? Ms. Okpik, if you want to try and answer that question.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. We will table that plan this coming fall. Thank you.

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

**Mr. Elliott:** Thank you, Mr. Chairman. Under the heading of Literacy, \$464,000 is going to be allocated to that.

I know that with the separation from Nunavut Arctic College and the Department of Education, the Basic Adult Education Program was or is handled by Nunavut Arctic College. What does the literacy component of the Department of Education now entail? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, do you want to try and answer that question?

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. The funding that we provide, \$100,000, goes to Nunavut Arctic College so that they can provide services through contribution agreements. We also have \$75,000 available for the Nunavut Literacy Council annually. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Would you like to ask another question, Mr. Elliott? Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. Now that the budget contribution to Nunavut Arctic College is no longer administered by your department, can you describe your department's working relationship with the college? Thank you.

**Chairman** (interpretation): Which one of you will respond? Ms. Okpik, if you want to try and answer that question.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Just to explain further,

this funding that we allocate to Nunavut Arctic College is through a contribution agreement so that they can provide services for our department.

He asked how we are working with Nunavut Arctic College. We will establish two committees called partnership committees. The first will be for NTEP students and the second will be for adult training. We expect to be meeting not too long from now. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Are there any further questions on this page? I have no more names on my list. Total Branch. \$8,342,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): That amount has been approved. G-9 is just an information item and we will move on to G-10. Career and Early Childhood Services. Total Operations and Maintenance. \$42,193,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): That amount has been approved, so we will move on to another item. Curriculum and School Services. Total Branch. \$15,996,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): That amount has been approved as well. School Operations. Total Operations and Maintenance. \$119,205,000. Do you agree? Are there any questions? Mr. Aupaluktuq.

**Mr. Aupaluktuq** (interpretation): Thank you, Mr. Chairman. I'm asking this question to either the minister or his officials. There were regional education boards in Baker Lake for the Kivalliq; in Iqaluit and Pond Inlet for the Baffin; and in Kugluktuk for the Kitikmeot. So are the employees maintained as full-time or are they hired under Contract Services? I ask about this because I wonder if the turnover rate of employees is quite high. Thank you.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. Ms. Okpik, would you like to respond?

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. The three offices that we have in the regions of Nunavut have an executive director as well as a superintendent of school operations.

For example, in the Kitikmeot, there is an executive director and there's one superintendent of schools. In the Kivalliq, there are exactly the same positions, an executive director and superintendent of schools. In Pond Inlet, there is one executive director and three superintendents of schools.

They are each responsible for their respective schools and they usually visit their communities frequently to visit the schools and also to meet with the principal and the district education authorities.

Just recently, when we started work on the language legislation, we consulted and visited all of the communities. We met with all of the education authorities in all of the communities, all the staff of schools, as well as visiting the communities frequently to look at the

school operations. They have contact people in each region. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Are there any additional questions? Mr. Aupaluktuq.

**Mr. Aupaluktuq**: Thank you, Mr. Chairman. What are the turnover rates of middle and senior managers in each of the school operations divisions? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. Can one of you respond to that question? Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): We don't have the figures in front of us, so I'll have to get back to the member with that information.

**Chairman** (interpretation): I'm sure that he will provide that information before the session is over. Are there any further questions? Mr. Elliott.

**Mr. Elliott**: Thank you, Mr. Chairman. One of the priorities listed in the business plan was the development of the "Positive School Environment Support Manual for Nunavut schools." How will this manual address attendance and discipline issues and how will the district education authorities be involved in its development? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Would you try and answer the questions, Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Each school commits their own plans for the Positive School Environment Support Manual. We will

start off with the DEAs, then the school staff work together and start the planning on what's important to the community.

Once an important issue has been identified, for example, if it is the attendance, then we will start working on it and that will be our priority. But if the main issue is identified as being related to the Inuit culture or language, for example, and the school feels that this is important, then they will start working on a manual focusing on this issue with staff members, the community DEA, and the parents.

To address some attendance issues, we will have a policy by July 1 called *Inuuqatigiittiarniq*, which will ensure that the policies in the schools will be developed. We will work with the DEAs when they start developing the *Inuuqatigiittiarniq* Policy, as well as receiving support and assistance from the elders who would then act as liaisons with the school team.

Each school will have to come up with their own school team so that they can provide support to the students who have problems within the school or outside the school, or if they have any attendance problems so that they can be assisted.

The school teams will also work with the parents and the teachers together to identify the individual student problems so that they can be provided the support that they need to stay in school. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. I'm sure the school counsellors will be very beneficial as well. I was very pleased to see some

kind of support program for young male teenagers. Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. I was just wondering if there were any clear deadlines as to when you would like to see the DEAs have those support manuals finished and implemented into the schools. Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, did you want to respond?

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. I don't have the deadline here, but I could get back to you once I have the information. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. The information is not available. Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. Your business plan refers to a young men's engagement project and also, it talks about a parents' engagement project. I was just wondering if you could describe what these projects are and how the department will evaluate their success. Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Those are very good projects because we would like to see more men graduating and engaging. Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Chairman. These projects are under our department and what we're trying to do is make a change so that we can get more young men involved in the educational system. This is going to be one of our priorities

because we have to look at a new strategy to increase the number of young men in the school system.

We are working with DEAs and hamlet councils. In Pangnirtung, we have a pilot project that is going to start a young men's engagement project. We will be looking at how we can increase numbers and then we will set up some plans identifying what the department has to improve on.

We will have to try all kinds of projects in order to see an improvement and I'm sure that we will get an update once that is started, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. It's true that pilot projects are valuable learning tools. I'm sure that we would all enjoy hearing about any new developments with the project. Mr. Elliott.

**Mr. Elliott:** Thank you, Mr. Chairman. I have heard great things about the program that was run in Pangnirtung. Are there plans of having those projects running in other communities as well and maybe when could we see that happening? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. (interpretation ends) I understand it's a pilot project and maybe the minister can elaborate. Minister Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): We will have to find out from Pangnirtung how the pilot project went and do an evaluation. We will also look at how much it costs to run this project.

Once we have all of the information, we will be able to tell you if we're going to run these programs in the other communities and if it has made an improvement in the number of young men graduating, Mr. Chairman.

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

**Mr. Elliott:** Thank you, Mr. Chairman. Thanks for the answer. Funding for the DEA Coalition is a requirement under the new *Education Act*. How was the budget of \$665,000 determined? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, if you would respond, please.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. This \$665,000 was determined because the DEA Coalition will have to have an annual meeting. There are 25 chairpersons who comprise that, which accounts for \$185,000. The executives also have to attend meetings, the number of times of which I'm not sure, and they can either be face-to-face, via teleconferences, and may involve their staff.

We have two staff positions for which funding has been set aside and this includes travel, operations, maintenance, other contracts, office supplies, educationally geared programs, and also monies for office rental. Thank you, Mr. Chairman.

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

**Mr. Elliott:** Thank you, Mr. Chairman. In previous years, your department's



business plan discussed an interdepartmental initiative called “Nunavut’s Promise to Children,” also known as the Children First Secretariat. Is this initiative still ongoing and if so, what are its objectives? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, if you would respond, please.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. We have no positions for this interdepartmental initiative. We have four positions; the first is for the secretariat for staying in school, the second is for parents, the third for integrating youth into schools, and the fourth is for school health. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Okpik. Are there any further questions? Mr. Elliott.

**Mr. Elliott**: Thank you, Mr. Chairman. It was my understanding that in May of 2008, there was supposed to be a report on the work of the Children First Secretariat that was supposed to be tabled in the House. At this time, it has not been tabled. Will this be tabled in the near future? Thank you.

**Chairman** (interpretation): Thank you, Mr. Elliott. Ms. Okpik, if you would respond.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. The report is almost done; we didn’t put up the report before the election. However, the Department of Health and Social Services and ourselves and the Department of CLEY will get together and see whether or not

the Children First Secretariat will go ahead.

For example, if we look at the youth who have been incarcerated or have had to go through the court system, they’re either ordered to attend or not attend school. We are going to work closer together to make those types of decisions. I’m just using that as an example.

But if they had physical or mental disabilities, what types of services would be provided in regard to health and culture? We’re looking at what types of services would be provided interdepartmentally. Those are in the planning stages and we’re looking at how we can utilize this avenue for the school population. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Elliott, I hope you appreciate that Ms. Okpik and her staff had weekly meetings with me in trying to get the *Education Act* through last year with other groups involved. The priorities were to get the *Education Act* passed, so I’m sure that’s part of the reasons why we weren’t able to get the report done.

(interpretation) Are there any questions on this page? (interpretation ends) We’re at School Operations. \$119,205,000. (interpretation) Do you agree?

**Some Members**: Agreed.

**Chairman** (interpretation): We have concluded our review of the main estimates for the Department of Education. Total Operations and

Maintenance, to be Voted.  
\$194,601,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): Do you agree that the Department of Education is concluded?

**Some Members:** Agreed.

**Chairman** (interpretation): Thank you, Minister, Ms. Okpik, and Mr. Pealow, thank you very much for making your presentation. Minister Tapardjuk, do you have closing comments?

**Hon. Louis Tapardjuk** (interpretation): I would just like to say thank you. Education and the implementation of the *Education Act* are going to give us a lot of work ahead and once that's approved, we're going to be able to get on with business. I would just like to thank my colleagues.

>> *Applause*

**Chairman** (interpretation): Thank you, Minister Tapardjuk and your officials. Do you agree that we can move on to another department?

**Some Members:** Agreed.

**Bill 01 – Appropriation (Operations & Maintenance) Act, 2009-2010 – Nunavut Arctic College – Consideration in Committee**

**Chairman** (interpretation): We're ready to start with Nunavut Arctic College. I would like to ask Minister Shewchuk if he can make his opening comments. Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Chairman. I thank the members for being here and hopefully we will be out in a short time.

Mr. Chairman, I am pleased to be here today to present and discuss the 2009-2010 Main Estimates and Business Plan for Nunavut Arctic College. I look forward to the opportunity to work together and advancing *Tamapta*, especially as it applies to Nunavut Arctic College.

As the only post-secondary institution in the territory, Nunavut Arctic College plays a central role in providing Nunavutmiut with adult learning programs and services. Our core business is training for employment. Our goal is building self-reliant communities and families through training and employment. Our programs cover the full range from adult basic education to trades to certificates and diploma in careers to university degrees in education and nursing.

Nunavut Arctic College is governed by a board of governors made up of six public members from Nunavut's three regions, a student member, and a staff member. The board has set four strategic goals to be achieved within the broader context of *Tamapta*.

Communities: improving programs and services to communities.

Culture: building a culturally responsive college.

Excellence: achieving academic excellence.

Strength: strengthening college systems and operations.

To achieve the goals of *Tamapta* and the board, Nunavut Arctic College is

organized into seven program divisions and two service divisions.

Nunavut Arctic College respects and promotes Inuit language and culture through the Inuit Language and Culture Division. One of its programs, the Fur Design and Production Program, has received national recognition from the Fur Council of Canada.

Three winning designs from our students, Karliin Aariak, Meeka Kilabuk, and Connie Pawatualuk, were featured at the North American Fur and Fashion Exposition in Montreal from May 3 to 5.

Since then, the board of governors approved a request to grant a diploma to second year graduates from the program. The program maintains a balance between traditional and contemporary methods and uses seal pelts almost exclusively.

Nunavut Arctic College's roots are in the communities. Our roots are the community learning centres. The community learning centres are managed by the Community and Distance Learning Division. In funding, this is the college's largest division with CLCs in all of Nunavut's communities except for Grise Fiord. Most Nunavutmiut start their formal adult learning in their local community learning centre. We are striving to embed more programs and services into the communities.

The college's career programs are organized into five divisions. Each division is responsible for the delivery of its programs across all of Nunavut. Though most career programs are delivered from our three regional

campuses, some of them are offered in the communities, most notably, the Nunavut Teacher Education Program.

We are eagerly awaiting the major expansion in the Trade and Technology Careers Division. The trades training centre being constructed in Rankin Inlet will enable Nunavutmiut to stay in Nunavut and to take housing maintainer and oil burner mechanic and the first two levels of electrical and plumbing. This is in addition to four levels of carpentry already available in Iqaluit.

We look forward to the official opening of the Nunavut Trades Training Centre in the fall of 2010. However, in the meantime, we are doubling the capacity of the carpentry program in Iqaluit and have started level one of housing maintainer in Rankin Inlet.

Nunavut Research Institute is an important division of the college. The recent announcement of federal funding for the replacement of the institute's headquarters in Iqaluit is welcome news. By bringing research, teaching, and licensing together, we will promote Nunavutmiut research both in the classroom and on the land.

And finally, Nunavut Arctic College has two service divisions: Student Services and Administrative Services. Student Services promotes student quality of life at the three regional campuses, particularly student residences. Administrative Services is responsible for the strategic leadership and administrative management of the college and is headquartered largely at Arviat.

The Vote 1 Main Estimates account for the base contribution from the Government of Nunavut to Nunavut Arctic College. The increase from 2008-09 is due to the second stage of forced growth funding for the trades centre in Rankin Inlet and to normal cost adjustments related to staffing. It does not include any new initiatives.

The Vote 4/5 Main Estimates include the base contribution and third party revenues. The main estimates are organized on the basis of our headquarters, Nunavut Research Institute, and the regional campuses.

Our business plan describes how the main estimates are applied in the college's operation. Since this is our first independent main estimates and business plan, there may be questions that we are unable to answer today, but we are committed to doing our best.

Mr. Chairman, I am pleased to be here today to discuss Nunavut Arctic College's 2009-2010 main estimates and business plan. This is a critical government investment in training Nunavutmiut for employment. I look forward to your questions, comments, and discussion. Thank you very much, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Shewchuk. Do you have any officials that you would like to bring to the witness table? Minister Shewchuk.

**Hon. Daniel Shewchuk:** Yes, please, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Shewchuk. Does the committee agree to bring in the witness?

**Some Members:** Agreed.

**Chairman** (interpretation): The members have agreed. Sergeant-at-Arms, please escort the witness in.

Thank you. Before we begin, for the record, minister, please introduce your witness. Although we know who he is, the people out there need to know. Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Chairman. I didn't quite get the translation on it, but I think I know what you said. I would like to introduce you and the members to the witness on my right, Mr. Dan Vandermeulen, President of Arctic College.

**Chairman** (interpretation): Thank you, Minister. Mr. President, welcome. The Co-Chair of the Standing Committee on Oversight of Government Operations and Public Accounts would like to make opening comments. Mr. Fred Schell, you may now proceed.

**Mr. Schell:** Thank you, Mr. Chairman. As the Co-Chair of the Standing Committee on Oversight of Government Operations and Public Accounts, I am pleased to make opening comments as we begin deliberations on the budget of Nunavut Arctic College.

Mr. Chairman, this is the first time that Nunavut Arctic College's budget and business plan have been presented for review in this House independent of the Department of Education. This is a reflection of the designation of ministerial responsibility to two different ministers.

The GN's proposed contribution of \$21.8 million to the college for 2009-2010 is almost exactly \$1 million more than the funding approved in 2008-09 through the Department of Education's main estimates. It should be noted that the Government of Nunavut's base funding contribution to Nunavut Arctic College represents just over 60 percent of the college's total budget.

While government departments have a fiscal year ending on March 31, the college's fiscal year ends on June 30, similar to many other publicly-funded colleges across Canada. The college gets nearly a third of its funding from third party sources, which may not be identified or finalized until after the GN's budget process is completed.

During last year's 2008-09 budget review process, the college's five-year 2007-2012 corporate plan was provided to Members of the Legislative Assembly. The 2009-2010 Business Plan for Nunavut Arctic College is the first such document to be presented for scrutiny in the Legislative Assembly and is similar to departmental formats.

The standing committee is aware that the government's new Public Agency Council is undertaking a new process where the government and the agency in question will establish a Memorandum of Understanding to set out priorities and goals for the year. Committee members encourage the Minister responsible for Nunavut Arctic College to work with the Minister of Education to jointly determine those priorities.

Mr. Chairman, as noted by my colleague, the Co-Chair of the Standing Committee on Social Wellness, both the

Department of Education and Nunavut Arctic College continue to deliver programs related to adult learning.

While the committee recognizes that having separate ministerial responsibilities for different aspects of adult learning is a new development, members stress that ongoing communication is important to ensure that no Nunavummiut fall through the gaps when seeking to access opportunities for education and training.

One example of where close coordination relating to adult education will be critical is in the establishment of a university-level facility in the North. Recent news reports indicate that Nunavut Arctic College has signed an agreement with its counterparts in the Yukon and the Northwest Territories to establish the legal foundation for a university north of 60.

Given that the Department of Education's new *Education Act* includes a schedule referred to as the *Universities and Degree-Granting Institutions Act*, the standing committee urges the Minister of Education and the Minister responsible for Nunavut Arctic College to collaborate on this initiative and keep members updated.

Nunavut Arctic College programs are delivered at the community level through the community learning centres. The CLCs play a critical role in enabling community residents to improve their skills as well as to prepare for opportunities in education or employment.

Committee members have noted that, on occasion, adult educator staff at the

CLCs do not appear to have the necessary qualifications or certification to teach. The standing committee encourages the minister and his staff to ensure that hiring for these positions takes into account the necessary skills, expertise, and cultural awareness that are necessary for adult educators to have.

It has been noted that for two of the three regional centres, the CLC is located within the main Arctic College campus. Members urge the minister to consider the benefits of having standalone CLCs in communities such as Iqaluit.

>> *Applause*

Mr. Chairman, other community infrastructure needs include the ability to access distance education possibilities. Given current technology limitations in our communities, this is not currently possible. However, the standing committee believes that Nunavut Arctic College should be on the cutting edge of this issue.

For example, the Department of Health and Social Services made major investments in its telehealth system across Nunavut's communities and that technology now facilitates the diagnosis of certain conditions, improves service delivery, and allows for videoconferencing and training opportunities.

Education is an important determinant of the well-being of Nunavummiut and improved access to the technology of today could be an important factor in preparing the professionals of tomorrow.

Pre-trades training in Nunavut's communities is expected to open the door to many employment opportunities. Members look forward to receiving an update from the minister on which communities will be receiving pre-trades training programs in 2009-2010. For example, the community of Baker Lake, with ongoing mining development, has been expecting the announcement of a pre-trades program for some time.

Work has also been ongoing with the Nunavut Housing Corporation, the Department of Education, and Nunavut Arctic College on trades training and employment opportunities relating to the building of community housing units. The committee is also looking forward to an update on this initiative.

Mr. Chairman, the standing committee looks forward to the opening of the Nunavut Trades Training Centre in Rankin Inlet. Members were also pleased to note the proposed levels of Inuit staffing at this facility. The committee also looks forward to regular updates on plans for a mine training facility.

Program delivery at the main campuses of Nunavut Arctic College continues to focus on training and education leading to careers in fields such as health and education. Committee members are in full support of initiatives in these areas as they provide the opportunity for more Nunavummiut to be trained to fill such positions as teachers, social workers, mental health workers, and dental therapists.

The expansion of the Nunavut Teacher Education Program into communities is greatly anticipated. Members also

encourage the minister in his efforts to follow up on the experience of previous programs such as the law school and look forward to the government's announcements in this area.

Mr. Chairman, the operations of the Nunavut Research Institute have received relatively little attention and scrutiny in prior years during the Legislative Assembly's budget review process. Now that Nunavut Arctic College is being considered as a standalone entity, there is greater opportunity to focus on this entity which falls under Nunavut Arctic College.

Members were pleased to note the federal government's funding announcement to replace the existing and aging facility with a new building. Members look forward to receiving updates on the research institute's science and research work.

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

**Chairman** (interpretation): Thank you, Mr. Schell. (interpretation ends) Very good comments. (interpretation) Before we proceed, I would like to remind members of the following: according to Rule 77(1), you have 10 minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken.

I suggest to members that wherever possible you ask your detailed questions during the page-by-page review of the

departmental estimates. Do members have any general comments? Mr. Aupaluktuq.

**Mr. Aupaluktuq:** Thank you, Mr. Chairman. I thank the Hon. Minister Daniel Shewchuk and the Nunavut Arctic College President Mr. Vandermeulen for attending and sharing the plans with the committee.

In your opening statement, you mentioned some pre-trades. I want to ask the minister: what's the current initiative in the pre-trades in the Kivalliq and Baker Lake? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. Who is going to respond? Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Chairman. Pre-trades courses have been offered in 2008-09 in the Kivalliq region in Arviat, Baker Lake, Coral Harbour, Rankin Inlet, and Whale Cove, and I can add to that. In the previous year, in the Kivalliq, there were courses in Repulse Bay, Coral Harbour, and Whale Cove in 2007-08. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister Shewchuk. Mr. Aupaluktuq.

**Mr. Aupaluktuq:** I thank the minister for that response. I'm glad to hear that things are operating and going according to plan.

First of all, with a brief statement, we all know and it's obvious that all education skills are vital and of great importance in order for people to become self-sufficient and as well as major contributors to the development of

Nunavut by taking some leadership roles in the employment field and by learning some valuable skills.

I want to ask the minister: has the Nunavut Arctic College considered offering some pre-med programs or courses in areas such as chemistry, biology, and physiology to prepare Nunavummiut for post-secondary education in the medical field? Thank you very much, Mr. Chairman.

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

**Hon. Daniel Shewchuk:** Thank you, Mr. Chairman. I would like to thank the member for that question. At the present, the only adult education offered in the medical field is in the nursing field.

However, as I have said to the members before, it's very important to the Arctic College that communities are involved in the level of education that's provided through the learning centers and on what the curriculum will be in a specific community. That input is very important to us.

So if that was something that was important to a community, we would definitely consider something like that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Shewchuk. We have child support and a doctor in there. Thank you. Are there any further comments? Mr. Ningark.

**Mr. Ningark:** Thank you, Mr. Chairman. Minister, under the Arctic College, I see there are different types of training - housing maintainer, oil burner

mechanic, electrical and plumbing, carpentry, and so on.

But in every community at every level, there are people who want to have accountants. How come we don't see very often the General Accountant Certification Program under the college, or is it given under the Municipal Training Organization? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Ningark. Those are questions on this page. Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Chairman. I think the member brings up a very good point. I believe the accounting and management studies course is offered in Rankin Inlet and that is the only centre at this stage in time right now.

It is something that is important in communities that will require further review in the fact that it would entail travelling instructors to go to the communities to provide this type of course, which again comes with funding requests. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I think the member is more focused on certified general accountants. There's not enough throughout the territory and in our government, it's always a challenge. (interpretation) Are there any questions on this page? No one has their hand up for N-3... oh, I'm sorry. Mr. Ningeongan.

**Mr. Ningeongan** (interpretation): Thank you, Mr. Chairman. On page one of Minister Daniel Shewchuk's opening



comments, it states, (interpretation ends) “Communities: improving programs and services to communities. I’m wondering if you could elaborate on that a bit more.

For a number of years, I have lived in Coral Harbour and I have seen a lot of adult education students basically learning how to fill out a résumé and there are no jobs available for that.

So I’m wondering if you could expand a little more on what sort of improvements that you are intending to do at the local level. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Very good question, Mr. Ningeongan. (interpretation) Can one of you try and answer that question? Which one of you can respond to that? Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Chairman. I’ll refer this question to Mr. Vandermeulen. Thank you.

**Chairman:** President Vandermeulen.

**Mr. Vandermeulen:** Thank you for that question. Adult basic education is important in the communities. It’s often the program that opens the door to more training.

Through the partnership committees that we’re establishing with the Department of Education, we hope to start reviewing and then reforming the adult basic education curriculum so that it will be more targeted towards employment and towards enabling students to enter the career programs.

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

Ningeongan, did that answer your question? Are there any other questions on this page? Mr. Aupaluktuq.

**Mr. Aupaluktuq:** Thank you, Mr. Chairman. I want to ask the minister or the President of Nunavut Arctic College: what is Nunavut Arctic College doing to retain Nursing Program graduates or enticing Nunavummiut to keep their skills in Nunavut and also, to offer the best service that we can in our own language? It’s been said by some that a lot of our nursing graduates are going south.

I understand this may be under Human Resources or even Education, but I understand the Nursing Program is being offered at Nunavut Arctic College. My question was: what is Nunavut Arctic College doing to retain Nursing Program graduates and keep them in Nunavut? Thank you very much, Mr. Chairman.

**Chairman** (interpretation): Thank you. I believe that question is more directed to the Minister of Health and Social Services. If you want to answer that question, you can try and do so, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Chairman. Yes, I was going to say that. However, we are very committed and we want to train more nurses in Nunavut. I think the point that I can add is that the nurses that we’re training in Nunavut are trained at national standards and are accepted across this country for those good standards.

It’s a human resources matter with Health and Social Services to try and retain them. We definitely encourage them to stay with us but again, that’s a

choice of an individual person. Thank you, Mr. Chairman.

**Chairman** (interpretation): Are there any further questions? We can move on to the page-by-page review. Nunavut Arctic College. Total Operations and Maintenance. \$21,881,000. Do you agree?

**Some Members:** Agreed.

**Chairman** (interpretation): That's the only page for the entire college. Do you agree that the college is concluded?

**Some Members:** Agreed.

**Chairman** (interpretation): Thank you, my colleagues. We have completed the review of the main estimates for Nunavut Arctic College.

I would like to thank Minister Shewchuk and Mr. Vandermeulen for appearing before the committee. Minister, do you have any closing remarks? Minister Shewchuk.

**Hon. Daniel Shewchuk:** I do, Mr. Chairman. Thank you very much. I just want to say in closing that I would like to thank the committee for the consideration you have given to Nunavut Arctic College in this review of the 2009-2010 main estimates and business plan. Thank you for your questions and I hoped that our answers helped inform you about college activities and the important role it plays in training for employment in Nunavut.

As I said in my opening comments, Nunavut Arctic College's roots are in the communities. Our roots are the community learning centres. I invite

each and every one of you to visit your local community centre and please share some of your experiences with the students and staff. Your personal success can be an example for our residents and students. They will sincerely appreciate your visit.

I also invite each of you to support adult learning and training in your community by advising us on the program needs of your communities, and in particular, by helping us in identifying program support resources, such as potential classroom space and instructor housing.

Thank you, Mr. Chairman, very much. Thank you, members of the committee. I would like to just thank Mr. Vandermeulen for being here with me. Thank you.

**Chairman** (interpretation): Thank you, Minister. (interpretation ends) I invite all of my colleagues to our wonderful campus here. A lot of your constituents study at our campus here and they serve wonderful food for lunch and it's very reasonable.

(interpretation) We are finally done with the college's main estimates and I thank you. Mr. Aupaluktuq has his hand up.

**Mr. Aupaluktuq:** Thank you, Mr. Chairman. I move to report progress.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. There is a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion to report progress. Those opposed are outnumbered, so the motion is carried.

>> *Laughter*

Sergeant-at-Arms, you can now ascertain our Speaker.

**Speaker** (interpretation): Going back to the Orders of the Day. Item 20. Report of the Committee of the Whole.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 1 and the main estimates, and would like to report progress. Mr. Speaker, I move that the Report of the Committee of the Whole be concurred with. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Mr. Okalik. There is a motion on the floor. Is there a seconder? Mr. Tapardjuk. The motion is in order. All those in favour of the motion, raise your hand, please. Opposed. The motion is carried.

(interpretation ends) Item 21. Third Reading of Bills. Item 22. Orders of the Day. Mr. Clerk.

**Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder for tomorrow, a meeting of the Standing Committee on Social Wellness in the Tuktu Boardroom starting at nine o'clock in the morning.

Orders of the Day for June 16:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions

5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Reports of Standing and Special Committees
12. Reports of Committees on the Review of Bills
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
  - Bill 3
19. Consideration in Committee of the Whole of Bills and Other Matters
  - Bill 1
  - Bill 2
  - Bill 4
  - Bill 5
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  
Tuesday, June 16, at 1:30 p.m.

Sergeant-at-Arms.

>>*House adjourned at 17:53*

