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Speaker: The Honourable Hunter Tootoo, M.L.A.

Legislative Assembly of Nunavut

Speaker

Hon. Hunter Tootoo

(Iqaluit Centre)

Hon. Eva Aariak

(Iqaluit East)

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Minister of Executive and
Intergovernmental Affairs; Minister
responsible for Aboriginal Affairs;
Minister responsible for Immigration*

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(Uqqummiut)

*Minister of Culture and Heritage;
Minister of Environment; Minister of
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(Rankin Inlet North)

Hon. Monica Ell

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John Ningark

(Akulliq)

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*Deputy Speaker and Chair of the
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Allan Rumbolt

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**Iqaluit, Nunavut
Friday, March 8, 2013**

Members Present:

Honourable Eva Aariak, Honourable Monica Ell, Mr. Ron Elliott, Mr. Joe Enook, Honourable Lorne Kusugak, Mr. John Ningark, Mr. Johnny Ningeongan, Mr. Hezakiah Oshutapik, Honourable Keith Peterson, Mr. Allan Rumbolt, Mr. Fred Schell, Honourable Daniel Shewchuk, Mr. Louis Tapardjuk, Honourable Hunter Tootoo.

>>*House commenced at 9:00*

Item 1: Opening Prayer

Speaker (Hon. Hunter Tootoo): *Qujannamiik*, Sergeant-at-Arms. Before we proceed, I would like to ask Mr. Shewchuk to lead us off in a prayer, please.

>>*Prayer*

Speaker (interpretation): Thank you, Mr. Shewchuk. (interpretation ends) Good morning, everybody. Mr. Rumbolt.

Mr. Rumbolt: Good morning, Mr. Speaker. Thank you. Mr. Speaker, I seek unanimous consent to go directly to Item 19 on the order paper. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. The member is seeking unanimous consent to proceed directly to Item 19. Are there any nays? There are none. We will proceed to Item 19 in our *Orders of the Day*. Item 19. Consideration in Committee of the Whole of Bills and Other Matters. Bills 47, 48, and 49 with Mr. Enook in the Chair.

In accordance with the authority granted to me by Motion 44 – 3(3), the committee will stay in session until it reports itself out.

I would ask members to remain at their desks and we will go right into Committee of the Whole.

Sergeant-at-Arms.

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

Chairman (Mr. Enook)(interpretation): Good morning, members. Good morning, Nunavummiut and people tuning in elsewhere. I would now like to call the committee meeting to order. In Committee of the Whole, we have the following items to deal with: Bills 47, 48, and 49. What is the wish of the committee? Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. We wish to continue with the review of the main estimates for the Department of Education, followed by the Department of Executive and Intergovernmental Affairs. If time permits, we would like to commence the review of the Department of Family Services, followed by the Department of Justice. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Are we in agreement to continue with our review of the main estimates for the Department of Education?

Some Members: Agreed.

Bill 49 – Appropriation (Operations & Maintenance) Act, 2013-2014 – Education – Consideration in Committee

Chairman (interpretation): Thank you. Does the committee agree to bring in Minister Aariak and her officials?

Some Members: Agreed.

Chairman (interpretation): Sergeant-at-Arms, please escort Madam Minister's witnesses in. (interpretation ends) Thank you.

(interpretation) Thank you, Sergeant-at-Arms. Minister Aariak, good morning. Welcome. For the record, please introduce your witnesses. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Good morning to you and all Nunavummiut. To my left is Deputy Minister Kathy Okpik and to my right is Annalisa Streicher from Corporate Services. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Welcome. Yesterday, we left off on page G-8. I still have some names on my list from yesterday and I will continue on with it. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. Good morning. I want to welcome the minister during this fine morning. Hopefully you are well rested now that you have had some sleep. Since the members are well rested also, we will be quite energetic, Mr. Chairman.

I want to return briefly to the assessment of teachers and of the need to evaluate them to see whether they are capable teachers. We need to ensure they are capable of teaching our children and grandchildren in school.

We are all aware that the new *Education Act* in Nunavut deals with the reality of languages spoken here, such as Inuktitut, French, and English. I am also quite aware that in our schools, they hire Inuit teachers so that they can teach the lessons in Inuktitut.

Mr. Chairman, I would now like to ask the minister how they assess the Inuktitut language proficiency of these teachers. Is their ability to be able to just speak Inuktitut enough even if their grammatical skills aren't great and mistakes are made? I wonder how these teachers are evaluated in their Inuktitut language skills. Let me get a grasp on that first, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The students taking the Nunavut Teacher Education Program have an Inuktitut language proficiency test at the beginning of the program. It is one of the criteria for eligibility to the program. It is a pre-test of their skills prior to placement in the program. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you. I understand the statement about current students in the program. What about teachers already in our schools?

How are they evaluated? As an example, a unilingual Inuk who is extremely competent in the language, who could teach the language at home, can they qualify as a teacher? Are the students in the Teacher Education Program who may not be as fluent in Inuktitut the only ones to be termed Inuktitut teachers? I would like that clarified, Mr. Chairman. Thank you.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The Inuktitut language specialists are called in from time to time. The students at the NTEP program also have elders assisting them during their Inuktitut language classes. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): I would like an answer to the question I raised. Can a unilingual Inuk extremely competent in Inuktitut ever become a teacher in the school if they don't speak English? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. There are extremely competent unilingual Inuit who are fluent in Inuktitut with no knowledge of English. These elders are provided with a certificate enabling them to teach in the language. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. Since we are reviewing the main estimates for the department, my next question relates to these elders who have the certification. Is their pay scale equivalent to certified teachers in our schools? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will get Kathy to respond since I don't deal with daily operation items, such as the pay scale for the elders. I'm just kidding, but their pay is administered by our administration. My deputy will elaborate on the details. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. The certified elders' pay is submitted as part of the funds allocated to the DEAs in one category and that is how we try to arrange it. I don't have the information as to their exact pay scale, so I will have to respond after I get the information. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Yes, I will expect that information obviously since we are reviewing the main estimates for these types of matters.

I wasn't asking about funds allocated to the DEAs as they aren't part of the government, but the main estimates are

specific to the government departments which we are trying to approve. Within these main estimates, it includes the wages for the teachers as part of their budgeting process, which would include the wages for the Inuit teachers. So when you were budgeting for the wages in preparing the main estimates, what was the amount set aside for the Inuit teachers?

I was asking if the elders were going to be on the same pay scale as certified high school teachers. Because they are nominally certified as Inuit elder teachers, does that mean they would make the minimum wage? What amounts do you set aside for them during the budget process? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The budgets for the schools are based on the number of students in that school. The elder language specialists aren't teaching on a daily basis. It depends on the course and what is required for that course. Let's use the example of seamstress teaching. When the class schedule is determined, it includes the number of students who would take the course. The pay scale for teachers depends on their level of education and their level of experience, so the pay scale fluctuates depending on the teacher.

If I didn't get the issue that the member was trying to raise, I know that my colleague will rebut this response. That is it for now. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. I believe our session still has over a week left, so I can easily convert my questions to the appropriate item on our orders of the day.

Mr. Chairman, another question I want to ask relates to an item listed on page 77 of the business plan. Apparently, many schools are tardy when it comes to the hiring process of their teachers. In the hiring process for teachers, it must be quite complex. Are there difficulties in parts of the process? It states here that there is a delay in the development of bilingual teaching and learning units. I want to understand the curriculum related to this. If a course is in English or in Inuktitut, what is the bottleneck causing the delay in this process? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I also thank my colleague for clarifying his question. The member is quite correct in his assertion that Inuktitut teachers are too few at this current time. However, this coming spring, we expect 45 more elders to become certified as Inuktitut teachers.

Also, we have to remind ourselves that the number of Inuktitut teachers we require to comply with the *Education Act* is quite high. In talking about bilingual education, they will be taught in two languages in accordance with the legislation and this means that we will require over 300 additional teachers to fully comply with it. That is how much

of a shortfall we face. We do have quite a number of students taking the training, but we will still need many more bilingual teachers in the future.

I will respond to this point for the time being. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you. I have always maintained that due to our small population in Nunavut, it causes difficulty in trying to fill these numbers.

Another item on page 77 of your business plan speaks about educator training in the year 2013-14. I assumed that these teachers were already highly trained, enabling them to teach. So what type of additional training do they require? Let me get a response to that first, Mr. Chairman. Thank you.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Our teachers working for the department get additional training in different areas. I would like clarification as to which type of training the members is asking about. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Tapardjuk, can you clarify your question, please.

Mr. Tapardjuk (interpretation): Thank you. On page 77 of the business plan, for fiscal year 2013-14, it speaks about educator training. This applies to training for teachers in 2013-14 in the

amount of \$2,762,000. What is the purpose of this training fund? That is what I'm trying to understand, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk, for your clarification. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Chairman. The funds are for the teachers taking the education program at Arctic College. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you. Also under this section, does it refer to boys or specifically to young men? It is called the Young Men's Engagement Project in English. I wonder how many schools this initiative has been offered in.

If you read page 78 carefully, it states that it "Work will proceed on drop-out prevention after the pilot project in Baker Lake is completed." Did this have any effect on attendance figures, especially for the young men? Were there any complaints or recommendations accruing from these initiatives? I would like to get further clarification on this matter, Mr. Chairman. Thank you.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We are aware that boys and male students have a tendency to drop out. The trend is that they require more support and this is one

of our current priorities. That is why these initiatives were tested in Baker Lake as a pilot project.

To date, the results of this pilot project are still being drafted up and once we have that information available, I will be pleased to table the report outlining what the results were. The findings of the pilot project are known, but haven't been completed as of yet. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you. I would be very interested in reading the results as it is becoming a major concern. It also manifests itself in our government offices, as the majority of Inuit public servants are largely women with few men. It could be that Inuit men are not conditioned to stay inside all day. That shouldn't be the case anymore if the individuals are dedicated to their work. We would really like to see the findings in that report, as this issue is becoming rather disconcerting to many communities throughout Nunavut, particularly in Igloolik.

Also, in the most recent years we have completed, we started discussing the multiple options that are now available, which give more flexibility to the schools to offer classes that are relevant to our students to ensure they can complete their education by taking different classes. Has this had any effect on the numbers of graduates through these various activities listed in these options which are slightly outside of the core curriculum? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Our expectations are that this will result in changes to the ratios with these multiple option courses outside of the core curriculum.

We believe that if male students are engaged, it will result in wanting to complete their education, especially when their courses are hands-on. If I were to state it in English, what I mean is hands-on activities where students are working with their hands within these classes.

The expectations are that this will help students retain their interest in attending school or that it can assist in keeping students in school to graduation. Those are our expectations with these multiple options. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you. Thank you for that. It seems obvious to me that this can make a difference in retaining male students in our schools.

This will be my last question. It relates to the Inuit relationship with snow. In order to keep them in school, are there any outdoor classes for male students to explore the properties of snow, such as building igloos or learning the different properties of snow? Who will decide whether this is an appropriate class? Is this one of the options?

During the committee review of the Department of Community and Government Services, the minister mentioned that the number of people requiring rescue are increasing in number. The ability to make an igloo, snow shelter, or the like should be taught very early. What about these types of important skills? Do they comprise activities in one of the options? Where else could these types of skill-teaching courses be taught? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Right now, the programs that will be done and the elders also go and teach the students multiple option programs to young students, such as hunting and other things that are geared more towards men.

The programs that the students are taking in regard to igloo building are taught in the subject program that they take. We feel that igloo building should be done for the students too because it is very important. I feel that the member's question is very important because the men have to learn how to build igloos. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): This isn't a question but a statement I want to make. Igloo building or learning the properties of snow isn't a simple matter. It can prepare a young person towards an architectural career, the term in English

used for students wanting a career in designing buildings.

It can also lead to other courses around building design as it is scientific in nature. It isn't just building an igloo; it is also quite complex as you are required to understand the snow properties in order for your igloo to be strong enough for a person to stand on. These are all scientific principles.

I just want her officials to comprehend the complexity of this skill. I will end here for now. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Next on the list I have Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I wanted to go on G-8, but I guess I'll just flip over to G-12 under the Summary of Grants and Contributions. It's a contribution through Curriculum and School Services. I noticed this year that the Northern Youth Abroad Program is getting an increase of \$25,000, which I think is great because I know they do amazing work. As well, there's a new program on there for 2013 or support for a new program in 2013-14. It isn't actually a new program, but it is a new contribution to that program of \$50,000. I was wondering if the minister could explain what that money is being used for. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. In English, it is called Outward Bound. That's what it is going to be for. I'm not exactly sure what you call it in Inuktitut, but I will

have to find that out. (interpretation ends) It's for the Outward Bound program. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of the Outward Bound program, is it similar to the Northern Youth Abroad Program where it will take students and youth from across the territory and have them participate in an activity in, I don't know, Cambridge Bay or will they be travelling south? I know there are Outward Bound programs in Ontario and facilities down there.

Maybe if I could get a little more detail as to what the \$50,000 is for and how many people are going to be involved in the program. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. (interpretation ends) The purpose is to keep the students in Nunavut and I believe it is proposal-based. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Again I still don't understand exactly what the \$50,000 is for. It's proposal-based. Does that mean a student from Arctic Bay could...? Let's say they want to participate in Outward Bound and part of the \$50,000 goes to fly them to participate in Alberta... We're approving \$50,000. I know it's not a lot of money, but how I can get youth in the

communities that are represented in the High Arctic involved in this program or are they already involved?

Just saying \$50,000 is not a detailed explanation as to what it is. Whatever program out there that involves youth training initiatives, where they can travel, where they can become involved and broaden their horizons, I would like to get the youth of the High Arctic involved. So if I could get a little bit more detail, maybe all members would like to know as well. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is from the encouragement from Outward Bound Canada and I'm very glad that they have approached us to be involved. I will have Kathy provide you with more detail. Over and above that, we can send you some written information on that as well. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. It isn't new as it has been running for about two years. We initially collaborated with the Nunasi Corporation with the students travelling to Yellowknife on a trip down Mackenzie River. Last year, it was held in Nunavut, with perhaps three or four individuals involved.

However, with respect to the actual details of how the students are selected, as well as how the program was

designed, unfortunately I don't have that information currently. Once I am back at our offices, I can dig out the details related to this program and request that information on student selections. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In the 2011-16 Nunavut Tobacco Reduction Framework for Action, one of the priorities that the Department of Education is involved in is, in collaboration with the Department of Health, work towards Nunavut school grounds being smoke-free. I was wondering if there was a possibility of an explanation as to how that's working out and whether it will be something that will happen this year or in the coming years. Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. I don't have that level of detail with me right now, but I would be happy to get back to him. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. The minister said that she will get back to you. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. The other priority that involves the Department of Education, and since we're in Curriculum and School Services, it's to "develop education resources for use in schools." I'm wondering how the development of those education resources are going. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Our officials are dealing with a large number of items within this curriculum development category. The work is progressing and course development continues unabated. I don't have information detailing how many more we may need at this point. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of curriculum development, we talked about multiple options quite a bit. I was trying to get my head wrapped around the different ways that that works and there's still a lot of information that's coming out, as you said, and DEAs will be updated and explained to. Hopefully the proper counselling will go to the students to make the choices that are needed for a life choice.

There was a Minister's Statement that the minister did talking about the PASS initiative, which, to me, is after K-12, then we're looking at working with a group of adult students who have not completed high school and maybe missed a couple of courses. Still, there are some questions I have in terms of how it's working out, but obviously there has to be curriculum developed to be able to teach these adult students. So maybe the minister could give an update on what is happening with the curriculum development for those classes. Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. Is the member referring to PASS? Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Chairman. Yes, I'm referring to PASS. Thank you.

Chairman (interpretation): Thank you. Yes. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. My deputy will update you on the status of it to date if you will allow it. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman (interpretation ends) The intent of PASS is to follow the secondary school program that we have for graduation right now. Currently, the graduation requirements we have for high school would fall into place and those would be the same requirements we would use for the PASS program. So it's not creating, such as, a new program but using existing graduation requirements. For example, to graduate, you need either the English 30-1 or 30-2. In this case, it would be the 30-2 along with the prerequisites of Aulajaaqtut, for example. We have that all laid out.

In terms of social studies and the sciences that they would have to take to be able to pass, we're also going to be utilizing prior learning assessment

recognition through Nunavut Arctic College. It's a very rigorous documentation process to capture life experiences of our teachers. So that's how it will be done.

We're still working on the actual program delivery. For example, the Department of Education will hire three PYs. We will have a PASS registrar, a PASS-recognized learning specialist, and a program auditor. Nunavut Arctic College will be the program deliverer. We're still working on details with them and we will be having meetings with them very shortly. Again, the money for the PASS program is for approval in this budget. So once the budgets are approved, we're ready to go out to start staffing and moving on the delivery.

For example, in order to go through the PASS route, you have to be 19 years of age or older or have an approved learning plan. You need to be out of school at least for a year. You can't have a valid secondary school diploma. You must contact a PASS option representative. You have to be a resident of Nunavut or have completed some high school credits in Nunavut.

For example, the first cohort that we're really going to be focusing on are we have anywhere between 100 and 200 Nunavummiut out there who only need their English 30-2 to gain their Secondary School Diploma. So if that's the first cohort of people we approach, once they take their English and are successful because they have about 95 credits, then we could see a potentially significant number of individuals gaining their grade 12. We're very excited about it.

Some of our next steps are we're just developing the procedures and policies right now, NAC development of curriculum within the 2013-14 year, and then what we will be doing is developing a communications and promotion for potential clients and for the general public. We will also determine travel costs, training, and course delivery once budgets are approved. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. I'm really glad I asked that question because, to me, that was a piece of the puzzle that was missing. I know there are a lot people out there who would like to get their grade 12 and there is a lot of talk of wanting to get to grade 12, but I knew the next question would be: how do they do it and where does the education actually happen?

So I guess one of the things that maybe adult educators are probably doing right now in the communities would be contacting or going on the radio for their needs assessment to find out who out there in the communities wants to get their grade 12. They can then compile a list that could be sent back through the channels to decide which communities would actually get the PASS instructors. Is that sort of the flow of how would it work? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, it can be made to work in that manner. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of curriculum development as part of the Nunavut Suicide Prevention Strategy Action Plan, one of the objectives was "Ongoing collaboration to address suicide prevention within school curriculum." This was supposed to have a timeline of April 2012. There was supposed to be an "Ad hoc working group to coordinate the implementation of NSPS across all organizations and through new curriculum development, especially grades 7-12." I was wondering if we could get an update on what curriculum development has been done so far to meet that objective. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Elliott. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We are working on this issue right now from grades 7 to 12 and it has not been completed. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. One of the other objectives was to "Pilot a social and emotional learning curriculum in elementary schools throughout Nunavut." The action was to "Create a pilot strength-based social and emotional learning curriculum, which includes areas such as self-esteem, positive social interaction, conflict resolution, and coping skills." I was wondering if I could get an update on what has been happening with that curriculum development. Thank you,

Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This is also being worked on. We can get back to you with the information once it is completed. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. On page 78 of the business plan, one of the priorities for 2012-13 was to “Review and consider changes to the Career and Program Planning for grades 7-12 to support students to take courses that support further education and employment.” I was wondering if the minister could update us on what happened with that priority over the last year. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. At this point, I can only respond in that the work is still being done, which is called pathways in English. It is still under development. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. On the same page, page 78, one of the priorities for the 2012-13 was “Develop Student Assessment benchmarks for language arts and math.” I was wondering if the minister could update us on that objective. Thank you, Mr.

Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. It is being worked on from kindergarten to grade 3. My deputy will provide a response as to how much has been done to date. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Okpik.

Ms. Okpik (interpretation): Thank you. (interpretation ends) I’m aware that the K-3 portion of the benchmarks is done. I would have to confirm with staff where we are with 4-6. With the benchmarks, what it includes is what writing should look like in kindergarten; what writing should look like in grade 1. We call them exemplars. When you’re assessing the child, you should be able to have written work that has been written by children that you can compare to say, “This is what grade 3 writing looks like in Inuktitut.” So that has been done.

We just updated our K-6 Teacher Planning Guide, which is very comprehensive, and that will be in-serviced again in the fall. What it does is talk about theme planning, classroom management, and goes right into daily planning and how you tie all your curricular competencies together. It’s very comprehensive and will be a great tool for our teachers. That’s being in-serviced in the fall. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that answer. That's excellent because it speaks to a lot of what the members have been talking about in terms of standards across the territory. If there are benchmarks, then hopefully we will see increased learning levels.

The deputy minister had mentioned Inuktitut as having benchmarks. Are the benchmarks that you're working on for those grade levels in language arts and math for English and Inuktitut or is it just Inuktitut-specific? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The information is not with me and we will get back to you with it. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. The minister is going to make me work extra hard. I'm going to have to go through the *Hansard* and pick out all the commitments that were made to make sure we get the answers.

My final question I wanted to know a bit more on page 78, the priority was "Develop drop-out prevention strategies and pilot the results of the work on the Young Men's Engagement Project..." I know that other members mentioned a program in Baker Lake, but I remember a program we talked about from Pangnirtung.

Even within the workforce of the GN, we're finding that a lot of women are in the workforce. At the same time, in the schools, it seems like a lot of the boys or young men are dropping out.

I'm just wondering how those pilot projects that have been going on in Pangnirtung are working out, whether they are successful with what they're doing, whether they're more land-based, and whether that makes it more successful. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We will help our colleague. These are being written by staff and we will get back to you with information that we said we would provide.

My deputy will respond to the question. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The report on the young men's program is still in progress right now. We're hoping to have a report finished very soon that will lay out all the options. Young men are being surveyed to get their point of view as to why they may have dropped out and we're also surveying young men who have been successful in school.

It's interesting to note that graduation rates between men and women seem to be almost equal. That's a new trend that we noticed this year, but we will get back to the actual stats between men and

women and their graduation rates.

The Arviat project has also been very successful. It's a resiliency program and again, it was DEA and school based. The DEA and the school really saw it as a priority for their school, developed a proposal, and secured federal funding, a significant amount of money, as a stay-in-school option and it really involved students at risk.

Most schools, if not all, have special programming that they do for students at risk, whether it be a separate exercise type of programming or doing activities with them like cooking and stuff like that. When I visit communities, I have seen it first-hand where they were actually bringing me to certain sections of the school where they work with students at risk of dropping out. There is active work being done on this at the school level.

We will get back with that report once it's submitted to us. (interpretation)
Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. We're on page G-8. Mr. Ningark.

Mr. Ningark: Thank you and good morning, Mr. Chairman. On G-8, Curriculum and School Services, this area of activity or branch talks about program development, production and implementation, and teaching and learning material development. That's what I wanted to talk about the next few minutes.

I think we always have to remind ourselves about our foundation, Mr. Chairman. We have a mission statement

and to me, that is the foundation of this particular department that we are reviewing this morning. This mission statement talks about successful delivery of all the programs and to meet the needs of Nunavummiut. That's what I wanted to focus on for a bit.

In partnership with our elders, schools, and communities across Nunavut during the transitional years from the NWT to Nunavut, we, the people of this area, had dreams, aspirations, and mission statements. We eventually want to see that in Nunavut, Inuktitut becomes a working language. I'm not looking for a radical change and no one is in this particular jurisdiction. We know it takes time to plan, to do research and development, and we have to come up with a full package, where the full package meets all the legal standards and requirements. We know that it takes time, but this is my personal opinion. Also, I heard that being said in my community.

We have inherited curricula from the NWT to Nunavut where our students now become English speakers. I say that without prejudice to anyone. I believe this is a public government and I am more than happy to serve in this public government, but we have goals and objectives that we would like to meet, resulting from the recent goals and objectives of the majority of the population of Nunavut.

Mr. Chairman, I know that the department is doing very well and I salute the department and all the bureaucracy across the jurisdiction. Mr. Chairman, I want to say my reason is that the population of Nunavut has strong, solid linguistic skills in all of the

official languages: Inuktitut, English, and French.

Some years ago, I visited Denmark. I was struck by the people of Greenland, their ability to speak Danish, English, and their local language. That's my dreams, aspirations, and vision for Nunavut.

I know, again, I would like to go back. I'm not looking for a radical change and we know it takes time to develop a full package finally for the delivery. By full package, I mean planning, research and development, and meeting all of the requirements and legal standards.

I want to remind all of us here that we have goals and objectives to meet. Some day, [Inuktitut] would become a working language equal to the official languages in Nunavut. I don't have any questions at all, but I also wanted to say that we have come a long way under the leadership of this government. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. I don't think I heard a question. (interpretation ends) I heard nothing but wise advice from a wise man. (interpretation) Thank you.

We're on page G-8. At this time, I don't have any names on my list. G-8. Education. Branch Summary. Curriculum and School Services. Total Operations and Maintenance, to be Voted. \$17,043,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. We will proceed to page G-9. Branch

Summary. Education. Early Childhood Services. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. My first question may have been asked in part in the last couple of days, but if I do ask it again, I apologize.

Your department's dedicated grants and contributions budget supports community early childhood facilities with contributions, support, and annual inspections. Are there currently adequate early childhood spaces and programs in all Nunavut communities and, if not, which communities have expressed an urgent need for space or programs? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Rumbolt. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. There definitely is a lack of daycare centres in our territory, as I have continued to maintain. Everywhere in Nunavut, daycare spaces are at a premium and this continues to be a very important challenge we face. The Department of Education isn't responsible for capital costs for the construction of new daycare centres. We have no funds for these types of assistance from the federal government, only for assistance to existing daycare centres that can be applied to its operating and maintenance. Additionally, whenever new schools are constructed or when there are extensions to alleviate overcrowding, daycare spaces are now included.

At this point, there are four communities that need more daycare spaces. (interpretation ends) There are four communities in need of additional

daycare spaces, which are Igloolik, which is currently being renovated right now, Iqaluit, Pangnirtung, and Rankin Inlet. There are six communities that need new buildings or major renovations for their existing daycare facilities and these communities are Cambridge Bay, Chesterfield Inlet, Grise Fiord, Hall Beach, Rankin Inlet, and Taloyoak. Other communities that have child care facilities that require some renovations are Arctic Bay, Baker Lake, Clyde River, Gjoa Haven, Kimmirut, Kugaaruk, Kugluktuk, Pangnirtung, Resolute Bay, and Sanikiluaq.

If there are any further questions on that line, I will be happy to try and provide the answers. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Chairman. The minister mentioned that there is no funding for new daycare buildings and if new schools are built, they are adding facilities for daycares.

So these six communities that are in need of new construction for daycare facilities, are they going to have to wait until new schools come to their community before they can get daycares? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Minister Aariak.

Hon. Eva Aariak: If the funding is coming from Education, I'm afraid so, but there are other initiatives that communities have initiated in their own initiative by finding daycare spaces and whatnot.

Once the daycare spaces are acquired, other areas that the Department of Education helps out are in the areas of providing money for toys and programming assistance, and so on. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. On G-11 of your grants and contributions for early childhood services, it says that funding for healthy children initiatives will decrease in 2013-14. Can you describe what was the funding through this division used for last year, and can you indicate whether any programs will no longer be able to continue to the reduction in funding? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Minister Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. There are no program funding cuts in that area. Community initiatives fund family-centred early childhood services and programs for young children aged zero to six and their families. Support services fund additional programs in services for children zero to six who require extra support to reach their full development.

There has been some underutilization of some funds under that and they have been re-profiled to other areas, such as Inuinnaqtun language enhancement in Cambridge Bay and Kugluktuk. So these monies have been just re-profiled to more specified areas in the two communities of Cambridge Bay and Kugluktuk. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. According to the business plan, funding allocated to the Young Parents Stay Learning program will be decreasing to \$133,000 from \$140,000, but your recent annual report states that close to \$160,000 in total actual funding was provided through this program in 2009-2010. Why is funding for this initiative being reduced when there is a clear need for the funding? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Minister Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. The program was underutilized and had to be re-profiled to other areas, but if there are funding requests through written requests and they are eligible, no one will be denied any funding under that. I will have Kathy explain that further. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends)
There has been a history of underutilization of funds, We took it upon ourselves this year to be a little bit more prudent in our budgeting, so budgeting to actual. So what we have done is change the amounts, but there will be no decrease to the program. Actually, it gives us an ability to provide other enhanced programming around early childhood.

One trend that we're noticing in the Kitikmeot is that for language of instruction, we are more in dire straits for the Inuinnaqtun language. We're in revitalization mode because the use of the language is much significantly different than the other two regions. We need to be proactive in working with our other government departments that are having the same issues around either gaining employees or students for Inuinnaqtun. So those are our targets for this year to enhance language for Inuinnaqtun in those two communities. (interpretation) Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. In Early Childhood Services under grants and contributions in G-11, it shows a decrease in Young Parents Stay Learning, daycare contributions, and healthy initiatives. They all show a decrease in their budgets, yet in the business plan for Early Childhood Administration – Headquarters and Early Childhood Services – Regional, they both show an increase in their budgets: Can you explain the reason for the increase in their budgets? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will refer this question to my deputy. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is one of the divisions that have been impacted by the move of Family Services. The section of early childhood was originally reporting to the directors within the region. Those directors will now be moved to Family Services and the core function of these four PYs will be reporting into headquarters.

We also have the duty to inspect and license daycares and to ensure that their safety and dual inspections of daycares a minimum of once a year. So we have to ensure that our early childhood officers have sufficient funds to be able to travel to all of the communities to visit the daycare at least once a year and to provide assistance with programming. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. We're on page G-9. Mr. Rumbolt said that he had no more questions. Before we proceed with the other names on the list, we will take a 10-minute break. Thank you.

>>Committee recessed at 10:11 and resumed at 10:28

Chairman (Mr. Tapardjuk) (interpretation): The Chair recognizes that we now have quorum and we can now call the meeting to order. We are on page G-9. I still have some names on my list. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I want to use page 81 of the business plan as my foundation since under the third bullet states, and I quote, "To encourage young student

parents to continue to work towards their high school diploma."

Yesterday, when I was questioning the minister about this matter, I seemed to be indicating that our students weren't capable of passing due to our system. I just wanted to comment that shortly after that, I was informed that my grandchild, who had difficulty passing his grade the year before, returned to high school and that my grandchild would now be able to get his diploma. I didn't have that information prior to yesterday. I am extremely happy about that. Further, for those students in that situation, I encourage them to continue. Even if they skip a year, they can return and it is possible to complete their education. This highlights that possibility. I congratulate my grandson Joshua on his success.

With respect to this issue, I had several very good questions to ask, but Mr. Rumbolt stole my thunder with his questions. The leftover question I was left with is what I want to now ask about. It was mentioned earlier that six daycares need renovation or replacement. Chesterfield Inlet's daycare committee members have met with me over this issue and they keep reiterating the same thing. They are extremely grateful for the operational funding they receive and they are thankful for those funds, as well as the inspections of the facilities, as the daycare there is in an old building. It used to be a private home actually. Due to that reason, I just want to raise further questions on this issue.

Since the Nunavut government isn't funded to construct daycare facilities, it slows the process. It was mentioned that only if a new school or extension is

planned will a daycare facility be included. This has been a problem for some communities. Does the Nunavut government keep bringing this issue up with the federal government? This creates a multitude of problems in our territory.

It would be good to hear of a strategy or plan to resolve these issues since communities are experiencing a lack of space for daycare. It exacerbates the challenges of student parents who have returned to high school and can become a barrier for them to complete their education. That seems to be the case for many student parents. That is my question, Mr. Chairman. Thank you.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, indeed, the shortage of space is our biggest challenge here in Nunavut.

Further, I want to express my pleasure of the communities that have taken the initiative to create their own facility by creating a society. It really helps alleviate the problem in the community when residents take on that initiative. I am proud of their initiative since it means communities can live up to the ideal of self-reliance. However, it also shows that once a facility is running, the communities still require support from our government.

I can only respond by saying that the Department of Education hasn't requested any financial assistance from the federal government for these facilities. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. The issues I voiced earlier are the reasons why residents living in smaller communities, although they could try to fundraise and present a proposal to the federal government, still require support at least in the short-term future. If this could be kept in consideration, it would be quite helpful, especially in looking for ways to provide more assistance.

I know we aren't discussing capital money, Mr. Chairman. However, we have to meet the needs for space that our preschoolers require to ensure that they have a better future in this field.

I have no further questions at this time. Thank you. That was just a comment, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. He didn't have a question, but if you would like to make a comment, I give you the opportunity to do so, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you. I concur with the member's statement. Anyone at the community level can request funding from the Inuit organizations, as they can also provide assistance under various programs. As well, this issue is important to a lot of people, to different levels of governments, and we have to keep voicing our needs and deliberate on our challenges.

The member stated the truth when he spoke of the impacts because many of our residents are impacted since the lack

of daycare facilities prevents them from obtaining gainful employment. So this is, indeed, a very critical issue. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. One of the questions I had was on G-4. I guess a bit of a definition or background in terms of we talked a little about it before in terms of early child education programs and daycares. How do they differ? Is it just the way funding is streamed in the sense that daycares are not under the envelope of a school, but they offer early childhood education programming, whereas kindergarten or junior kindergarten also offer early childhood education programming? Is that the correct wording or rationale? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. (interpretation ends) The requirement for district education authorities is to implement early childhood programs. That has caused some confusion with regard to the Child Care Act. While this is an *Education Act* requirement, all DEAs' early childhood programs, whether new or existing, are required to follow the *Education Act* and regulations as well as the Child Care Act and regulations. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of early childhood education

programs offered within the school, I know that there's actually a lot of talk not just in Nunavut but across Canada about early childhood education and a lot jurisdictions are looking at kindergarten and junior kindergarten. At this point, as a territory, the GN only offers kindergarten programming, not the junior kindergarten program. Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. Currently, we are doing research and cost analysis with junior kindergarten. Thank you, Mr. Chairman.

Chairman: Thank you, Madam Minister. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. That's excellent too because I know if it's junior kindergarten and under the umbrella of the Department of Education, then it would actually save a lot of concerns, especially with smaller communities that have a hard time getting the infrastructure dollars to fix up a daycare facility and also provide earlier learning opportunities for the youth at younger ages.

For my next question, I want to go back to the Nunavut Suicide Prevention Strategy Action Plan. One of the objectives is to "Foster healthy development of children in Nunavut." The lead department that was in charge of this is the Government of Nunavut and the action plan or the action or the task was to "Develop and promote Inuit-specific programming in daycare [curricula]." And this was starting in 2012 and would be ongoing. I was

wondering if the minister could update the House on what has been happening with this priority. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will have my deputy minister respond to the question. Thank you.

Chairman (interpretation): Thank you. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We're actually quite excited to report about this right now because it just happens to coincide with the Nunavut-wide early childhood conference that we're starting this evening right throughout the weekend. So we do have kindergarten representatives from every single community as well as representation from every single community, whether it be a daycare or an early childhood program.

Our intent is to look at the transition [from] early childhood into the school, looking at traditional Inuit rearing practices, but also to showcase the three resource units that we have developed. The first unit is on stars, the second one is on boats, and the third one is on fish. It includes how to do lesson plans. There are assessments. There are opportunities for parental engagement, so it actually asks parents, "Do you notice your child learning more in this area compared to before?" Assessments are built in, even in the early childhood programming. I guess, more importantly, it really brings together the preschool ECE providers as

well as kindergarten so that they can start to network and have that dialogue.

We will showcase the Arviat Society this evening. They have a best practice that they're going to be showing us, their strategy on how they do early childhood education outside the school with the Department of Education. We're really excited for them to showcase that for us tonight. All members are invited to the feast so that they can meet both the early childhood educators and kindergarten teachers, which is Saturday night at six o'clock. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thanks for that update. That was actually the last question I had for that branch. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. We're on page G-9. Branch Summary. Education. Early Childhood Services. Total Operations and Maintenance, to be Voted. \$3,595,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn to page G-10. Adult Learning Services. Mr. Ningeongan.

Mr. Ningeongan: Thank you, Mr. Chairman. In July of 2012, the government announced that a new Department of Family Services would be created. In October of 2012, the government stated that the creation of the new department would bring together resources, such as the services and offices of social services, income

support, social advocacy, anti-poverty, and homelessness. The emphasis was placed on strengthening services for families, children, and youth.

However, the government's draft 2013-14 business plan indicates that career development services, including the FANS program, Special Professions Program, and Skills Canada, will also be transferred to the new Department of Family Services from the Department of Education. Why do these career development programs and services better support the mandate of the Department of Family Services instead of the mandate of the Department of Education? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman.
(interpretation ends) It has a direct tie-in with income support and of course, self-reliance initiatives. Thank you, Mr. Chairman.

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

Mr. Ningeongan: Thank you, Mr. Chairman. I didn't fully understand the response because you would think that the Department of Education would take on the role of looking after the education-related issues that touch upon young people who would have been involved with the FANS program. Can you expand a little more so that I can have more information that I would be able to explain back to my constituents? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Aariak, please rephrase your response.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The Income Support Division will be transferred to the newly-minted Department of Family Services. The program has its own funding and it includes the support for recipients to receive counselling towards employment. That's why it is in this category.

With respect to the FANS program, it will also be transferred to the new department under social services programs. The services related to people's assistance will now all be in the family services department. However, the administration and legislation branches will remain with the Department of Education.

I hope that clarifies the situation. Thank you, Mr. Chairman.

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

Mr. Ningeongan: Thank you, Mr. Chairman. One of the programs specifically related to adult education that has been transferred to the newly created Department of Family Services is the FANS program. However, your department will retain administrative and governance oversight for the FANS program as well as the apprenticeship programs. How will your officials work with Family Services departmental officials to ensure that there is no disruption in the delivery these programs and services? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. I want to reassure the member that there will be no service delivery interruption for clients. The departments of Education and Family Services are committed to working together to share resources and memorandums of understanding will be delivered for information sharing. So there is a very close working relationship with the new department and the Department of Education. At this point, the transfer is in progress. Thank you, Mr. Chairman.

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

Mr. Ningeongan: Thank you, Mr. Chairman. Page 85 of your draft business plan includes a number of priorities that focus on the FANS program, including initiating policy direction in processing outstanding loans. Will those employees who are actually delivering the FANS program be taking direction from the Department of Education officials on these matters? (interpretation) Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. We will be working with them very closely. To the member's previous question in terms of working together with the new department, there is a transition planning meeting scheduled for the last week of March to continue that. Thank you, Mr. Chairman.

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

Mr. Ningeongan: Thank you, Mr. Chairman. I would also like to ask the minister if she will commit to tabling those memorandums of understanding for the members as well as the public. (interpretation) Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you. Yes, we will definitely table them. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. (interpretation ends) Yes, very much. Mr. Ningeongan.

Mr. Ningeongan: Thank you, Mr. Chairman. I appreciate your guidance. There will be definitely less questions to ask when we are provided those; however, I have a couple more here.

During our last sitting on November 5, 2012, you tabled FANS Progress Report. The report notes that 21 percent of the students funded under FANS are attending programs that do not fall under the definition of post-secondary education. If FANS funding will only be provided to students in approved post-secondary programs, what funding support will be made available for students in non-post-secondary programs and how will continuing students be informed of this change? (interpretation) Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation):

Thank you, Mr. Chairman.

(interpretation ends) Students attending non-post-secondary education programs may be financially supported through funding available through the Building Essential Skills program administered by the three regional offices of the Department of Family Services. This depends upon the specific client eligibility criteria.

The Building Essential Skills program is supported through the three distinct funding sources, depending on the individual's eligibility, for instance, a Canada-Nunavut labour market development agreement or a Canada-Nunavut labour market agreement or Government of Nunavut training funds, adult learning and training supports.

The designation of programs in this way was not intended to exclude any group of learners, but establishes the appropriate funding mechanism that will support all levels of learners in our territory. This is consistent with the FANS program audit. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Madam Minister. We're on page G-10. Mr. Ningark.

Mr. Ningark: Thank you, Mr. Chairman. I believe this particular branch is here to ensure that our population that is not able to find nine-to-five jobs in their respective communities will have some opportunity to find productive choices in the system. That's my understanding, Mr. Chairman.

(interpretation) Additionally, under the wording "career development," in the

days of the GNWT, officials would visit our communities periodically. To illustrate the point, I will use Cambridge Bay government officials as an example. If you wanted to search for employment, which was within career development, the officials would provide information on various programs. The official from Cambridge Bay would identify the Kitikmeot Inuit Association programs or a program under the Department of Economic Development as an alternative.

Do officials still visit the communities here in Nunavut to provide these types of services to the residents? The reason why I ask is also to ensure our unemployed residents can be offered productive choices and they could receive assistance that is meaningful to them. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you. Yes, that is still the case. We have career development officers who are able to offer these services to our residents. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Ningark.

Mr. Ningark (interpretation): I thank the hon. minister. Again I state that the people residing in our smaller communities have a difficult time in finding employment due to the lack of opportunities available. When they go for their appointments, I know they are asked the same question repeatedly, "Are you looking for a job?" In the case of our smaller communities, you have no

other answer but, “Yes, I am looking for a job, but I cannot find one.”

As per my previous comment, are they also assisted under the productive choices program? They can't find work within their communities, although they could possibly find employment opportunities within Nunavut if they were given assistance to be able to take advantage of them. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I don't know if I understood the question properly. The officials who people approach when looking for employment are the career development officers and they offer this service to them. Other than that aspect, if I didn't get part of the question answered, our colleague can clarify the part that wasn't answered. I wonder if the member could clarify his wording. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Ningark.

Mr. Ningark: Thank you, Mr. Chairman. In this particular branch, Adult Learning Services, I remember back about 40 years ago, perhaps before you were born, Mr. Chairman...

>> *Laughter*

...when everything else was federal programs, we had the opportunity to go to what we call vocational training. We even had an officer in some larger centres where the person was there for the placement of a student. It was up to

you to come as the person if you wanted to go for training elsewhere. There was no income support, but now we have income support.

Once you turn 18, it's up to you to go and see a social worker, but some day you get tired of waiting there and you would like to have more choices and you want to be able to work somewhere in the office recognized by the system where you can get help to get better training, further education, and so on. That's what I call productive choices. Going to the income support office is necessary where employment is very low and where the turnover of jobs being had is very low.

So I'm wondering if this particular branch is able to help people who don't have the opportunity to look for opportunities within the system. That's what I call productive choices, being part of productive choices in the community. It is pride we're talking about. In many cases, our young people have no choice in their community to be able to find employment or further learning. I'm wondering if this branch is there to help those people or that population. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. (interpretation ends) Thank you for that kind complement. Madam Minister.

Hon. Eva Aariak: Thank you, Mr. Chairman. The short answer is no. I realize the difficulty of finding different career options or jobs in some communities, especially the smaller ones. Career development officers and adult education centres can, perhaps, help in those areas. More questions can

be answered with the new family services department because the family services function is moving to Family Services. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Ningark.

Mr. Ningark: Thank you, Mr. Chairman. I thank the hon. minister, but I do believe that this branch would be there to give some directions to people instead of a flat no. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. Madam Minister.

Hon. Eva Aariak (interpretation): I would like the member to rephrase his question. Thank you, Mr. Chairman.

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

Mr. Ningark: Thank you, Mr. Chairman. I will be frank. I believe that this particular branch can and should give direction to people who are looking for vocational training or jobs or further education that are not able to get that opportunity in their respective communities. I believe this branch would at least give direction on where to go. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. Minister Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. Thank you for the clarification from the member. The branch used to be under the Department of Education. Now it is moving to the new Family Services. The program and the service will be under that to help

those people that the member is referring to. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. (interpretation ends) On G-10. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I want to ask questions. There were questions already asked about the FANS program. I know that the minister had committed to working with other departments and whatnot and assuring that no students would fall through the cracks in terms of their funding.

I just specifically wanted to ask about one program that, in my mind, is an excellent program and does excellent training, and that's the Nunavut Sivuniksavut Program. My understanding of the way the rules will be now for funding for FANS, it has to be an approved program of more than one year. Students who apply for the Nunavut Sivuniksavut Program, it is a two-year program, but there are two separate years of programming where they have to apply.

The question, just so there's no confusion: are students who will be attending Nunavut Sivuniksavut be able to receive FANS funding if they apply right now and are trying to go to school in September? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. The Department of Education and Nunavut Sivuniksavut are working together to determine if the NS program meets the criteria of a post-secondary

education program at this point. Under the post-secondary education designation policy, which is based on existing national standards and protocols, programs delivered outside of the territory are assessed as being post-secondary education by the parent jurisdiction where the program is physically located.

The NS program is delivered outside Nunavut. Therefore, the post-secondary education status of its program is determined by the Ontario Ministry of Training, Colleges and Universities. The department recognizes the appropriate centre of authority in the other provinces and territories in terms of designation. Regardless of the outcome of the designation assessment, eligible students attending Nunavut Sivuniksavut will be funded. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that good news. Under the priorities for 2013-14 on page 85 of the business plan for the department, one of the priorities is to “Begin implementation of the Adult Mature Graduation Diploma in cooperation with program delivery institutions.” My first question is in terms of... So there is no confusion out there, we have talked about the PASS program. Is the PASS program the same as the Adult Mature Graduation Diploma? Are they two separate ideas? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr.

Chairman. They're the same. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. So if I was an adult student and was going back, as mentioned earlier in the other department or the other branch, I would apply through one of the PASS coordinators or talk to someone at Arctic College. A course would be offered at Nunavut Arctic College, maybe some distance education would occur, then I would, upon completion... .

You said there were a number of students who had maybe one credit left to do, which was an English credit. When they actually graduate with that one English credit, would it be a grade 12... ? I want to get rid of the confusion. Is it an Adult Mature Graduation Diploma they would receive getting that one credit through PASS or would it be equivalent to the grade 12 graduation diploma if they had never left school? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. They would get a grade 12 certification, which the Department of Education issues. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thanks for that answer. It is kind of confusing because I know there are different qualifications. There are 100

credits and certain credits have to fit in to different slots. So that does help with the understanding for me and hopefully some of the listening public.

With that and the answers that I received, what's happening with what we have currently in place? There is the GED program. Will we still be offering a GED program or will individuals wanting to work towards grade 12 be told to go into the PASS program? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliot. Minister Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. The GED program will be phased out as we incorporate PASS. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. We are on the page G-10. Education. Branch Summary. Adult Learning Services. Total Operations and Maintenance, to be Voted. \$2,032,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Let us now return to page G-3. Department Summary. Education. Detail of Expenditures. Total Operations and Maintenance, to be Voted. \$183,589,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Are we agreed that we have concluded the review of the main estimates for the Department of Education?

Some Members: Agreed.

Chairman (interpretation): Thank you. Madam Minister, as we conclude this review, perhaps you have closing remarks. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I also thank my colleagues for posing some excellent questions related to education. It displays the importance of not asking from a personal level but from that of your constituents to disseminate this information to the public. We recognize that.

Education is quite critical now but more so in the future. We have to ensure collaboration continues between MLAs and residents of our communities, especially the parents of our students. We have to continue to try to improve the system.

I can't forget my tireless officials and employees within the Department of Education who do their utmost to try to improve the system. I thank them for that. They have a seemingly thankless job with an endless list of duties, especially related to curriculum development and strategic planning, along with implementation of said work. I would be remiss without mentioning these two individuals sitting next to me, Kathy and the comptroller on my right. Her name escapes me. I am gratified by their assistance this afternoon.

I thank you and have a good evening.

Chairman (interpretation): Thank you, Madam Minister. We shall, indeed, have a good day. I also thank you. At this time, as we proceed to the next item, Sergeant-at-Arms, please escort the witnesses out.

Further, we will need to replenish our meeting material. Therefore, we shall have a brief five-minute break. Thank you. Please don't wander off as we are just going to change the meeting paperwork. Thank you.

>> *Committee recessed at 11:12 and resumed at 11:17*

Bill 49 – Appropriation (Operations & Maintenance) Act, 2013-2014 – Executive and Intergovernmental Affairs – Consideration in Committee

Chairman (interpretation): Thank you. We will proceed with our meeting. I would now like to ask the Minister of Executive and Intergovernmental Affairs, Ms. Aariak, to go to the witness table so she can start with her opening remarks.

Minister Aariak, I recognize your new hat as Minister for Executive and Intergovernmental Affairs. If you have opening remarks, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I thank you all. I'm going to be reading my comments in English and I'm sure they will be translated accordingly.

(interpretation ends) I am pleased to have this opportunity to present the 2013-16 business plan and 2013-14 main estimates for the Department of Executive and Intergovernmental Affairs.

I will have with me Deputy Minister of Executive and Intergovernmental Affairs Dan Vandermeulen and David Pealow, Director of Corporate Services. Mr.

Chairman, I will also have Joe Adla Kunuk. Joe is currently Deputy Minister of Human Resources and is here to help answer any questions you may have on decentralization, Inuit employment, and training and development. All three topics are being transferred to the executive on April 1, 2013.

Much of 2012-13 was taken up with a reorganization of a few key government departments. Effective April 1, 2013, there will be a Department of Family Services composed of:

- Social Services from Health and Social Services,
- Social Advocacy from Executive and Intergovernmental Affairs,
- Anti-Poverty from Economic Development and Transportation,
- Income Security and Career Development from Education, and
- Homelessness from the Nunavut Housing Corporation.

Bringing all of these services together into one department is a significant step towards our *Tamapta* priority of "Help those at risk in our communities."

The restructuring of the departments of Finance, Human Resources, and Executive and Intergovernmental Affairs are major steps to the *Tamapta* priority of "Strengthen the public service."

Human Resources is being integrated into Finance, except for Training and Development, which will be integrated into Executive and Intergovernmental Affairs. The integration of Finance and Human Resources will strengthen both our human resource and financial management systems.

When the reorganization is complete, the Department of Executive and Intergovernmental Affairs will be quite different. It will have gone from two deputy ministers to one and from two ADMs to one. The department will have four branches: Strategic Planning, Sivumuaqatigiit, Intergovernmental Affairs, and Directorate.

Strategic Planning provides support to cabinet and overall coordination of the business planning functions and work of the public service, including the implementation of the priorities set under *Tamapta: Building Our Future Together*. In particular, it assures appropriate consultation and quality of submissions to cabinet. The Nunavut Bureau of Statistics based in Pangnirtung ensures that government and Nunavummiut have current and accurate information on Nunavut and its communities.

Sivumuaqatigiit is the refocused Training and Development Branch transferred from Human Resources. Sivumuaqatigiit, supported by EIA's central coordinating role, will continue to offer general programs to all Government of Nunavut employees and will focus on supporting Inuit and community-based employment through training and development. In other words, we will use training and development to support our goal of maintaining at least 60 percent of the public service outside the capital. We will also use training and development to support Inuit employment and achieve our obligations under Article 23 of the Nunavut Land Claims Agreement.

Intergovernmental Affairs coordinates Nunavut's intergovernmental,

international, and circumpolar relations. In support of the Minister responsible for Aboriginal Affairs, it addresses aboriginal issues. A special circumpolar focus for 2013-15 will be on Nunavut's participation in the Arctic Council. The branch ensures that our responsibilities under the Nunavut Land Claims Agreement are implemented. Supporting the implementation, the branch is responsible for the protocol with Nunavut Tunngavik Incorporated and has regular consultation meetings with NTI officials. Work by officials supports the meetings between me, as Premier, and the President of Nunavut Tunngavik Incorporated in accordance with *Aajiiqatigiinni*.

The Devolution Division supports the Government of Nunavut's chief negotiator in the negotiation with Canada and Nunavut Tunngavik Incorporated for the transfer of authority over Crown lands and non-renewable resources in Nunavut

The Directorate supports the offices of the Commissioner, Premier, ministers, and deputy ministers. The Directorate includes three offices which support open and accessible government in Nunavut.

- The ATIPP office ensures compliance with the *Access to Information and Protection of Privacy Act* and supports openness of governmental to requests for information from Nunavummiut.
- In addition to ensuring that Nunavummiut are informed about the activities of their government, Communications supports the "Solution Box" on our website and is

reconfiguring Government of Nunavut websites to be more accessible by Nunavummiut.

- There are government liaison officers in the majority of Nunavut's communities. As first point of contact in the communities, GLOs are busy helping Nunavummiut to be more informed of and to access government services.

The department's main estimates total for 2013-14 is \$26,907,000. This amount is composed of \$16,981,000 for compensation and benefits and \$9,926,000 for other operations and maintenance costs. This is an increase of \$863,000 over the main estimates of 2012-13. This is largely attributable to increases from the collective agreement and annual compensation adjustments for staff.

That concludes my opening remarks. I welcome your comments and look forward to answering your questions on the EIA business plan for 2013-16 and main estimates for 2013-14.
(interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Do you have witnesses that you would like to bring to the table? Madam Premier.

Hon. Eva Aariak (interpretation): Yes, Mr. Chairman. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Does the committee agree to bring in the Premier's witnesses?

Some Members: Agreed.

Chairman (interpretation): Thank you. Sergeant-at-Arms, please escort the witnesses in.

Thank you, Sergeant-at-Arms. Premier, for the record, please introduce your officials. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. On my right is Daniel Vandermeulen, Deputy Minister for the Department of Executive and Intergovernmental Affairs, and on my left is David Pealow, Director of Corporate Affairs. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier. Welcome. Does the Chair of the Standing Committee on Oversight of Government Operations and Public Accounts have comments? Mr. Elliott.

Mr. Elliott: Yes, Mr. Chairman. Would you like me to begin?

Chairman: Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I am pleased to provide opening comments on behalf of the Standing Committee on Oversight of Government Operations and Public Accounts on its review of the proposed 2013-14 main estimates and 2013-16 business plan of the Department of Executive and Intergovernmental Affairs.

During the minister's recent appearance before the standing committee, members took the opportunity to raise a number of issues and concerns.

The department's new organizational structure, proposed 2013-14 main estimates, and proposed 2013-16

business plan reflect the transfer of certain functions and personnel from the Department of Human Resources, which is scheduled to be dissolved as of April 1, 2013, as well as the transfer of the Social Advocacy Office to the new Department of Family Services and the transfer of the Energy Secretariat and Sustainable Development function to the Department of Economic Development and Transportation.

The standing committee notes that the department's proposed 2013-14 operations and maintenance budget of \$26,907,000 is 3.3 percent higher than the department's restated 2012-13 main estimates. The number of positions in the department has increased from 120.5 PYs in 2012-13 to 135.0 PYs in 2013-14.

Mr. Chairman, the 2011 Budget Address stated that "A devolution agreement would bring us royalty payments on our natural resources, but it may be many years before we can bank that money." On May 18, 2012, the federal Minister of Aboriginal Affairs and Northern Development announced the appointment of the chief federal negotiator for Nunavut devolution.

The proposed 2013-14 main estimates of the Department of Executive and Intergovernmental Affairs include funding of \$1,887,000 for the Devolution Division. The proposed number of PYs in the division is 9.0.

The department's proposed 2013-16 business plan indicates that "the GN, NTI and Canada appointed respective Chief Negotiators and the three parties have been meeting to support Canada in the acquisition of a federal mandate to

allow formal negotiations to commence." It also indicates that one of the government's priorities for 2013-14 is to "Continue ongoing preparations to commence Devolution Agreement-in-Principle negotiations with the Government of Canada and Nunavut Tunngavik Incorporated."

The business plan also indicates that a devolution agreement-in-principle is not anticipated to be finalized until the 2015-16 fiscal year, following which negotiations would commence for a devolution final agreement.

Members also note that NTI's ongoing lawsuit against the Government of Canada in relation to the implementation of the Nunavut Land Claims Agreement may complicate progress towards concluding a devolution agreement.

Mr. Chairman, the 2006 Report of the Auditor General to the Legislative Assembly recommended that the Government of Nunavut review aspects of its decentralized financial structure. On January 14, 2011, the GN issued a request for proposals for a "Functional Review of Decentralization." The report that was produced from this review was tabled in the Legislative Assembly by the Premier on February 28, 2012.

The standing committee again emphasizes the importance of ensuring that the final reports and recommendations emerging from the work of consultants be tabled in the Legislative Assembly in a timely manner so that all members have the opportunity to review their work.

On June 5, 2012, the Minister of Human Resources tabled the Government of

Nunavut's Decentralization Action Plan in the Legislative Assembly.

The proposed 2013-16 business plan of the Department of Executive and Intergovernmental Affairs indicates that "The Department of Human Resources developed an action plan in response to the functional review. Responsibility for decentralization will be transferred to EIA effective April 1, 2013." It also indicates that one of its priorities for 2013-14 is to "Proceed with the implementation of the Decentralization Action Plan."

In June of 2012, the Legislative Assembly approved amendments to the *Access to Information and Protection of Privacy Act*. These amendments provided the Information and Privacy Commissioner of Nunavut with the clear legal authority to investigate privacy complaints. As of March 1, 2013, these amendments have not yet come into force.

The standing committee notes that two of the department's priorities for 2013-14 are to "Work with the municipalities of Nunavut to create best practices for access to information and protection of privacy that are consistent with the ATIPP Act" and to "Review the administrative function of the ATIPP Act and assess the performance of public bodies in complying with the new privacy provisions included in the Act."

During the minister's recent appearance before the standing committee, it was suggested that the government work with such partners as the Municipal Training Organization to build capacity at the municipal level, which will help to achieve the ultimate goal of enabling the

municipal level of government to be brought under the provisions of access to information and protection of privacy legislation, thereby ensuring that residents of the territory enjoy the same statutory rights with respect to information held by municipal governments as they do with respect to information held by the territorial government.

The standing committee also notes the importance of the government tabling an annual report in the Legislative Assembly on the administration of the *Access to Information and Protection of Privacy Act*. The 2011-12 report was tabled in the Legislative Assembly on November 2, 2012.

The standing committee also notes that the statutorily-required 2009-2010, 2010-11, and 2011-12 annual reports of the department's Bureau of Statistics were tabled in the Legislative Assembly on October 30, 2012.

Mr. Chairman, there is no formal system in place for the registration of lobbyists in Nunavut. A recent annual report of the Integrity Commissioner suggested that "The value of lobbyist [regulation], introduced by other jurisdictions, might be considered." Further work in this area could complement the government's plans to introduce a new *Public Service Act*.

In 2010-11, the department established its new Government Liaison Office. Its proposed budget for the 2013-14 fiscal year is \$3.6 million. The department's proposed 2013-16 business plan indicates that one of its priorities for 2014-15 is to "Conduct a detailed review of the GLO Program to identify its

effectiveness and to outline new directions for improvement of service to Nunavut residents.” The standing committee urges the department to communicate clearly and work closely with municipalities concerning the respective roles and responsibilities of government liaison officers and municipal liaison officers.

On September 5, 2009, the governments of Nunavut, the Northwest Territories, and the Yukon released a joint communiqué announcing the renewal of the Northern Cooperation Accord for a five-year term. Members support the Premier in her efforts to effectively represent Nunavut’s priorities with respect to arctic sovereignty and pan-territorial initiatives, including such issues as enhancing search and rescue capacity and oil spill preparedness in the north.

Mr. Chairman, previous years’ business plans of the Department of Executive and Intergovernmental Affairs addressed such transboundary issues as the status of the Athabaska and Manitoba Denesuline land claims, which impact communities in the Kivalliq, as well as support for the Nunavut Hudson Bay Interagency Working Group, whose work on the Hudson Bay Inland Sea Initiative impacts the residents of Sanikiluaq. However, the department’s proposed 2013-16 business plan does not address these important transboundary issues. It is important that residents and community leaders in impacted areas be kept informed of the status of these issues and that the government be as transparent as possible with respect to its activities.

On April 20, 2011, a new cooperation protocol between the Government of Nunavut and Nunavut Tunngavik was signed. Some of the priority areas identified in the protocol are to review the *Child and Family Services Act*, consult on the NNI Policy, and develop new regulations under the *Official Languages Act* and the *Inuit Language Protection Act*.

The standing committee supports a positive working relationship between the Government of Nunavut and Nunavut Tunngavik Incorporated. It is also incumbent on the government to be clear and candid with MLAs and the general public concerning the rationale for its own position in areas where the two parties may have disagreements on specific issues.

On April 14, 2009, the Government of Nunavut issued a news release in which it publicly announced that “Based on the European Union’s (EU) proposal to ban seal products, Nunavut Premier Eva Aariak strongly objects to the EU application to become a permanent observer at the Arctic Council.

‘The European Union’s proposed ban on seal products ignores the very real negative impact their discussions already have on the market for all Canadian seal pelts and on the people of Nunavut,’ said Premier Aariak. ‘The proposal to ban seal products is harmful to Inuit interests, demonstrates a lack of knowledge of its impacts on Arctic indigenous peoples, and is inconsistent with the type of partnership we need at the Arctic Council. I call on Canada to oppose the EU’s application for permanent observer status at the Arctic Council.’”

The standing committee supports ongoing efforts on the part of the government to challenge the European Union ban on the import of seal products. In light of Canada's upcoming chairmanship of the Arctic Council, the standing committee calls on the Premier to make a formal statement in the House clarifying her government's current position on this issue.

The standing committee notes the recent establishment of the government's Interdepartmental Nutrition North Canada Subsidy Monitoring Committee. I would also note that this initiative was referenced in a recent report released by the United Nations Special Rapporteur on the Right to Food, who commented that the Government of Nunavut is "designing a monitoring programme that should be operational in 2013..." The standing committee urges the Premier to formally update the Legislative Assembly on the status of its work.

Mr. Chairman, as I indicated at the beginning of my opening comments, the Department of Executive and Intergovernmental Affairs is assuming a number of functions and responsibilities that were previously exercised by the Department of Human Resources, which will be dissolved as of April 1, 2013. Other functions are being transferred to the Department of Finance.

The standing committee stresses the importance of timely tabling in the Legislative Assembly of key departmental documents, including the government's Public Service Annual Report and its quarterly Inuit employment reports. As of February 28, 2013, the most recent quarterly Inuit Employment Report to be available on

the government's website was for June 2012.

The proposed 2013-16 business plan of the Department of Executive and Intergovernmental Affairs indicates that one of its priorities for 2013-14 is to "Review departmental Inuit Employment Plans and assist departments in drafting a training and development strategy to implement their plans." The Department of Finance's proposed 2013-16 business plan indicates that one of its priorities for 2013-14 is to "develop a government-wide Human Resources Strategy" in partnership with the Department of Executive and Intergovernmental Affairs. Given the complementary nature of these initiatives, it is essential that the two central agencies work closely together.

It is important to acknowledge the progress that has been made in increasing Inuit employment in the Government of Nunavut. Information contained in the government's quarterly employment reports indicate that a total of 977 beneficiaries were employed by the GN in June of 2002. By June of 2012, that number had increased to 1,607. This constituted an increase of approximately 65 percent over the course of a decade. On average, the government gained approximately 53 new Inuit employees each year.

It is important for the government to develop aggressive, realistic, and achievable timetables for achieving full representativeness across all occupational categories in the government, which is commonly understood to mean a public service that is composed of 85 percent beneficiary

employees. This is a significant challenge. Information contained in the government's June 2012 quarterly employment report, which is the most recent report to be available on the department's website, indicates that there were a total of 4,160 positions across the government's departments and Crown agencies. 3,205 of these positions were filled, of which 1,607 were filled by beneficiaries. Assuming that the government could fill all of its positions, it would need to hire 1,928 new beneficiary employees to achieve full representativeness.

The standing committee notes that the government's proposed 2013-16 business plan indicates that its current government-wide Inuit Employment Plan target is 52 percent Inuit employment by March 31, 2014.

In September of 2010, the Government of Nunavut filed a statement of defence in relation to the federal government's attempt to have the Government of Nunavut named as a co-defendant in the matter of Nunavut Tunngavik Incorporated's lawsuit against the federal government. In its statement of defence, which is a matter of public record, the GN indicated that the federal government "has refused to provide to the Government of Nunavut the necessary funding...to allow it to develop and implement the necessary training and other measures required to increase Inuit participation in government employment to a representative level. To the extent that the Government of Nunavut has been unable to comply with all of its obligations in respect of Article 23, that is a result of Canada's failure to comply with its funding obligations."

In its response to this standing committee's report on the 2010 *Report of the Auditor General on Human Resource Capacity in the Government of Nunavut*, the Government of Nunavut stated that it will "continue to lobby the federal government for funding in regards to obligations under Article 23." It is important that the government publicly clarify its current position concerning how much additional funding would be required from the federal government in order to meet its obligations and achieve its objectives.

Mr. Chairman, I would also like to take this opportunity to again draw attention to the ongoing gender gap within the public service. The 2010-11 Public Service Annual Report indicates that approximately 40 percent of the public service is composed of beneficiary women. Approximately 25 percent of the public service is composed of non-beneficiary females and an additional 25 percent is composed of non-beneficiary males. However, beneficiary males compose approximately only 10 percent of the public service.

Mr. Chairman, the standing committee also notes that the government's Priority Hiring Policy was revised in 2011 and will be in place until June 30, 2014. The policy provides that Nunavut Land Claims Agreement beneficiaries who meet the qualifications of a given position have priority over other candidates.

The 2010-11 Public Service Annual Report indicates that 698 employees were receiving a bilingual bonus as at March 31, 2011. The 2006-07 business plan of the Department of Human Resources indicated that a draft of a new

“Language Incentive Program” had been completed. Although the department’s 2010-11 business plan indicated that one of its priorities for the 2011-12 fiscal year would be to “Develop and implement a language incentive policy for the GN,” this priority was not discussed in subsequent business plans presented by the department.

The standing committee notes that the proposed 2013-16 business plan of the Department of Executive and Intergovernmental Affairs indicates that one of its priorities for 2013-14 is to “Develop the Language Incentive Program in partnership with Nunavut Arctic College.” The standing committee encourages the minister to clarify the scope of this work.

The standing committee notes that section 17 of the *Inuit Language Protection Act* provides that the Inuit Language Authority “may develop, review, recommend or administer surveys or tests that evaluate Inuit Language proficiency...” Given the importance of complying with the *Inuit Language Protection Act*, the standing committee continues to encourage the department to develop objective tests for evaluating language proficiency within the public service.

Mr. Chairman, that concludes my opening comments. Individual members may have their own concerns and comments as we proceed. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. Using my discretion as the Chair, I now recognize the clock and break for lunch. We will resume at 1:30 p.m. Premier Aariak and her officials

will be at the witness table. We will resume at 1:30 p.m. Thank you.

>>*Committee recessed at 11:51 and resumed at 13:29*

Chairman (interpretation): Good afternoon, my fellow committee members. At this time, we can return to our review. We were on general comments when we broke for lunch. Prior to recommencing our discussions on this matter, even without my reminder about our rules, I believe all members recall which ones they are, Rules 77(1) and 77(2). These are the rules we’re always told to abide by. They should be ingrained in our minds by now, so I will not read them.

At this point, do any of the members have any general comments before we move on to questions? Thank you. Let us now move to page B-4. Executive and Intergovernmental Affairs. Branch Summary. Directorate. Total Operations and Maintenance, to be Voted. \$7,115,000. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. To begin with, I want to start on page 5 of the business plan. In the 2012-13 fiscal year, the last bullet for one of the priority is to “Develop a GLO handbook.” One of the things that keep coming up, I think, is that people in the communities are always asking us to explain what the difference between a GLO and an MLO is. I figured maybe the Premier could give a description of that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The MLOs are the employees of the local hamlets. The GLOs or the government liaison officers are employees of the Nunavut government. I have continued to differentiate their job descriptions.

The GLOs are more communication oriented with the majority of their work dealing with government correspondence, as well as communication from Inuit to the government. (interpretation ends) The kind of services that the GLOs provide are delivering Government of Nunavut information and services at the community level and ensuring two-way communications with the public.

As the GLO will be the one central point of contact for each community, the GLOs will provide the utmost quality of professionalism and service through ensuring government services are easily accessed, reliable information is delivered, providing bilingual Inuktitut and English services, and ensuring reliable information is distributed.

Also, the feedback from the public on the Government of Nunavut is also very important in delivering some of the GN's programs at the community level and coordinating collaboration between government agencies. The GLO plays a key role in implementing strategic direction for the GN, government liaison officers, and so on.

I will leave it at that for now. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Madam Premier. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I think one of the concerns that came up last week on the first day of the sitting that I had asked questions about is the social insurance number. There has been quite a bit of communication going on about that issue. I think it was suggested at one time that possibly, the GLOs might take on that responsibility. I know that the minister was going to look into it, but while we're here in the House, I'm just curious to find out: have there been any updates or any further communication with the federal government on this issue and your office? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. I have written the correspondence, as I had promised a week ago. My deputy minister has also met with Service Canada and they are still in the process of resolving the situation. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. With the oral questions that I asked yesterday regarding the GLOs, I kind of want to make it clear that I wasn't suggesting that the GLOs weren't doing their jobs or weren't qualified to do their jobs.

I know that in all three communities of the High Arctic, there are three GLOs and I know that they're trying to do their jobs as best they can. I think I have raised some awareness around Grise Fiord and Resolute Bay with some of the

issues they've had, which I'm sure the department is working towards rectifying some of those problems.

I know that the Premier had mentioned 16 communities and getting the materials out to the communities, but I wanted to specifically centre on the part with the suggestion of monitoring Nutrition North and food prices across the territory. I was hoping that I was making myself clear in the sense that I know the Minister of Economic Development and Transportation was working towards getting ten individuals to volunteer to do the work.

My suggestion was to work together collaboratively and have the 16 GLOs compile the information with the volunteer assistance of maybe nine of the individuals in the communities that don't have GLOs to be able to cover all 25 communities and get that statistical data. I think one of the things that we need is to have that information to be able to properly report back and see what the prices are in the reality in the communities. Is there any way that the minister would entertain that idea? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I had answered that question, I believe, the day before yesterday when my colleague asked the question related to that issue in this House. I will reiterate that the Department of Economic Development and Transportation is the lead department for the food security and anti-poverty committee. They are

handling those responsibilities. We can certainly consider how we can utilize the GLOs to include them in this process. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Premier Aariak. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. On page 6 of the business plan for 2013-14, one of the priorities for the department is to "Work with the municipalities of Nunavut to create best practices for access to information and protection of privacy that are consistent with the ATIPP Act." Could the minister explain how the department plans to do that and attain that goal? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The Government of Nunavut has agreed that the municipalities have to convey their openness to this idea. What we have heard from some of the hamlets is that they have limited numbers of staff and record management systems that can report on these issues. They will be kept in the communications loop.

(interpretation ends) Outside of the larger communities, capacity to perform functions beyond regular duties is extremely limited right now with municipalities. Subjecting municipalities to the ATIPP Act at this time would limit their ability to provide the communities with the current level of service.

I would like to add that in her 2011-12 annual report, the Information and Privacy Commissioner changed her recommendations on including municipalities under the Act. She now recommends that we work with municipalities to create rules and policies regarding access to privacy matters. Thank you, Mr. Speaker.

Chairman: *Qujannamiik*, Premier Aariak. (interpretation) Thank you for trying to promote me. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I agree. I think a lot of communities do struggle with the same issues that the Government of Nunavut has in terms of human capacity issues. So I can appreciate that some of the hamlets are trying to work with the staff that they have.

As the minister did point out, the commissioner did mention about working towards rules and policies around privacy matters. Has the department worked towards accomplishing this goal? I'm not saying, "Become ATIPP-compliant," but as the minister suggested with her answer, "Follow up with different rules and policies to help work towards that." So is the government working towards creating rules and policies around privacy matters? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, we want to work with their officials towards their moves to reach their goal. When there

were courses related to ATIPP given by the Nunavut government, we invited their officials during these three-day workshops. There have been three to date, with the most recent being May 7 to 9, 2012. They were able to participate in these orientation courses and we foresee continuing that in the immediate future. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. As I mentioned in the opening comments, there was the committee's recommendation or suggestion that possibly, to help build up capacity within the communities, the ability to speak with the Municipal Training Organization to provide training that would allow hamlet staff to be up to the capacity to comply with the ATIPP Act. Has any communication between the department and the Municipal Training Organization happen? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. When a replacement is hired to fill a position of manager of ATIPP who is on maternity leave right now, this individual would make contact with the Municipal Training Organization with the view of establishing a training partnership. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. The issue of establishing a system of

registering lobbyists has been raised in prior years by MLAs and in reports of the Integrity Commissioner. Do you support the creation of a public registry of individuals who are paid by private interests to lobby the Government of Nunavut on different issues, yes or no? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I thank the member for raising an issue which is a very good matter to deliberate upon. This is, indeed, a matter we can take into consideration. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier. Next on my list is Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. On page 2 of your business plan, there is \$1,228,000 budgeted for five staff for the Premier's Office. Can you indicate the titles of these five PYs? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Just give me time to find it.

We now have it. Thank you.

Chairman (interpretation): Go ahead, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. According to this plan, I think you're asking about the staff from my office. I have a principal

secretary. I also have a press secretary. All the ministers have an executive assistant. There is an executive secretary in our office and also the special advisor to the Premier who also assists us from Ottawa. They are not located here so that they can be close to the federal government. These are the main staff that I work with. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. In regard to the special advisor to the Premier, how long has that position been around? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. That position has been around since the fall of 2011. Please remember that the Premier's office needs some staff that are qualified. I had stated that I needed more assistance. The federal government leaders have so many staff and we don't have that many. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Is this individual a beneficiary? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak (interpretation): No. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. She said no. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Was there an advertisement for this competition through the normal competition process put forward? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak (interpretation): The staff of the ministers don't necessarily go through competition. Because of politics, they don't go through the normal competitions. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Was this a direct appointment? If so, did it go through cabinet and follow the normal cabinet approval process? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak: This person is not part of the public service. It is political staff. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. What's the salary of this particular appointment? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. I don't believe I have that in front of me right now. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Premier. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Maybe the Premier could explain what political experience and qualification that this individual has. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. With the inception of his employment, this person has been quite immersed in interacting with the elected officials and their staff. He was hired due to his qualifications and experience in dealing with the federal government, as well as their officials, including Inuit in Nunavut as well as their counterparts in the NWT.

He also worked for many years in the north, so he comprehends our reality. To analogize, when we were elected, some of us had no political experience whereas he would be like an old hat, as he has been working with many players in the federal level in Ottawa, both with the MPs and the civil service located there. His representation and disclosure of the realities here in Nunavut has assisted us greatly. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Did this individual previously work for you or consult for you in any other of your previous roles or in any capacity? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Premier Aariak.

Hon. Eva Aariak: When we hire political staff, especially if they are going to be directly advising you, you need to know who you're hiring. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. I don't think she answered my question. I asked her if this individual had worked for her prior or consulted for her in her prior roles or capacities. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Perhaps it's clearer now. (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Yes, it's pretty clear. (interpretation ends) The reason why I hired him was because he had worked for me before. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Prior to receiving this job, did the individual receive any contracts from the Department of Executive or your office? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak: Not that I'm aware of. Thank you, Mr. Chairman.

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

Mr. Schell: Thank you, Mr. Chairman. Did he help out in your political campaign? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Madam Premier.

Hon. Eva Aariak: He was not campaigning for me. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Madam Premier. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. That's not what I asked. I asked her: did he help her in any way in her political campaign? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell, for your clarification. (interpretation ends) Madam Premier.

Hon. Eva Aariak: I've had quite a number of people helping me when I was... . If he's referring to a time that I was putting forward my interest in running as a political member, I may have consulted him. I would have to think back and go from there. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Premier. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Now I'll go on to devolution. On page

12 of your business plan, it indicates that there is over \$1.8 million allotted to the Devolution Division. In the main estimates, page B-1, it indicates that there are nine separate PYs. Are all of these positions located here in Iqaluit? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. (interpretation) Yes, they are all located in Nunavut. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Madam Premier. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. I recall your department had previously listed a special advisor of negotiations. Does this position still exist? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. He was working on devolution when we were in the midst of the negotiations. He has since returned to his previous position. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. The deputy chief negotiator, is that the same position that was previously the special advisor for negotiations? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Schell. Madam Premier.

Hon. Eva Aariak: I will point out that I have the Devolution Division staffing in front of me. The director is staffed indeterminately with Mark Thompson. The executive secretary is casual right now. Indeterminate staff is on educational leave. The manager of devolution is staffed indeterminately. The senior policy advisor, bilingual, is staffed indeterminately. The senior policy advisor is staffed indeterminately. The policy advisor is vacant. The senior advisor for negotiations is staffed on a transfer assignment as deputy chief negotiator. The deputy chief negotiator is staffed indeterminately. The position is filled... .

(interpretation) Let me ask my official.

Chairman: Madam Premier, if you need to take a moment to consult, will you please try and remember to mute your mic. (interpretation) Thank you. (interpretation ends) Go ahead, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. It's under transfer assignment, (interpretation ends) reporting to the chief negotiator. The last position is research advisor, outreach engagement. The position is frozen; it has been removed in the chart. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. When was that deputy chief negotiator created? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Thank you. (interpretation ends) When we assigned the chief negotiator, he needed a deputy chief negotiator. That's when we assigned him. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Is this individual occupying this position a beneficiary? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: No, he is not a beneficiary. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Madam Premier. Mr. Schell.

Mr. Schell: What's the salary range for this position? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. I don't have that in front of me. I'm happy to say that the chief negotiator is a beneficiary, but the deputy chief negotiator is a non-beneficiary, as I just reiterated. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Was there an advertisement for this competition through the normal competitive process, yes or no? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. The chief negotiator has every right to hire who he or she would like to hire. The person who was assigned as the deputy chief negotiator was obviously from the Devolution Division, who is very much versed in devolution topics. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Was this a direct appointment? Did this particular direct appointment receive cabinet approval, as required for all direct appointments? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. It's a transfer assignment. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Was cabinet consulted or involved on this very significant appointment? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. Our chief negotiator wanted to have someone who is very capable of assisting him. It was up to the chief negotiator to hire him. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. The GN publicly announced the appointment of the chief negotiator, who also happens to be the DM of Environment, but a long-time northerner and beneficiary with years of senior executive experience. Given that the DM of Environment will have many other responsibilities, one can only assume that the deputy chief negotiator's duties will be significant since it's listed as a full-time job. Why have you chosen to keep the Members of this House and the public in the dark on this new position? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. I was not aware that I was keeping the position away from the public's knowledge. We actually made an announcement on that. We have our chief negotiator as the Deputy Minister of Environment. It was with careful consideration whether he can handle both. At this point, while the three negotiators are trying to come up with their negotiation mandate, he felt that this is something that he can undertake while he is still a deputy minister. That

could very well change should the devolution negotiations advance. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. I'm referring to the deputy chief negotiator. How did you discover this individual? Was this individual recommended by your staff? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak: The deputy chief negotiator was already in the Devolution Division and very much knowledgeable of devolution issues. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. I guess that sort of answered my next question. What political experience and qualifications does this individual have? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. He was hired under devolution because of his skills and knowledge. That's why he is in his current position now. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Did the individual ever work for any significant government negotiations? Was the individual part of a team that worked for the Nunavut Land Claims Agreement? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. I was not in the hiring process at the time, so I don't know. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Does the individual chosen have a specific educational background in negotiations or a law degree? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. (interpretation ends) He has a master's degree in negotiations. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. It appears that the Premier has created special positions without informing this House and without giving Nunavummiut an opportunity to apply. The previous Premier did not need to magically create new positions or special advisors. Why

does this Premier do that? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. It is the prerogative of the Premier to hire extra staff when needed. Maybe I didn't quite understand which position he is asking me. If he asking me about the deputy chief negotiator, as I said before, he was hired by the Deputy Minister of Environment, who is also our chief negotiator. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Schell.

Mr. Schell: Basically what I was alluding to was... . Sorry. Thank you, Mr. Chairman. What I was basically alluding to was that she has created special positions without actually going and looking and seeing if there's anybody else qualified in applying for it. Not giving any Nunavummiut an opportunity to apply for the job, but she is basically filling these positions without informing people until after the fact. That's my question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. Can he please clarify what position he is talking about. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Please provide clarification. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. All of the positions I was referring to is the special advisor, the deputy chief negotiator, all of those positions that didn't go to cabinet, nobody was informed on it until the fact that it was done. So that's my question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Perhaps that clarifies it. (interpretation ends) Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Chairman. The deputy chief negotiator was always in the Devolution Division. He was hired there even before, I believe, I got there. So it's not a question that he's asking.

In regard to a political advisor, I feel I have every right to hire someone as a political advisor if I feel I need it, which is a practice of any other Premier. It may not necessarily be of the previous Premier, but perhaps in the future, if the position is required, then it's the prerogative of the Premier to do so like it is practised in any other of our provinces. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. We're on page B-4. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. Further, I welcome the bureaucrats to the table. Although I won't be asking any questions, the person on your right, is that person able to work? Those are not the type of questions I was trying to ask about your employees. Rather, I'm asking about procedural items as I know they can be managed as long as the main estimates are not over budget. They will be managed by the bureaucrats.

Mr. Chairman, I believe we're under Directorate, B-4. I can't seem to find it, although I keep looking for this item. I would like help from you whether or not I'm on the appropriate page or if I should wait until we get to B-5. I have a question on one of our government's foundation principles regarding the Inuit cultural traditions or *Inuit Qaujimajatuqangit* that our government is attempting to use as one of their foundations in their policies. However, I can't seem to find what I'm looking for, so if I'm in the wrong place, please advise me.

First of all, I would like to ask the Premier about Inuit societal values. She stated that that would be their foundation, including *Inuit Qaujimajatuqangit*. That was from 1999 to 2004 with the first government elections and from 2008 onwards. Is that still part of the foundation of this government? That's my first question, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This government completely believes in that principle, in Inuit cultural principles and values. Further, the Department of Culture and Heritage also works on the same principles. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. How complicated is it to implement these principles? Is it very hard and too complex to try and

implement these Inuit values into the policies of this government? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. In respect to that, to use the MLAs and the cabinet as an example, when reviewing policies for approval or amendment, we receive a briefing note on each possible impact, enhancement, or connotations of implementing Inuit societal values into the policy. This definitely helps. The IQ coordinators are involved in incorporating Inuit values into the office environment.

With respect to the other aspects of incorporating these values into the operations of this government and with respect to the complexity of the implementation, I can't comment since I am not involved in day-to-day operations as a bureaucrat when faced with those situations. Therefore, I will have my Deputy Minister, Mr. Dan Vandermeulen, speak to this matter as to what he has heard within the bureaucracy. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Vandermeulen.

Mr. Vandermeulen: Thank you, Mr. Chairman. I thank the member for the question. As the Premier already stated, all submissions that go to cabinet are asked to show how it promotes Inuit societal values. We are reviewing all of the IQ coordinator positions in the departments, and in fact, I just got a list of them gathered in the last week, to ensure that all of the departments have

active IQ coordinators. If they don't, we're encouraging them to fill those positions.

The Department of Culture and Heritage is also now meeting, I believe, every two weeks with the ISV committee. On top of that, I think I would recommend for your reading some excellent directives that have come out on IQ and culture and immersion days just recently from the Department of Human Resources. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. I'll be speaking in English so that I am understood, Mr. Chairman. (interpretation ends) During the time when I was in cabinet, I noticed that there were attempts to find ways to incorporate ISV in policies and programs. However, there was a lot of resistance, but there seems to be some inclusion from Inuit culture. A lot of proposed policies met significant structural and philosophical resistance, particularly from Health and Social Services and Justice. Is this still the case? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I don't know anything about this issue and I don't know about the department, so I'll have my deputy respond to that question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Vandermeulen.

Mr. Vandermeulen: Thank you, Mr. Chairman. The request for decision template that was previously used only asked for legal and financial considerations. We're now using a template that also asks for cultural or ISV implementations right away. So the departments have to identify these. Basically, what we're doing is we're moving ISV to the centre of policy rather than from the edge of policy. We're asking all departments to consider ISV right when they begin developing policy.

In terms of resistance from those two departments, I'm sorry, Mr. Chairman, but in my sojourn as the secretary to cabinet, I haven't seen anything.

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

Mr. Tapardjuk (interpretation): Thank you. It indicates that you haven't seen it, but I'm sure you will see it. As you are well aware, we're creating a new Department of Family Services.

Inuit have repeatedly asked about the children. For example, Inuit have always been saying that Social Services just take away their children and bring them somewhere else. Nothing has ever been done about that part or any of the policies have ever been rephrased to include that. If we're going to look at IQ and the implementation, I believe it's hard because the staff don't know anything about the Inuit traditions.

You stated that there are IQ coordinators. When they're opening those positions, what kind of criteria do they follow and what type of knowledge

or experience do these Inuit coordinators have to have? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I can't talk to you about what type of knowledge or experience they need, but I can tell you that in the Nunavut government, those services or programs are geared towards children and youth. That's what we're trying to fix. We are looking for a representative for children and youth so that this individual can look at circumstances or cases that are brought forward to them.

With the job description or what type of experience or knowledge they need, I will have to look at it and get back to the member. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you. I'm just trying to get some information to find out where the government is at because Inuit societal values were an important piece that the government wanted to implement within their system. The children and youth representative would be responsible to look into such problems. That is a total mistake, Mr. Chairman.

We have to look at the family. There has to be a father, a mother, and grandparents. If we don't look at the nuclear family, then we're going to be breaking Inuit societal values. If we have to take a holistic approach, for example, from our home, we might keep digging and the hole gets larger and larger and

we're creating more policies, and then the hole gets even bigger and bigger, and then we can't climb out of it again.

Regarding the representative for children and youth, we're going to scrutinize it further, but I can't agree with you because what you're doing is not based on Inuit societal values. We're just paying lip service. Thank you, Mr. Chairman. That was just a comment and I'm done.

Chairman (interpretation): Thank you, Mr. Tapardjuk. That was just a comment, so I will proceed with the next member. Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. In regard to my fellow MLAs' earlier comments, I want some clarification because it's going to be included in the branch summary. It has been quite a while that they were presented within Nunavut. For the positions in the decentralized communities, it states that they're included in the description. They are dated from June 2012.

I want to ask about the main estimates. At the time when we received these documents, the total number of positions was 92. I think there were still 37 vacant positions and 55 positions were allocated. That's about 60 percent. Have there been any changes to those figures? They will have an effect on the main estimates, so we need to have an understanding. I want clarification on that first. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I would like the member to clarify as to which document he is referring to so that we can provide a proper response. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Oshutapik, please clarify your question so that you can get a concrete response. Mr. Oshutapik.

Mr. Oshutapik (interpretation): They're not available in Inuktitut, so I'll try to clarify it in English. Thank you, Mr. Chairman. (interpretation ends) Executive and Intergovernmental Affairs Employment Summary by Category, (interpretation) that's the title, and the (interpretation ends) capacity is to June 30, 2012, (interpretation) that's what I'm referring to. The other one is the (interpretation ends) accounting structure chart (interpretation) for that same department, (interpretation ends) Executive and Intergovernmental Affairs. (interpretation) I have the document with me here and that is why I asked my question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. Premier Aariak, does that clarify the question? (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. There are 125 positions. Are you referring to that? Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Madam Premier. (interpretation) Mr. Oshutapik, can you clarify your question?

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. It's in regard to the 135 PYs. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. Did you get that, Premier?

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Thank you again for that question. We're currently evaluating the 50 percent increase in the PYs, assuming the member is asking about the 135 PYs. If not, he will have to explain exactly what he is asking about. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Oshutapik, in order to help us out and allow the Premier to give a full response, you can be clear and specific. It would be very helpful if you can quote a page number. We are under Directorate on page B-4. Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. Indeed, it pertains to contents of the first page and it says 135 PYs. I was trying to ask about the budget amount that the Premier is requesting. Specifically, I wanted to know how many of these PYs that were vacant last year have been filled. I simply wanted an answer to that, Mr. Chairman. I can try to explain my question further if that still isn't clear enough. Thank you.

Chairman (interpretation): Thank you, Mr. Oshutapik. Thanks again for making that clearer. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. If you want an answer to that question, it is DM Mr. Vandermeulen's expertise on the

information contained in that first page. Thank you, Mr. Chairman.

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

Mr. Vandermeulen: Thank you, Mr. Chairman. I apologize for some of the confusion. This is all on page B-1. The major change from previous years is because we have taken the training and development unit, Sivumuaqatigiit, from Human Resources. It's joining Executive and Intergovernmental Affairs as of April 1. That increases our PYs by a total of 33. As to how many of those PYs are vacant and how many of them are occupied, we would be quite willing to draw up a table and provide that information to the member in writing.

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

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. Thank you. I look forward to receiving that information. It is this kind of information that we get to be the last to have our hands on and we're the ones who have to face questions from our constituents such as the one I just posed.

I wish to turn my attention to another issue under B-4. We are under B-4. Is that correct? Okay. Under B-4, your department's 2013-16 business plan identifies 24 communities for the placement of GLOs. It states that 16 of these communities have already had that position filled, with five communities in the process of hiring and three other communities are unsure whether they will fill that position. Have these three communities identified if they will hire a GLO to date? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I also thank our colleague for his question. These three communities that are undecided or that didn't want the GLO position are currently reviewing the issue and are being asked again to reconsider. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Oshutapik, any further questions?

Mr., Oshutapik (interpretation): Thank you, Mr. Chairman. I understand your response. Your department's 2013-14 main estimates include funding estimates for 25 positions under the GLO budget. Now, if these three communities continue to not want these GLO positions, won't that impact the funding for these positions as you have identified it here? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will ask my Deputy Minister, Mr. Vandermeulen, to respond. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Madam Premier. I will ask him to respond.

>>Laughter

Mr. Vandermeulen.

Mr. Vandermeulen: Thank you, Mr. Chairman. I thank the member. Where a community chooses not to have a GLO,

then those positions will simply be frozen and the money will lapse, but it's important too and hopefully we will have a new director in place April 1. That new director will be contacting all three of those communities and re-inviting them to accept GLOs. Thank you, Mr. Chairman.

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

Mr. Oshutapik (interpretation): Thank you, deputy minister, for responding to my question. Another matter from last year, (interpretation ends) your department's business plan indicated that the GLO position will serve as the delivery agent for certain government services. Which specific government services are being delivered by GLOs? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. As I have continued to repeat over this past week, I will again state our position and I hope you won't mind that I have continued to maintain this position.

(interpretation ends) These government liaison officers are responsible for delivering Government of Nunavut information and services at the community level and ensuring two-way communications with the public. As the GLOs will be the one central point of contact for each community, the GLOs will provide the quality of professionalism and services through ensuring government services are easily

accessed, reliable information is being delivered, providing bilingual Inuktitut and English services, ensuring reliable information is distributed, and obtaining feedback from the public on government delivery of some GN programs and any other services that the public may require that is not being delivered.

The GLOs will be the point of contact for that information. (interpretation) If you need additional information from the government, for instance, about government operations, then the GLOs will be the point of contact. If the public requires additional help in the communities through filling out forms and what have you, then any document pertaining to them will be available. Thank you, Mr. Chairman.

Chairman (Mr. Ningeongan): *Qujannamiik*, Premier. (interpretation) Maybe we finally understood the comment you keep making. We have been on this issue for quite a while. Mr. Elliott apparently had his hand raised, so I give you a final opportunity because we're getting close to adjournment. Mr. Elliott, I will give you that opportunity.

Mr. Elliott: Thank you, Mr. Chairman. On page 5 of the business plan, one of the priorities for 2012-13 was to "Develop a social media policy." I was wondering if the minister could give us an update on what has happened with that priority. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Mr.

Vandermeulen will respond to that question. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Premier. (interpretation) The question wasn't directed to you, but if you can respond to the question, Mr. Vandermeulen.

Mr. Vandermeulen: Thank you, Mr. Chairman. I thank the member for the question. The social [mediums] many of you use on a regular basis in your private lives include things like Facebook, Twitter, and all of the other various means of just communicating with friends and getting the news out.

We are in the process of developing a social media policy. However, one of the major obstacles we face is simply bandwidth. We simply don't have sufficient bandwidth to make broad use of social media in government. So while we do have a Twitter account and things like that, unlike other jurisdictions where all departments have social media access, we don't and it's largely and, in fact, it's almost totally because of restricted bandwidth. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. So in terms of the Social Media Policy, it's more for government departments and how the government will communicate information and communicate with the public on a daily basis. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, that's what we're trying to do. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Premier Aariak. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. So in terms of employees, as the deputy minister had pointed out, there are a lot of GN employees who have a workstation with a computer, but now with cellphones, BlackBerrys, other tablets, and whatnot, GN employees would have access to social media, such as Twitter and Facebook, that they could access when they are at work. Are there policies around that type of use of social media in the workplace? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. We are still restricted, as Mr. Vandermeulen alluded to, because of bandwidth. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Premier Aariak. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. In terms of individuals who do work for the GN and let's say they have a Twitter account, are there certain types of rules or guidelines for information that they can Tweet or that they can send over? I notice a lot of individuals, especially within the media and whatnot, who will Tweet saying that this is a personal Twitter account of so-and-so. In terms of employees being able to share information and communicate with

friends, is that a concern for the Government of Nunavut? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. If the member is asking whether we have a policy on personal accounts, we don't as yet. Thank you, Mr. Chairman.

Chairman (Mr. Enook): *Qujannamiik*, Premier. Mr. Elliott.

Mr. Elliott (interpretation): I'm done. (interpretation ends) Thank you, Mr. Chairman.

Chairman: You are done, Mr. Elliott. (interpretation) I'm sorry. We're on (interpretation ends) Directorate. Executive and Intergovernmental Affairs. Branch Summary. Total Operations and Maintenance, to be Voted. \$7,115,000. (interpretation) Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Go to the next page. (interpretation ends) Branch Summary. Executive and Intergovernmental Affairs. Strategic Planning. Total Operations and Maintenance, to be Voted. \$2,567,000. (interpretation) Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn the page. (interpretation ends) Executive and Intergovernmental Affairs. Branch Summary. Nunavut

Cabinet. Total Operations and Maintenance, to be Voted. \$4,416,000. (interpretation) Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Go to the next page. Branch Summary. Executive and Intergovernmental Affairs. Commissioner of Nunavut. Total Operations and Maintenance, to be Voted. \$299,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn the page. Executive and Intergovernmental Affairs. Branch Summary. Sivumuaqatigiit. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. I have a question while we're under this. The public service annual reports... They need to be competent in speaking the official languages. They can also go under the bilingual bonus. How are they determined...? For example, this person is able to speak two languages and, therefore, should be getting the bilingual bonus. How do you determine that the person is competent and, therefore, should be getting a bilingual bonus? What procedures or policies do they use when they're going to be providing that bonus? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will also ask Mr. Dan Vandermeulen to respond to this as he has that information. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Premier. Mr. Vandermeulen.

Mr. Vandermeulen: Thank you, Mr. Chairman. I thank the member. The bilingual bonus currently is largely granted in those positions where the language is required for normal use. It is based on the recommendations of the deputy minister. However the Department of Human Resources, recognizing some of the limitations of the bilingual bonus, has started developing a language incentive policy and program.

One of the ideas that's included in that is to develop Inuktitut language proficiency assessment tools. Some of those tools are available to us at Arctic College. So I think what you are going to see is a partnership between Sivumuaqatigiit and Arctic College in developing the language assessment tools, and then the language programs that Training and Development normally delivered. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you. Prior to this committee, the Legislative Assembly and standing committee, the government encouraged... Perhaps I will state this part in English, the directive which is, and I quote, (interpretation ends) "work towards the design and implementation of objective and standardized tests for evaluating language proficiency within the public service."

(interpretation) Under section 25 of the *Inuit Language Protection Act*, it states that these may be determined by the

Inuit Language Authority as to whether they can be assisted with respect to whether the position requires English or Inuktitut language proficiency. Is your department preparing a standardized policy on this language proficiency evaluation testing? For example, how do you test for Inuktitut language proficiency today? Is there an existing test? I would like to get some clarification on this matter, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Premier Aariak

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This will require that I look into that matter, but we can provide the information once we have it related to the duties under our department, which is a new position. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, (interpretation ends) Madam Premier. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): In the 2013-16 business plan, one of the priorities for 2013-14 is to “Develop the Language Incentive Program in partnership with Nunavut Arctic College.” What was the basis for this partnership to initiate this, Mr. Chairman? Thank you.

Chairman (interpretation): Thank you, Mr. Tapardjuk. (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This too is currently being developed and it is starting to become defined. Once the work has been completed, we will be

able to speak to the issue. At this time, it is still under development. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. Just to ensure my question is understood, I will be asking it in English. (interpretation ends) Mr. Chairman, my question is that the priority is to “Develop the Language Incentive Program in partnership with Nunavut Arctic College.” My question is: what are the main elements of this program? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. With regard to the preparation of this program and its contents, I’ll have my deputy answer that with your permission, Mr. Chairman. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Vandermeulen.

Mr. Vandermeulen: Thank you, Mr. Chairman. The member has really hit the core of the issue around the whole bilingual bonus as to what it really represented. A bilingual bonus was being granted for people who spoke English in addition to Inuinnaqtun, Inuktitut, or French.

In terms of the Inuit language, Training and Development in HR had always been funding and providing language training for GN employees, but there was always a question about how

proficient people were and so it was decided to try to develop those tools.

A specific answer to his question as to what the elements are, by and large, the language training programs themselves are in place and that's the key element. What we now need is to have the proficiency tools, the assessment tools, which might give us some objective standard of language proficiency. They need to be developed in partnership with Arctic College and all of that, of course, has to go before the Inuit Language Authority. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Vandermeulen. We are under Sivumuaqatigiit. Executive and Intergovernmental Affairs. Branch Summary. Sivumuaqatigiit. Total Operations and Maintenance, to be Voted. \$8,261,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn to the next page. Branch Summary. Executive and Intergovernmental Affairs. In Inuktitut, we often refer to the department as intergovernmental affairs. Under this item, Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. In Mr. Elliott's opening comments on page 4, he talked about two transboundary issues, one being with Manitoba and the other one with Sanikiluaq. However, the department's proposed 2013-16 business plan does not address these important transboundary issues. Can the minister explain why these issues were taken out the business plan? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. (interpretation ends) Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. (interpretation ends) The transboundary issues with the western provinces, if that's the question, the issue is out-of-court settlement negotiations between Canada, NTI, the Kivalliq Inuit Association, and Manitoba and Athabaskan Denesuline in the southern Kivalliq.

There are confidentiality agreements related to negotiations that restrict what the Government of Nunavut can communicate. This relates to certain portions of the NLCA, parts 4 and 5, Article 40, if that's what he is referring to. If I did not properly address his question, he can clarify that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. That was part of my question, but the other part of the question was the transboundary issues with Sanikiluaq, Northern Quebec, and Ontario. I'm just wondering why these issues are no longer in the government's business plan. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. The Hudson Bay Awareness Summit, if that is it, the meeting did not occur because the required funding had not been captured. The Hudson Bay Awareness Summit was always part of

the multiyear plan called the Hudson Bay Inland Sea Initiative. Because the summit has been met with funding difficulties, the work plan has changed to start with more of grassroots activities and work up to a larger summit. So that is the case.

The NTK working group is still active as an ad hoc working group. I believe the NTK chair and other board members are still in place. They are also part of the Hudson Bay Inland Sea Initiative Advisory Committee chaired by the International Institute for Sustainable Development. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. Last June, the Premier sent a letter to the standing committee concerning the issue of GN's support of the Hudson Bay Interagency Working Group, which is also known as NTK. In her letter, the Premier indicated that the GN works with NTK, and then the feds recommend directors. I think one of the directors on there is an EIA representative. Is this EIA representative required to report back to the Premier on the affairs of NTK? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. As there has been no activity to date, there have been no reports produced. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. I wonder if the Premier can indicate when she anticipates any activity on this committee. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. (interpretation ends) Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. As I had mentioned earlier, the committee, I believe, has not met. If there are any new further developments, I will surely inform the member of such. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Using my discretion as the Chair, I would like to recognize the Mayor of Pangnirtung, Sakiasie Sowdluapik. Welcome to the House and please welcome him.

>> *Applause*

Thank you. Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. I have a question to EIA officials. In 2011, at the Legislative Assembly, on more than one occasion, there were hearings on the federal government's Nutrition North program. Can the Premier update us about Nutrition North issues here in Nunavut? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. Premier Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. It's under Economic Development and Transportation. The Anti-Poverty Secretariat is dealing with the strategy.

At this time, there's nothing new under EIA. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. Thank you, Madam Premier, for the response. So I will ask at that time.

(interpretation ends) Your department's draft 2013-16 business plan indicates that one your priorities for 2013-14 is to "Work with the governments of the Northwest Territories and Yukon, Inuit Circumpolar Council," this is an Indian word here I guess, "Gwich'in Council International and the Arctic Athabaskan Council to provide a northern voice to Canada's 2013-15 chairmanship of the Arctic Council." What specific priorities does the Government of Nunavut have with respect to activities of the Arctic Council? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Oshutapik. (interpretation ends) Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. (interpretation ends) There are three main areas that we have been discussing. This is oil spill preparedness and response, pan-arctic suicide prevention, and arctic shipping. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Premier Aariak. Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. (interpretation ends) On April 14, 2009, you publicly

announced your opposition to giving observer status to the European Union at the meeting of the Arctic Council because of the EU ban on the import of seal products. Is this still your position to date and has the council made a decision on this matter? Thank you, *Issivautaq*.

Chairman (interpretation): Thank you, Mr. Oshutapik. Premier Aariak.

Hon. Eva Aariak: Thank you, Mr. Chairman. The final decision, of course, is with the Government of Canada as to how they would present it to the Arctic Council. At the time, I raised the issue in regard to the sealing ban and so on, which is still a very important issue for people in Nunavut. When it comes to the final decision from Canada to the Arctic Council, it will be the federal government. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Madam Premier. (interpretation) Thank you. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you. The questions being raised are very important, but it is doubtful we can complete them as per our rules. I move to report progress. Thank you.

Chairman (interpretation): Thank you, Mr. Tapardjuk. There is a motion to report progress and the motion is not debatable. All those in favour of the motion, please raise your hand. Those opposed. Abstentions. I will now rise and report to the Speaker. Thank you.

Sergeant-at-Arms, please escort the witnesses out of the Chambers.

Speaker: *Qujannamiik*, Sergeant-at-Arms. We will move on with our orders

of the day. Report of the Committee of the Whole. Mr. Enook.

Item 20: Report of the Committee of the Whole

Mr. Enook (interpretation): Mr. Speaker, your committee has been considering Bill 49 and would like to report progress. Also, Mr. Speaker, I move that the Report of the Committee of the Whole be concurred with. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Enook. There is a motion on the floor. Is there a seconder? Thank you, Mr. Schell. The motion is in order. All those in favour. Any opposed? The motion is carried.

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

Item 22: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder of meetings on Monday: at nine o'clock, the Standing Committee on Legislation, followed by a meeting at 10:30 of the Regular Caucus. Both meetings are taking place in the Tuktu Room.

Orders of the Day for March 11:

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. Responses to Petitions
12. Reports of Standing and Special Committees on Bills and Other Matters
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
19. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 47
 - Bill 48
 - Bill 49
20. Report of the Committee of the Whole
21. Third Reading of Bills
22. Orders of the Day

Thank you.

Speaker: Thank you very much, Mr. Clerk. Members, before I adjourn today's sitting, I would like to ask you all to join me in thanking our pages this week. They are Amy Alainga-Portier, Emma Inookie, and from Arviat, Jolene Manik and Ceperah Thompson, along with their chaperone, Susan Johnson. I

would like to thank you all very much for your help this week and hopefully you found it enjoyable and educational as well. I wish you a safe trip home.

>>Applause

With that, I hope everybody has a good weekend. This House stands adjourned until Monday, March 11, at 1:30 p.m.

Sergeant-at-Arms.

>>House adjourned at 15:10

