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**Friday, February 24, 2012**

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**Iqaluit**

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

## Legislative Assembly of Nunavut

### *Speaker*

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(Iqaluit Centre)

**Hon. Eva Aariak**

(Iqaluit East)

*Premier; Minister of Education;  
Minister of Executive and  
Intergovernmental Affairs; Minister  
responsible for Aboriginal Affairs;  
Minister responsible for Immigration;  
Minister responsible for the Status of  
Women*

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(Uqqummiut)

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and Youth; Minister of Environment;  
Minister of Languages; Minister  
responsible for the Utility Rates Review  
Council*

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(Baker Lake)

**Tagak Curley**

(Rankin Inlet North)

**Monica Ell**

(Iqaluit West)

**Ron Elliott**

(Quttiktuq)

**Joe Enook**

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Minister responsible for the  
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Minister responsible for  
Homelessness; Minister responsible  
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Compensation Commission*

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(Arviat)

*Minister of Justice; Minister  
responsible for Nunavut Arctic  
College*

**Louis Tapardjuk**

(Amittuq)

*Deputy Chair, Committee of the  
Whole*

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(Kugluktuk)

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Economic Development and  
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**Iqaluit, Nunavut  
Friday, February 24, 2012**

**Members Present:**

Honourable Eva Aariak, Honourable James Arreak, Mr. Moses Aupaluktuq, Mr. Tagak Curley, Ms. Monica Ell, Mr. Ron Elliott, Mr. Joe Enook, Honourable Lorne Kusugak, Mr. Johnny Ningeongan, Mr. Hezakah Oshutapik, Honourable Keith Peterson, Mr. Allan Rumbolt, Honourable Fred Schell, Honourable Daniel Shewchuk, Mr. Louis Tapardjuk, Honourable Peter Taptuna, Honourable Hunter Tootoo.

>>*House commenced at 9:04*

**Item 1: Opening Prayer**

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

>>*Prayer*

**Speaker:** Thank you, Mr. Elliott. Good morning, everybody. Before we proceed with the orders of the day, I wish to advise members that I have received a declaration of assent for Bill 35, *An Act to Amend the Tobacco Tax Act*, duly signed by the Deputy Commissioner of Nunavut, dated February 23, 2012.

Moving on in the orders of the day. Item 2. Ministers' Statements. Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

**Item 2: Ministers' Statements****Minister's Statement 116 – 3(3): Child and Youth Representative Project**

**Hon. Eva Aariak** (interpretation): Good morning, people of Iqaluit East, as well as Iqalummiut and Nunavummiut.

(interpretation ends) Mr. Speaker, I am pleased to stand today to advise my colleagues that drafting of the legislation for a child and youth advocate is currently underway and I will introduce a draft bill in the June session. This would put us ahead of our original project timeline. During the past 18 months, the Social Advocacy Office has developed a strong project foundation to ensure this position is grounded in legislation that compliments the provisions set forth in the UN Convention of the Rights of the Child.

Mr. Speaker, we have consulted Nunavummiut and have asked the following questions:

- How can Inuit social values be best reflected and incorporated into the new *Child and Youth Representative Act* and in the work of the new child and youth representative?
- Should the child and youth representative be an independent office of the Legislative Assembly?
- What should the role and mandate of the office be?
- What name, in English or Inuktitut, would best convey the role of the office?

The Social Advocacy Office and project team have consulted with various stakeholders since November 2011

through teleconference and continue, under the guidance of the project steering committee made up of representatives from several Government of Nunavut departments, Government of Nunavut agencies, and Nunavut Tunngavik Incorporated, to meet with key stakeholders from across the territory.

Mr. Speaker, my department has received overwhelmingly positive feedback related to this important initiative. As we continue this consultation process, I strongly encourage Nunavummiut to share their views. It is only through discussion that we will create a child and youth advocate that will truly make a difference in the lives of our children and youth in Nunavut.

Nunavummiut can read the child and youth representative consultation document and provide their comments to the Social Advocacy Office until March 31, 2012. The document and a survey can be found in all official languages at [www.eia.gov.nu.ca](http://www.eia.gov.nu.ca).

Mr. Speaker, more information and paper copies of the consultation document are available by contacting the Social Advocacy Office at 867-975-6088. (interpretation) Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you, Madam Premier. Item 2. Ministers' Statements. Minister responsible for Nunavut Arctic College, Minister Shewchuk.

**Minister's Statement 117 – 3(3):  
Enhancement of Adult Basic  
Education Programs in Nunavut**

**Hon. Daniel Shewchuk:** Good morning, Mr. Speaker. Thank you very much. Mr. Speaker, adult basic education programs are often the first steps many adult students in Nunavut take towards entering a certificate or diploma program. These preparatory programs are essential tools for establishing pathways to Nunavut employment, for personal development and a higher education for adult Nunavutmiut who have not attained a high school diploma or equivalency.

Mr. Speaker, I am very pleased to inform my fellow members that the Government of Canada will contribute \$11,001,559 over the next five years, from 2011 until 2016, to assist Arctic College in improving adult basic education programming in Nunavut.

>>Applause

These enhancements to our adult basic education programming will greatly assist our government in meeting our *Tamapta* goal of reducing the gaps between those who are unemployed and our territory's growing job opportunities.

Mr. Speaker, Nunavut Arctic College will use these funds to develop new culturally relevant curriculum that incorporates Internet learning technologies and best practices in adult education. We will develop new, creative, and flexible strategies to serve more adult students, including but not limited to self-directed learning, online learning, multiple intakes, enrolment management, culturally appropriate

assessments, and more Inuktitut adult learning resources. We will be able to deliver more in the communities.

In partnership with the Department of Education, we will develop and deliver a new Nunavut Adult High School Diploma and more career development workshops for our learners.

Mr. Speaker, some of the funding will be directed through improvements, such as audio enhancements in the classroom for the hearing impaired.

We will hire more adult educators and elders into our classrooms.

Mr. Speaker, with this injection of funds to enhance adult upgrading programs, we will be able to eliminate some of the barriers that are currently holding our students back. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you, Minister Shewchuk. Item 2. Ministers' Statements. Minister responsible for Economic Development and Transportation, Minister Taptuna.

### **Minister's Statement 118 – 3(3): The Makimaniq Plan**

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. As members are aware, over the past 18 months, I have reported regularly to this House on the progress of my department, working with our partners, on the development of a plan to reduce poverty in Nunavut.

I am pleased to table in the House today *The Makimaniq Plan: A Shared Approach to Poverty Reduction*. This

plan was prepared by participants in the poverty summit held November 28 to 30, 2011.

The summit was co-chaired by Premier Aariak and NTI Vice-president Jack Anawak and included participants from government, Inuit organizations, non-governmental organizations, businesses, and people who have experienced poverty. Together, they have produced an ambitious plan to fight poverty in Nunavut.

It is a plan that has risen up from our communities. It is based on the issues and ideas for change that were raised in dialogue sessions held in 21 communities last year. These ideas were discussed in all three regions, twice in one region, where options for action were prepared and brought forward for consideration at the poverty summit last November.

The options that were selected for action appear within six themes in The Makimaniq Plan. As members will observe, Mr. Speaker, the plan provides us – governments, Inuit organizations, and our partners – with an ambitious agenda for the next 18 months and beyond. I want to stress that this agenda is for all of us, not just for government but for all Nunavummiut. Everyone has a role to play in poverty reduction.

Our next step will be to return to our communities with this plan, where the ideas about how to reduce poverty originated. We will discuss ways we can support community initiatives to implement the plan.

We will also work within government and with our partners at NTI and with

other organizations and the business community to collaborate on projects and policy changes for each of the poverty reduction themes described in The Makimaniq Plan.

I look forward to reporting to this House in the future on our continuing progress. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Thank you, Minister Taptuna. Item 2. Ministers' Statements. Item 3. Members' Statements. Member for Quttiktuq, Mr. Elliott.

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

#### **Member's Statement 163 – 3(3): Good Luck to Arctic Winter Games Athletes from Quttiktuq**

**Mr. Elliott:** Thank you, Mr. Speaker. I rise today to wish the best of luck to my young constituents from Quttiktuq who will be participating in the 2012 Arctic Winter Games in Whitehorse, Yukon, from March 4 to March 10.

Twenty athletes from Arctic Bay and one from Grise Fiord have been selected to participate in the 2012 Arctic Winter Games. Seventeen will travel to participate in the Dene Game events, such as the pole push, the stick pull, and the snow snake. As some members may be aware, athletes from Arctic Bay have a history of success at the Arctic Winter Games in these events.

I would like to pay tribute to the many people in Quttiktuq who make it possible for our athletes to participate in these events. Without the dedication of coaches and the effort that they put into

organizing these sports in our communities, these athletes would not be able to benefit from the experience of international competition.

As all members are aware, it is important for Nunavummiut to have access to activities and events that promote healthy lifestyles.

For the Dene Games, our athletes are:

Thomas Levi, who is acting as a participant and coach;  
Darryl Levi;  
Tom Naqitarvik;  
Johnny James Kilabuk;  
Bryan Kalluk;  
Andrew Reid Jr.;  
Jordan Levi;  
Jack Attagutsiak;  
Malinda Audlakiak;  
Caroline Pauloosie;  
Rosemary Barnabas;  
Letia Kalluk;  
Patty Levi;  
Louanne Iqalukjuak;  
Leslie Oyukuluk;  
Carla Oyukuluk; and  
Chaperone Sheena Qaunaq.

For indoor soccer, our athletes are:

April Eecheak and Sheena Kilabuk.

For boys' basketball, our athlete is Steven Hughes.

And from Grise Fiord, participating in badminton is Jayko Akeegok. Mr. Speaker, just a special note for Jayko, his family, and the entire community of Grise Fiord, as they take great pride in having one of their own participants in this year's Arctic Winter Games.

I ask all members to join me in expressing our appreciation for those who make the dreams of our athletes a reality and to join me in wishing good luck to each and every member of Team Nunavut. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Thank you, Mr. Elliott. Members' Statements. Member for Arviat, Mr. Shewchuk.

**Member's Statement 164 – 3(3):  
Diamond Driller Helper Course -  
Arviat**

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I rise and I would like to say “good morning” to all of my constituents in Arviat.

Mr. Speaker, last December, I rose to inform the House that 11 Arviat students graduated from the first intake of the Arviat Diamond Driller Training Program. Those graduates have since gained access to well-paying jobs as surface diamond drill helpers and will continue experience as they advance their work as diamond drillers qualified to work anywhere in Canada and in the world.

Mr. Speaker, I am very pleased to inform my fellow members that another 12 students have joined the second intake of this highly successful program which started earlier this month. Four of the students are from Kivalliq communities outside of Arviat: Rankin Inlet, Baker Lake, and Chesterfield Inlet.

I would very much like to acknowledge and thank partners and supporters whose

contributions have made this program possible. These are, Mr. Speaker:

- Government of Nunavut, Department of Economic Development and Transportation
- Agnico-Eagle Mines
- Orbit Garant Drilling Services
- Boart Longyear Canada
- Kivalliq Mine Training Society
- Nunavut Arctic College
- Northern College
- Kivalliq Inuit Association
- Contaminants Remediation Training Organization of Canada.

Mr. Speaker, working together with our partners, we are providing Kivallirmiut learners with the skills, abilities, and experience needed to support Nunavut's expanding mineral exploration and mining sectors.

I would like to wish the 12 new driller helper students the very best of success in a challenging and exciting program. They are, Mr. Speaker:

Andy Illungiyok of Arviat  
Leo Karetak of Arviat  
Chesley Nibgoarsi of Arviat  
John Myles Kigusiutnak of Arviat  
Hunter Tattuinee of Arviat  
Jackson Kablutsiak of Arviat  
Gary Ippiak of Arviat  
Gavin Gibbons of Arviat  
Ovinik Pilakapsi of Rankin Inlet  
George Ipkornerk of Rankin Inlet  
Abraham Kadluk of Chesterfield Inlet,  
and  
Miranda Uqayuittuq of Baker Lake.

Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Thank you, Mr. Shewchuk. Members' Statements. Member for Amittuq, Mr. Tapardjuk.

**Member's Statement 165 – 3(3):  
Resolving Longstanding Issue in  
Hall Beach Concerning the  
Relocation of Graves**

**Mr. Tapardjuk** (interpretation): Thank you, Mr. Speaker. I say "good morning" to my constituents, especially my grandchildren.

Mr. Speaker, I rise today to address a longstanding issue in the community of Hall Beach. As Members of the Legislative Assembly will be aware, the unresolved matter of compensation for individuals who were involved in the relocation of graves in Hall Beach during the 1960s continues to be a concern in the community.

Mr. Speaker, the traumatic impact of this event on the community of Hall Beach was clearly articulated in the 2010 publication by the Qikiqtani Truth Commission, *Interview and Testimony Summaries*, which described the reflections of a survivor of the experience:

"His second testimony includes information about his experiences, which included moving bodies from one location to another. Along with three other men, he was required to move the bodies by the hamlet so that houses could be built in the community in 1968. He remembers that they were not given any assistance. He remembers being rushed but also doing his best not to disturb the bodies."

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

**Speaker:** Thank you, Mr. Tapardjuk. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are none. Please proceed, Mr. Tapardjuk.

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

"He remembers that they were not given any assistance. He remembers being rushed but also doing his best not to disturb the bodies. He has vivid and painful memories of this experience. None of the four men were ever compensated for their work."

I have written to the Minister of Health and Social Services on this matter and have provided him with documents concerning this issue that were tabled in the Legislative Assembly of Nunavut almost a decade ago.

Mr. Speaker, there have been exchanges of correspondence between territorial and federal ministers on this issue since the 1990s.

On October 19, 2001, the federal Minister of Indian Affairs and Northern Development wrote to the Government of Nunavut's Minister of Health and Social Services. His letter stated in part that "INAC officials will continue to research this event and will contact you as soon as we have some substantial evidence for payment...I sincerely hope that INAC can provide a positive response in the near future."

Mr. Speaker, at the appropriate time, I will be asking questions to the minister to determine whether he or his predecessors ever received follow-up information from the Government of Canada on this issue and, if so, to indicate what information was received. This will enable us to determine an appropriate course of action towards resolving this longstanding and painful incident in the community's history. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Tapardjuk. Item 3. Members' Statements. Member for Tununiq, Mr. Enook.

**Member's Statement 166 – 3(3):  
Appreciation to Pond Inlet  
Volunteers**

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. Good morning to the people of Pond Inlet and Nunavut. Mr. Speaker, I rise today to express my gratitude towards some people who, in my opinion, did an immense service by doing some fundraising this winter in our community.

Mr. Speaker, sisters Laisa and Listina Koonark, along with Leah Atadjuak and Julia Inualuk, organized a table at the local co-op to raise money for supplemental food for those who were on the social assistance list and needy during the Christmas festivities in Pond Inlet. Mr. Speaker, these women's dedication and commitment towards this goal to help others has to be something we can all emulate in this day and age. Although Pond Inlet is not a city, these women were able to fundraise close to \$30,000 to provide foodstuffs for the needy.

Mr. Speaker, I ask my colleagues to share in our appreciation to these selfless women for providing help to others and for showcasing their community spirit and goodwill towards their fellow residents. This type of community spirit has to be one of our priorities and it's something we should emulate as residents. I thank them for their efforts. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Thank you, Mr. Enook. Item 3. Members' Statements. Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Member for Arviat, Mr. Shewchuk.

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

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I rise today to recognize the fine work of the two young pages from Arviat who worked in the House and looked after us this week. Mr. Speaker, I spent time with them when they were here and they have advised me that this has been a true learning experience for them in the understanding of the structure and how the Legislative Assembly of Nunavut works.

Mr. Speaker, you never know; we may see these young women leading this beautiful territory one day. I wish Vayda Kaviok and Stephanie Aulajut and their chaperone, Susie Johnson, a safe trip home and again thank you for being here. Thank you.

>> *Applause*

**Speaker:** Thank you, Mr. Shewchuk. Item 5. Recognition of Visitors in the

Gallery. Item 6. Oral Questions. Member for Baker Lake, Mr. Aupaluktuq.

### Item 6: Oral Questions

#### Question 249 – 3(3): Measures to Ensure Safe Water and Clean Air

**Mr. Aupaluktuq:** Thank you, Mr. Speaker. I would like to wish everybody in Baker Lake a good morning. Mr. Speaker, my questions are for the Minister of Community and Government Services, the Hon. Minister Lorne Kusugak.

Mr. Speaker, I believe that the right to breathe clean air and the right to drink safe water are fundamental human rights.

Earlier this year, I tabled a copy of a recent water use inspection report for Baker Lake that was prepared by the federal government. As the minister will recall, I noted with concern that the report recommended that enforcement action be taken against the territorial and municipal governments.

The minister informed me that his department is working with municipalities with respect to the issue of ensuring that water licences are in place. Can the minister update the House today on what progress he has made on this issue? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Aupaluktuq. Minister responsible for Community and Government Services, Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Indeed, I thank my colleague from Baker Lake for speaking to that issue. Potable

water is definitely a very important aspect of the services we provide in Nunavut. We collaborate with all hamlets to work on water quality challenges facing them. We also require an agreement on the water report copies to ensure that their system is working and to provide potable water. Thank you, Mr. Speaker.

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

**Mr. Aupaluktuq** (interpretation): Thank you, Mr. Speaker. I thank the Hon. Minister Lorne Kusugak for his informative response. It is true that all communities within Nunavut require potable water and sewage services to protect their environment, community, and residents, who need to maintain these essential services. It is a good example of the legislation that was used to create Nunavut, which is recognized by both the Nunavut government and the federal government. I wanted to add this when I raise the question, but some of it is written in English, so I'll have to use that language to ask my question.

(interpretation ends) A related issue concerns the management of solid waste in Nunavut. On October 21, 2011, the minister tabled a report on the current state of solid waste management and facilities in Nunavut. The report recommended that modified landfills are the "preferred strategy to sustainably manage waste materials" in the territory. Can the minister update the House today on what his department's next steps are to implement the recommendations in the report? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Aupaluktuq. Minister responsible for Community and Government Services, Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. When speaking about waste management related to waste water and sewage, nobody wants to see this water spilling everywhere.

All the communities in Nunavut will need to have their waste infrastructure replaced eventually. With that in mind, I announced last fall the new review on replacement needs for landfills, sewage lagoons, and related infrastructure. If we were to replace and repair the entire infrastructure, it would be a very high expenditure of public funds. It would cost in the neighbourhood of \$500 million for replacing the entire existing infrastructure in Nunavut. At this time, we are working on a strategy as to how we can meet this challenge.

We have to work with other bodies in order to fulfill all the regulatory obligations. We are currently working out our plans to resolve challenges in replacing this infrastructure since we have to have enough capacity to meet our needs, but we also need to reclaim the old landfills. We are aware of what we need, the approximate costs of replacement of the old infrastructure, and we are trying to move forward with a timeline and schedule of the work required. Thank you, Mr. Speaker.

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

**Mr. Aupaluktuq:** Thank you, Mr. Speaker. These questions I raise today

are simply as follows: to ensure that Baker Lake, Nunavut, and our departments are following up to ensure what would be more suitable to meet the best needs of our communities. Mr. Speaker, the reason why I mention this is because Arktis Solutions, in the Nunavut waste management report, there are “5.0 Conclusions” on page 72. I would be raising this at a later date.

Mr. Speaker, I would like to ask: on October 21, 2011, important questions were asked in the Legislative Assembly concerning the issue of air quality and dust control in our smaller communities, as my colleague, Mr. Oshutapik, had also raised, as well as other members in the past. At that time, the Minister of CGS informed the House that his department was reviewing the issue of dust control in our communities. Can the minister update the House today on what progress he has made on this issue? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Aupaluktuq. I note that the questions had to deal with safety for the public. Minister of Community and Government Services, Minister Kusugak.

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. I will attempt to answer that question. I thought we were talking about water and now we're talking about dust.

Our department is working constantly to try to find the better mousetrap, I guess, in terms of dealing with dust control. It is a very serious issue in our territory. We have communities that end up in sandstorms in the summer, so it is very serious. We are working to try to find a better way of dealing with dust control.

We're very limited in terms of what we can do.

There was a time when people used to pour used motor oil to suppress dust. You can't do that anymore, thank goodness. We continue to strive to find better ways and work with municipalities to deal with dust suppressants. We have done dust suppressant training throughout the territory and we help the municipalities with trying to find better ways to deal with dust in the community, and we will continue to do that. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister Kusugak. Just a note that we will review the preamble in the *Hansard* tomorrow to ensure the question is, or I'm pretty sure that it was, talking about overall safety. We will reconfirm that after reviewing the *Hansard* tomorrow.

Your final supplementary, Mr. Aupaluktuq.

**Mr. Aupaluktuq:** Thank you, Mr. Speaker. I also thank the hon. minister for that. I also thank the House for the courtesy. In the preamble, I did state that I believe we have the right to breathe clean air and the right to safe drinking water, and it's in regard to safeguarding the health of our land, air, and water.

Mr. Speaker, I believe that safeguarding the health of our land, air, and water requires an integrated approach. Can the minister indicate how his department and the Department of Environment coordinate their activities in this area? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Aupaluktuq. Minister responsible for Community and Government Services, Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. When we are dealing with these matters, we primarily work with the local hamlets on operational issues to ensure that essential services are provided.

We work with various departments and governments on services related to healthy living. We work with the Department of Health on water analysis. We also work with the Department of Environment for other matters. We generally work as a unified government to deal with the challenges we face in Nunavut with respect to clean air and water and to protect our fellow citizens through proper waste management. So we collaborate with the various departments and governments as required to ensure that we have healthy living here in Nunavut.

No matter whoever a person is, they require clean drinking water to survive and to be in a safe environment inside Nunavut. As a government, all departments work together on this. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister Kusugak. Oral Questions. Member for Amittuq, Mr. Tapardjuk.

**Question 250 – 3(3): Resolving Longstanding Issue in Hall Beach Concerning the Relocation of Graves**

**Mr. Tapardjuk** (interpretation): Thank you, Mr. Speaker. My questions are for

the Minister of Health and Social Services.

As I indicated in my Member's Statement today, on October 19, 2001, the federal Minister of Indian Affairs and Northern Development wrote a letter to the Government of Nunavut's Minister of Health and Social Services. His letter stated in part that "INAC officials will continue to research this event and will contact you as soon as we have some substantial evidence for payment...I sincerely hope that INAC can provide a positive response in the near future."

Can the minister confirm for me whether he or his predecessors ever received a follow-up from the federal government and, if so, can he indicate what information was provided? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Tapardjuk. Minister responsible for Health and Social Services, Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Tapardjuk for the question. First of all, I would like to express my sympathies to the community of Hall Beach and the folks who were involved in his quite moving Member's Statement. It must have been a very traumatic experience for those individuals.

Mr. Speaker, I've had my officials research the matter in particular that Mr. Tapardjuk has referred to. At this time, there is no evidence that such a letter was received from INAC. Thank you, Mr. Speaker.

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

**Mr. Tapardjuk (interpretation):** Thank you, Mr. Speaker. Thank you, Mr. Minister. Will the minister commit to writing to the current federal Minister of Aboriginal Affairs and Northern Development on this matter, and to remind the federal government of its promise to review this matter? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Tapardjuk. Minister responsible for Health and Social Services, Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Tapardjuk for the question. Yes, Mr. Speaker, I can write to the federal minister. Thank you.

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

**Mr. Tapardjuk (interpretation):** Thank you, Mr. Speaker. Thank you, Minister Peterson. I suppose that only once we have received a response, we will be able to look at our options as this has been under review for far too long.

Mr. Speaker, my question to the minister is: if the federal government is unable to provide compensation as per the participants' expectations, is the Government of Nunavut willing to consider whether or not they would be able to at least provide a token payment as appreciation for their past work or to be provided compensation? These people are still awaiting compensation to this day. I wonder if the minister can consider that, Mr. Speaker.

**Speaker:** Thank you, Mr. Tapardjuk. Minister of Health and Social Services, Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. This is a longstanding issue concerning the community of Hall Beach and individuals involved go back well over 40 years. There's a lot of red tape involved, obviously. Looking at the chronology, it was quite amazing. I'm a little concerned. I know how government works. At certain points in time, the papers or records are filed or destroyed. I don't know what the federal government limits are, but we're going have to look into this before I can consider such a request that you asked. Thank you, Mr. Speaker.

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

**Mr. Tapardjuk** (interpretation): Thank you. We will expect a response. What I want to state, Mr. Speaker, is that the individual who happened to tell his story to the Truth and Reconciliation Commission during the dog slaughter research relayed his story about the grave removal ordeal. He stated that there were originally four participants involved. When he spoke again a few years later, he said that he was the sole survivor left.

Mr. Speaker, I would like to strongly urge the minister to resolve this issue and to not abandon this attempt to right a wrong. Further, we will be expecting a response based on the minister's previous answer. This is just a comment and not a question, Mr. Speaker. Thank you.

**Speaker:** Thank you, Mr. Tapardjuk. It's just a statement there. Moving on in Oral Questions. Member for Rankin Inlet North, Mr. Curley.

### **Question 251 – 3(3): Maclean's Article Regarding Polar Bears**

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. A couple of days ago, I tabled an article which had a statement that polar bears are being over-harvested in Canada. In an article published on February 20, the *Maclean's* magazine wrote that polar bears in Canada are in a precarious situation, that they're on the verge of becoming a species at risk, and that more bears are being harvested due to the increasing price of bearskins. The magazine stated that this is largely due to the increasing demand over in Asia to buy skins.

My question to the minister is: did the Minister of Environment read the article I tabled? If the minister read the article, does it have any basis, in fact, that the harvest of bears has surpassed previous harvests due to the increasing prices? Are more bears being harvested here in Canada? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Minister responsible for the Department of Environment, Minister Arreak.

**Hon. James Arreak** (interpretation): Thank you, Mr. Speaker. I would like to thank Mr. Curley for asking that question. I did indeed get a chance to read the article he referred to.

I can only refer to Nunavut's quota system which sets a limit to the harvesting of polar bears. The quota is followed by the communities and every

harvest is reported by the local HTO in each Nunavut community. The community has a set quota and it is followed in most cases.

However, there is a different system in Quebec because of the difference in the land claims agreements. JBNQ does not set out a quota system for Northern Quebec, and it is true that the number of polar bear harvests has increased in that jurisdiction, but that is the only inter-jurisdictional increase we have been informed of. Thank you, Mr. Speaker.

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

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. If members here were to read this article, it speaks about their perception as to the reason why, for example, the polar bear is a species at risk. It means that they have been swayed by the animal rights activists and the global anti-harvesting activists as it supports that opinion within the article. They contend that the polar bear, which is a species at risk, is being over-harvested in Canada. However, it is quite obvious that this has no basis in truth if you look at the numbers.

Can the minister carefully peruse this article and counter their assumptions in a written format, stating that Inuit follow all the applicable Canadian legislation when they harvest polar bears? Furthermore, polar bears are an integral part of our cultural makeup as they also constitute a food species for Inuit. Within the article, there is no reference to the fact that Inuit have harvested polar bears throughout millennium, even prior to the country of Canada being created,

and it has sustained many Inuit families in times of need.

Can the minister respond in writing to *Maclean's* magazine outlining some of these counter arguments about the importance of the polar bear to Inuit, that they are not a species at risk, and furthermore, that we have the utmost respect for the polar bear here in Canada? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Minister responsible for the Department of Environment, Minister Arreak.

**Hon. James Arreak** (interpretation): Thank you, Mr. Speaker. Yesterday, during Mr. Oshutapik's line of questioning about polar bears, we spoke about the fact that each zone requires a population study. In the majority of the management zones where surveys have been completed, it seems to indicate that the population is slightly increasing, which is largely due to the careful management system we have in place here in Nunavut.

We keep reiterating and emphasizing to the outside world that the bears are not a species at risk. However, the fundraisers for the animal rights activists are contending that due to a variety of reasons, polar bears are at risk, simply trying to coerce funds from the gullible public. Their misstatements include the decreasing population and global warming shrinking their habitat, all in order to get funding. We, who are responsible for the management of the species, know that at this time, the population is not decreasing, especially since we exercise very good management.

Mr. Speaker, I agree to send correspondence in response to the article in *Macleans*'s magazine outlining the polar bear population size here in Nunavut. We will also provide more information next year during the 2013 CITES conference as we will be sending representatives from the Department of Environment to that conference. Thank you, Mr. Speaker.

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

**Mr. Curley:** Thank you. (interpretation) Mr. Speaker, in that same article, it speaks to the increases in the price of bearskins and that the most you could expect was about \$2,000 to \$3000 per skin in the past. What they are insinuating in the article is that in the recent past, it is no longer \$2,000 per bearskin, but it can be as much as \$12,400. Can the minister provide his position as to whether he agrees to that statement?

I'm trying to determine if they are setting a market price and that if Inuit sell a bearskin from their harvest, it has to be lower. Is this better to protect the polar bear population or to keep the number of harvested bears low when the bearskin is only priced at \$2,000 to \$3,000? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Minister responsible for the Department of Environment, Minister Arreak.

**Hon. James Arreak** (interpretation): Thank you, Mr. Speaker. I don't want to hazard a guess in response to the member's question, but it's my belief that even if that were the case, there wouldn't be a corresponding decrease in

the numbers of polar bears harvested. The numbers would remain the same, perhaps even increase by a small amount. Even if the price of a bearskin was lowered or the market disappeared, Inuit would still utilize the polar bear in the Arctic.

The member is correct in stating that the most expensive bearskin was bought for \$12,400 at the fur auction. At this time, the prices are above the usual levels and are quite high. When I read the article the member asked me to read, we noticed that there was a statement that the general belief of the buyers was that this may be one of the last times that polar bearskins will be available for sale. That was their belief and this was apparent in the language of the article.

We can ensure that polar bears are not impacted severely where we have jurisdiction. At this time, polar bear populations in Nunavut are not decreasing since we have an adequate management system in place. Thank you, Mr. Speaker.

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

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. In reading the article, it becomes obvious that the authors are trying to insinuate that due to the high price of the bearskins, polar bears are being over-harvested. However, they neglected to say that in Canada, we have legislation governing this, not just in Nunavut, but also in Nunatsiaq and Northern Quebec. Although their management systems don't include quotas, they are also governed by this legislation to manage their polar bear populations, such as in Quebec.

My last question is this: due to the increase in bearskin prices, (interpretation ends) the spike in kills, (interpretation) for example, in Inukjuak, the prices increased quite dramatically when a foreign buyer arrived wanting to purchase bearskins at a higher price. The article also includes quotes from Drikus Gissing, (interpretation ends) director of wildlife management for the Nunavut government. (interpretation) Who authorized this person to speak on behalf of our government regarding the issue of polar bear management in Nunavik? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Minister responsible for the Department of Environment, Minister Arreak.

**Hon. James Arreak** (interpretation): Thank you, Mr. Speaker. Indeed, legislation governs us for polar bear harvesting and the majority of communities use a quota system in the Northwest Territories and Nunavut.

With respect to the previous comment I made regarding the JBNQ agreement, they haven't used a quota system nor have they set one up yet. Nevertheless, we continue to encourage them to set up a proper system to manage their harvest and to cooperate with them on the criteria used for determining the allowable harvest for polar bears per annum.

We communicate with officials as to how many bears have been harvested in Northern Quebec, Newfoundland and Labrador, as well as Nunavut. Due to our continued efforts to keep a close count of the total harvests in these areas, we also noted that the overall harvest of

bears increased in Northern Quebec in the previous year.

I had tasked Drikus to speak to this matter as I had just recently been given the portfolio at that time. I had not had the time to properly digest all of the wildlife issues, including polar bear management issues, at the time that the article was being written by *Maclean's* magazine. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister Arreak. Oral Questions. Member for Quttiktuq, Mr. Elliott.

### **Question 252 – 3(3): Liquor Act Task Force Update**

**Mr. Elliott:** Thank you, Mr. Speaker. My questions are for the Minister of Finance, the Hon. Keith Peterson.

In the government's Budget Address, the minister stated, "We will also need to take a close look at the role of liquor in our communities. My liquor task force will soon complete its extensive consultations with all communities. I will give the report the serious consideration that it deserves."

I think that the *Liquor Act* needs more than just serious consideration; I think it needs change. Can the minister give the House an update on the progress of his *Liquor Act* task force? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister of Finance, Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Elliott for the question. Mr. Speaker, I committed quite a long time ago now that all

communities in Nunavut would be visited by the liquor task force and I believe all communities have been visited, except one. That's my current information, but I could be wrong.

It's important that all communities be engaged in the dialogue on liquor because it's such a sensitive issue up here and we all know what the horrific problems it causes to our friends and families in our communities. I have been able to attend some of the community meetings and they have been quite informative. There is quite a range of issues and concerns being expressed by people.

I did talk to one of the members of the task force a few weeks ago and they are in the process of starting to compile information and preparing a draft report. As I said, I want to give it serious consideration because it will have important applications for the future of this territory. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. Could the minister highlight some of the changes that his department will make after hearing the concerns and suggestions from the communities? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister of Finance, Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Elliott for the question. I can't provide that information. I would have to see the report with the recommendations. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. The concerns of residents from Iqaluit having to receive alcohol orders from Rankin Inlet and residents from Rankin Inlet having to receive alcohol orders from Iqaluit seems to be a little redundant. From the conversations that I've had with concerned individuals, I don't think it is the wait period that concerns them; it is the extra freight charges that they incur for having to have their orders shipped to a different location. Is this one of the issues that his *Liquor Act* task force is investigating? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister of Finance, Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Elliott again for the question. Mr. Speaker, I didn't attend the Iqaluit meetings. I'm trying not to be involved. I don't want any political influence to taint the report, so I'm deliberately trying to stay away from it. I just occasionally run into members or attend the three meetings that I did attend in Grise Fiord, Resolute Bay, and Cambridge Bay. I have told the liquor task force to operate and conduct their community consultations and don't worry about influence or involvement from the Minister of Finance. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. When can we expect this new piece of legislation to be introduced in the House? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott.  
Minister of Finance, Minister Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Elliott for the question. Mr. Speaker, I can't say when a new piece of legislation will come forward. I want to get the report first and then have the opportunity to table that in the House and have some discussions with all Members of the House. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister Peterson.  
Oral Questions. Member for Nanulik,  
Mr. Ningeongan.

**Question 253 – 3(3): Airport Terminal Building at Chesterfield Inlet**

**Mr. Ningeongan** (interpretation): Thank you, Mr. Speaker. I say "good morning" to the people of Coral Harbour and Chesterfield Inlet. I will direct my question to the Minister of Economic Development and Transportation.

Prior to this session, I have asked numerous questions about Chesterfield Inlet's need for a new terminal and when they can expect to get a new facility. As the minister is quite aware, the current terminal is very old. Can the minister inform this House whether his department can represent Chesterfield Inlet in requesting information from the federal government as to the air terminal replacement and if funding would be available? That is my first question. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Ningeongan.  
Minister responsible for Economic Development and Transportation,  
Minister Taptuna.

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I thank the member for that very excellent question. In 1999, when Nunavut became a territory, we inherited airport infrastructure that was quite old. In Chesterfield Inlet, there's no exception. The infrastructure there is rather overused and the building itself has come to a situation where it is in bad state. But also remember, Mr. Speaker, that there are situations in other communities that are like that; Whale Cove, Taloyoak.

At this time, Mr. Speaker, we continue to try and access funds to upgrade and build new infrastructure for our Nunavut airports. At this time, Mr. Speaker, we haven't identified funds for the Chesterfield Inlet Air Terminal Building. Thank you, Mr. Speaker.

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

**Mr. Ningeongan** (interpretation): Thank you, Mr. Speaker. The minister didn't answer my question entirely. I asked if his department had a priority list drawn up of communities that they could submit to the federal government for air terminals as there are many communities that would like to get new terminals. Where does the Chesterfield Inlet terminal request fall into this priority list? That is my question. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Ningeongan.  
Minister responsible for Economic Development and Transportation,  
Minister Taptuna.

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. Again I thank the Member for

Nanulik for that question. Mr. Speaker, I apologize if I didn't make it quite clear. Chesterfield Inlet has been identified as a priority, along with Whale Cove and Taloyoak. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister Taptuna. Oral Questions. Member for Quttiktuq, Mr. Elliott.

### **Question 254 – 3(3): Civil Forfeiture**

**Mr. Elliott:** Thank you, Mr. Speaker. My questions are for the Minister of Justice. His predecessor, the hon. member from Cambridge Bay, when speaking about options regarding recommendations for the *Liquor Act* task force, brought forward the idea of civil forfeiture. Could the minister confirm that this is an option that his department is entertaining as a measure to deter bootleggers of alcohol? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister responsible for the Department of Justice, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I thank the member for that question. Civil forfeiture is absolutely being discussed in the Department of Justice and it is an option that's being looked at more right now. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. Will the minister's department be bringing forward legislation on this? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister of Justice, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. As I indicated, there are still discussions and ongoing assessments of civil forfeiture. The plan in the future is to bring draft legislation to this House at some point. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. In terms of doing the review, will there be community consultation done for this? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister of Justice, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. In the ongoing review right now, there is absolutely consultation going on with all partners involved; NTI, community justice. So there is consultation happening. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. With around 18 months left in the life of this Assembly, I'm just wondering: what type of a timeline is the minister looking at for coming up with a legislative proposal and actually putting legislation through this Assembly? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister of Justice, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. Again I thank the member for that question. I cannot give any timelines as to the time we're going to come forward with this. However, we will in due course, when all consultation and review has been done accordingly. We do have, as a government, many amendments to legislation that have to come forward, so I cannot put a timeline on it. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister Shewchuk. Oral Questions. Member for Amittuq, Mr. Tapardjuk.

**Question 255 – 3(3): Enhancement of Adult Basic Education Certificates**

**Mr. Tapardjuk** (interpretation): Thank you, Mr. Speaker. I would like to direct this question to the Minister responsible for Nunavut Arctic College, Minister Shewchuk.

Let me start off with a preamble. This is regarding the new funding announcement for Nunavut specifically for adult education and I completely concur with the purpose and we totally welcome this new funding that will provide assistance to many people in Nunavut. By the sounds of it, this new funding is set for a five-year period, with an annual infusion of \$2.2 million.

Mr. Speaker, in his Minister's Statement, the minister stated that those who have dropped out, perhaps adults... I get confused by exactly what age constitutes an adult. In any event, it indicates that those who have dropped out of school will now be eligible for assistance in order to get a GED certificate as well as a diploma to showcase their passing of the high school requirements. Mr.

Speaker, I would like to clarification on what exactly is meant by this wording in this context. That is my first question, Mr. Speaker. Thank you.

**Speaker:** Thank you, Mr. Tapardjuk. Minister responsible for Nunavut Arctic College, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I thank the member for that question. This funding is very important to Arctic College and to the Territory of Nunavut. In conjunction with the Department of Education, we plan on using this funding to enhance and deliver education to more adult people in communities, through their adult basic education right now, to attain their grade 12 equivalency certificate, to enhance them, to enter the economy that we have and the future economy we're going to have in Nunavut and enter the workforce, for them to get skills to attain that education, to apply and have the jobs that are going to be available in Nunavut. Thank you, Mr. Speaker.

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

**Mr. Tapardjuk** (interpretation): Thank you, Mr. Speaker. I would like to thank the minister for his answer. In his statement earlier this morning, it also included a reference to Nunavut Arctic College receiving this funding for adult education. The statement says that it will also apply towards cultural lessons or courses on Inuit culture using computers and other medium used for teaching students in adult learning centres.

Mr. Speaker, let me ask this question so we can have some expectations on what

this statement's implementation will result in. How will the department develop the Inuit cultural courses or lessons and what purpose or accreditation will this have on the students trying to complete their high school equivalency certification? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Tapardjuk. Minister responsible for Nunavut Arctic College, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I thank the member for that important question and I'll try and clarify as best as I can. Yes, this funding will be used to get and attain equipment that is up to date and online to offer more online learning and more videoconferencing learning, where an actual learning process can take place with an instructor in another place.

I would just like to enhance what the all the funds will be used for in a list that I have here. The funds will be used to:

- Develop an online delivery of adult basic education;
- Develop northern and culturally relevant learning and literacy assessment tools;
- Revise the essential skills workwrite curriculum;
- Twenty-five programs from elders for literacy and cultural instruction;
- Develop Inuktitut adult learning resources and related instructors manuals; and

- Provide audio enhancements in the classroom for the hearing impaired.

We will also develop and deliver, with the Department of Education, the Nunavut Adult High School Diploma and deliver and develop a literacy and adult basic education framework with the Department of Education. The development and delivery of career centre workshops within the Department of Education will be involved too.

So, Mr. Speaker, the funding will be used to enhance what we have for tools and equipment and also manpower and staff. Thank you, Mr. Speaker.

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

**Mr. Tapardjuk** (interpretation): Thank you, Mr. Speaker. Perhaps I'll rephrase my question because I didn't hear a response specific to what I just asked. How will this count towards their high school equivalency certificate if they are going to be taught cultural courses within that stated goal? What kind of recognition will they receive for being taught this Inuit cultural education?

Let's say that the students have passed the requirements and are told that they have passed their high school equivalency. What certification or acknowledgement of this Inuit cultural component will be produced? How will students be able to show that they have passed this component? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Tapardjuk. Minister responsible for Nunavut Arctic College, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. Again, if I was unclear in my answer, I apologize. As the member states, the curriculum will include Inuktitut and culturally relevant aspects to the diploma process. The diploma and certificate that the adult learner will receive when done is a grade 12 certificate. However, in the assessment of this program and how it's going to be delivered, we're going to do that with the Department of Education right now before it is delivered.

As far as the culturally relevant part, the Inuktitut part, as I believe, it's an extra part of that program that's going to enhance the person who graduates with a certificate. Thank you, Mr. Speaker.

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

**Mr. Tapardjuk** (interpretation): Thank you, Mr. Speaker. Only by reviewing the *Hansard* will I be able to determine whether or not I received the response to my actual question. I'm quite concerned about this matter, especially since our constituents need to hear about the details. Some people will have expectations about this new funding that will enable them to take Inuit cultural courses in their communities through their NAC adult learning centres. This is especially if it counts towards a grade 12 equivalency certificate.

Mr. Speaker, I would like further clarification on the statement made earlier today. It states that the government has identified or rather, within the Department of Finance's Budget Address for 2012-13, one of their priorities is to consider whether or

not the Piqqusilirivvik Cultural School in Clyde River will be shuffled from the Department of CLEY to Nunavut Arctic College. It states that this will be a matter under discussion in our upcoming fiscal year.

If that indeed were the case, how will these departments cooperate to ensure that these students can get their certificates that will enable them to apply for employment down the road? What is their vision or goal for accomplishing this? Perhaps this Budget Address was made without any vision as to how they will be utilizing this new funding. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Tapardjuk. Minister responsible for Nunavut Arctic College, Minister Shewchuk.

**Hon. Daniel Shewchuk:** Thank you, Mr. Speaker. I thank the member for that question. As the Minister of Finance has indicated before, a review of the government structure is being looked at. That's an area that's being looked at, as the member states. That is not complete yet, but it's being considered and looked at.

As far as what type of education is attained at the cultural school, any education attained at any level, I think, enhances anybody for any type of employment that may occur in Nunavut. So I would say yes, it would help anybody attending that school to attain employment. Thank you, Mr. Speaker.

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

**Question 256 – 3(3): Hiring and Dismissal of Senior Civil Servants**

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. Nunavutmiut are aware of the fact that employment within the public service can be enjoyable and quite a few people are in those positions. We are always glad to see the numbers of Nunavutmiut rise within the public service. Some people have been long-term employees of the government. Mr. Speaker, my question will be directed to the Minister of Human Resources, which I will ask in English for his convenience.

(interpretation ends) It appears, Mr. Speaker, that the government practises inconsistencies in hiring and dismissing employees, long-term employees in some occasions, throughout the public service. So I would like to ask the Minister responsible for HR what exactly is the policy and procedure for dismissing senior employees of the government. Are there guidelines for applying practices, if any, prior to dismissing an employee? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Minister responsible for the Department of Human Resources, Minister Schell.

**Hon. Fred Schell:** Thank you, Mr. Speaker. I thank the member for that question. First of all, we deal with most of the Nunavut employees, but of course, we don't deal with Qulliq Energy employees and some who are from the health centre and some from Education. Generally, before an employee is dismissed, it goes through a process. We have a certain board that it goes to and they have a chance to appeal it once it happens, and then the final say comes

back to the Minister of HR. Thank you, Mr. Speaker.

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

**Mr. Curley:** Thank you, Mr. Speaker. The minister indicated to the House and stated that these are the procedures that should be followed. I understand these involve performance reviews. If that is the case, can the minister clearly explain to the House whether or not an employee participates in the performance evaluations, and can the minister confirm that it is an absolute requirement if the performance of an employee is an issue? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Minister responsible for the Department of Human Resources, Minister Schell.

**Hon. Fred Schell:** Thank you, Mr. Speaker. Yes, the employee is involved in that. Thank you.

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

**Mr. Curley:** Thank you. Mr. Speaker, as I indicated in my preamble, the GN has applied and some senior officials of the government have just had practiced that just by signing a letter to an employee. One long-term employee was released by this government. Is that allowed through the public service employee agreement? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Minister responsible for the Department of Human Resources, Minister Schell.

**Hon. Fred Schell:** Thank you, Mr. Speaker. No.

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

**Mr. Curley:** Thank you, Mr. Speaker.  
That being said, Mr. Speaker, the senior officials have no right to just hand over a letter to dismiss a long-term employee. Can the minister confirm that he will investigate this dismissal of a former director of petroleum products in Rankin Inlet? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley.  
Minister of the Department of Human Resources, Minister Schell.

**Hon. Fred Schell:** Thank you, Mr. Speaker. I'll look into it. Thank you.

**Speaker:** Thank you, Minister Schell.  
Oral Questions. Member for Quttiktuq, Mr. Elliott.

### **Question 257 – 3(3): Child and Youth Representative**

**Mr. Elliott:** Thank you, Mr. Speaker.  
My questions are directed towards the Minister of Executive and Intergovernmental Affairs, the Hon. Eva Aariak. I am pleased with her Minister's Statement of this morning in terms of the good work that the social advocate's office has been doing on the child and youth representative. I just wanted to follow up with a few questions.

The minister had mentioned that Nunavummiut were consulted and asked various questions based around the child and youth representative. For some clarity, have those questions been put out to the Nunavut communities and her department has received answers or are you still collecting information on that? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott.  
Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

**Hon. Eva Aariak (interpretation):**  
Thank you, Mr. Speaker. The questions that were raised within the survey are available online via the web or if you prefer, hard copies are available at the Social Advocacy Office and the member can request further information at that office. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker.  
Again, I think, since a lot of communities haven't been consulted, there's definitely no doubt that there will be a lot of Inuit societal values that will be reflected and incorporated in the new *Child and Youth Representative Act*. The minister said that a draft will actually be brought into the House in June.

One of the questions that I noted that is being asked, and I guess I'll have to visit the website, is the idea of it being an independent office of the Legislative Assembly. When the legislation comes through, could she confirm that it will actually be an independent body of the Legislative Assembly? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott.  
Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

**Hon. Eva Aariak (interpretation):**  
Thank you, Mr. Speaker. With respect to the member's question of agency

independence, this matter has been raised in this House previously and it is currently being dealt with through our strategic planning. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. Again, I think I'm going to have to ask if it's going to be an independent office outside of the Legislative Assembly. I don't know if it was the translation, but I didn't quite hear whether it's actually an independent office. I'm asking if it will be like our Languages Commissioner, which is a separate entity and at arm's length from the Government of Nunavut, so an independent body. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I will repeat my answer in English. It is one of the questions that are posed to the community members as well and, more than likely, that will be a recommendation that will be made. Again, the question of whether it should be an independent body is asked to the people of Nunavut. Thank you, Mr. Speaker.

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

**Mr. Elliott:** Thank you, Mr. Speaker. Okay, thank you for that response and that helps me with the first question I

asked because, obviously, I didn't quite understand what the Premier was saying.

With the questions that you're putting out there, you had told me to go to the website. I was assuming that when I went to the website, I would get the answers to those questions, but what you're saying is that these questions are still live and you want responses from people across Nunavut to answer these specific questions.

In your Minister's Statement, the questions are:

- How can Inuit societal values be best reflected and incorporated into the new *Child and Youth Representative Act* and in the work of the new child and youth representative?
- Should the child and youth representative be an independent office of the Legislative Assembly?
- What should the role and mandate of the office be?
- What name, in English or Inuktitut, would best convey the role of the office?

What I would like to know is: are these questions live and you want responses from us and from our constituents, or are the answers already done and the consultations finished? Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) The Social Advocacy Office is currently scheduling additional consultations with a wide range of stakeholder groups, including Nunavut youth, religious leaders, foster parent applications, community social workers, community health committees, community wellness workers, community justice committees, community justice outreach workers, youth retained at the young offenders facility, IQK members, school counsellors, Nunavut Sivuniksavut students, community wellness workers, Nunavut-wide public consultation via CBC radio and advertisements, and daycare directors. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Thank you, Madam Premier. As members will note, our clock has indicated that the allotted time for question period has expired. We will move on in the orders of the day. Item 7. Written Questions. Mr. Elliott.

### **Item 7: Written Questions**

#### **Written Question 012 – 3(3): Correctional Facilities, Recidivism Rates, and Rehabilitation Programs**

**Mr. Elliott:** Thank you, Mr. Speaker. I'm looking forward to accompanying the Minister of Justice and my colleagues on a tour of the Baffin Correctional Centre later today. This is actually the second such visit for me, as the member from Cambridge Bay will recall.

In light of such issues as the impact of new federal crime legislation on our

correctional system, I am confident that all members will wish to review the response to my written question to the minister concerning the issue of correctional facilities, recidivism rates, and rehabilitation programs in Nunavut. The questions are very detailed, so I ask that they be entered into the record as read.

1. As of February 24, 2012, how many adult and young offenders are serving sentences in territorial custody at the Baffin Correctional Centre, the Ilavut Healing Centre, and the Iqaluit Young Offenders' Centre?
2. As of February 24, 2012, how many individuals are incarcerated in territorial correctional facilities awaiting trial?
3. As of February 24, 2012, what is the average period of time before an individual on remand in territorial custody goes to trial?
4. As of February 24, 2012, what is the rate of recidivism for male adult offenders in territorial custody?
5. As of February 24, 2012, what is the rate of recidivism for male young offenders in territorial custody?
6. As of February 24, 2012, what is the rate of recidivism for female adult offenders in territorial custody?
7. As of February 24, 2012, what is the rate of recidivism for female young offenders in territorial custody?
8. As of February 24, 2012, what rehabilitation, counselling, and

education programs are offered to adult offenders in territorial custody?

completed sentences in territorial correctional facilities?

9. As of February 24, 2012, what rehabilitation, counselling, and education programs are offered to young offenders in territorial custody?
10. As of February 24, 2012, how does the Department of Justice measure the effectiveness of its rehabilitation, counselling, and education programs for adult offenders?
11. As of February 24, 2012, how does the Department of Justice measure the effectiveness of its rehabilitation, counselling, and education programs for young offenders?
12. From March 2, 2010 to February 24, 2012, what percentage of adult offenders in territorial custody participated in rehabilitation, counselling, and education programs?
13. From March 2, 2010 to February 24, 2012, what percentage of young offenders in territorial custody participated in rehabilitation, counselling, and education programs?
14. As of February 24, 2012, what rehabilitation, counselling, and education programs are offered to former adult offenders who have completed sentences in territorial correctional facilities?
15. As of February 24, 2012, what rehabilitation, counselling, and education programs are offered to former young offenders who have

Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Elliott. Do members agree that the written question be entered into the record as read?

**Some Members:** Agreed.

**Speaker:** It has been agreed to, so it shall be entered into the record as read. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Item 12. Responses to Petitions. Item 13. Reports of Standing and Special Committee on Bills and Other Matters. Item 14. Tabling of Documents. Member for Rankin Inlet North, Mr. Curley.

#### **Item 14: Tabling of Documents**

##### **Tabled Document 150 – 3(3): Correspondence Dated February 20, 2012 from the Department of Community and Government Services to the NNI Contracting Appeals Board**

**Mr. Curley:** Thank you, Mr. Speaker. I wish to table a copy of the February 20, 2012 correspondence from the Department of Community and Government Services to the NNI Contracting Appeals Board that I referred to earlier this week in the House. I strongly encourage all members to review this document with care. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Curley. Item 14. Tabling of Documents. Minister of

Economic Development and Transportation, Minister Taptuna.

**Tabled Document 151 – 3(3): The Makimaniq Plan: A Shared Approach to Poverty Reduction, Poverty Summit held in November 2011 in Iqaluit, Nunavut**

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I am pleased to table *The Makimaniq Plan: A Shared Approach to Poverty Reduction*, Poverty Summit held in November 2011 in Iqaluit, Nunavut. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister Taptuna. Item 14. Tabling of Documents. Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Item 17. Motions. Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Mr. Rumbolt.

**Item 19: Second Reading of Bills**

**Bill 34 – An Act to Amend the Integrity Act – Second Reading**

**Mr. Rumbolt:** Thank you, Mr. Speaker. I move, seconded by the Hon. Member for Rankin Inlet South and Whale Cove, that Bill 34, *An Act to Amend the Integrity Act*, be read for the second time.

Mr. Speaker, Bill 34 amends the *Integrity Act* to provide for certain requirements in relation to members' annual meetings with the Integrity Commissioner. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Rumbolt. The motion is in order. To the principle of the bill. Question has been called. All those in favour. Any opposed? The

motion is carried. As Bill 34 is a House Bill, it is referred directly to Committee of the Whole.

Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Bill 21, Bill 24, and Bill 34 with Mr. Tapardjuk in the Chair. I would ask all members to remain in their seats so that we can proceed directly into Committee of the Whole.

Sergeant-at-Arms.

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

**Bill 24 – Appropriation (Operations & Maintenance) Act, 2012-2013 – Education – Consideration in Committee**

**Chairman** (Mr. Tapardjuk) (interpretation): Thank you. I would like to call the committee meeting to order. We were dealing with the Department of Education and we weren't finished with our review. Minister Aariak, do you have witnesses that you would like to bring to the table?

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

**Chairman** (interpretation): Thank you, Minister Aariak. My colleagues, do you agree to bring in the witnesses at this time?

**Some Members:** Agreed.

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

Thank you. Minister Aariak, for the record, please introduce your witnesses.

**Hon. Eva Aariak** (interpretation):

Thank you, Mr. Chairman. To my left is my Deputy Minister, Kathy Okpik, and to my right is our Controller, Ms. Fanjoy. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Aariak. Welcome to the Committee of the Whole, Deputy Minister Okpik and Ms. Fanjoy. We're on page G-10. We finished G-9 yesterday and it was agreed to. We have moved on to page G-10. Adult Education and Post-Secondary Services. The first name on my list is Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Good morning to my colleagues and Madam Minister. At the appropriate time, I'll ask a question on page G-10.

**Chairman** (interpretation): Thank you, Mr. Enook. We're on page G-10 now. We were done with page G-9 yesterday. Go to page G-10. Adult Education and Post-Secondary Services. If you have a question on that page, you may proceed. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. It may be much clearer if I provide a preamble so that my questions are absolutely clear when I ask them. Let me recollect the matter myself in order to speak to the matter. Mr. Chairman, I also want to thank my colleague who is sitting beside me for allowing me to use part of her table occasionally. Thank you.

If I can be allowed to read a passage from the minister's opening comments

the other day, Mr. Chairman, because I want my questions to be absolutely clear, I will be trying to translate the English version into Inuktitut. To my understanding, they seem to be saying this message in the opening comments of the Minister of Education: "I believe education is the foundation for a healthy, strong, and flourishing Nunavut." Further down, there is another passage, "The Department of Education, guided by *Qanuqtuurrunnarniq*, the value of innovation and resourcefulness, aims to provide quality lifelong learning opportunities to help improve learning outcomes..."

With respect to adult education, actually, Mr. Chairman, Nunavut Arctic College, as per the Minister's Statement this morning, the funds that have just been announced are specifically for adult education and will increase the opportunities for adults to further their education by every means possible. Additionally, in the press release, there is a statement on these funds that have just been announced. Now, I'm not referring to any specific wording as this is the English version. It says that these funds will enable Nunavummiut to take advantage of any emerging employment opportunities in Nunavut.

The last reference I want to speak to is directly related to my question. If I'm allowed to speak to a written statement, I will be talking specifically about assistance provided to students who are taking advanced courses and not upgrading. If I have to use English, I suppose it is called FANS. I will be referring to it as that in Inuktitut, Mr. Chairman, just for your information. In the business plan for their operational appropriation documents, I'm referring

specifically to the department's application forms for students who need to complete these forms in order to qualify for funding assistance. The first question I want to ask is: what is the amount of funding assistance for students taking post-secondary courses?

In the opening comments, Mr. Chairman, it states that the student assistance program was established to provide funding assistance to students and to ensure that students who want to further their education don't have the obstacle of the lack of funding assistance when taking their courses. These statements will be my foundation for my questions that I will be asking.

In reading the opening comments, I want to first ask about complaints that have been raised about problems experienced by students taking courses in the smaller communities and I personally have had students relay their experiences in applying for the funding. Mr. Chairman, that is why I want to ask my questions on what I believe are some of the barriers or problems students experience, and what students have relayed personally so that the public in Nunavut will hear about the issues faced by students.

Firstly, I would like to get some background from the officials whether or not these barriers are known, some which seem historic, yet the system has never been vetted to make it more efficient. All we hear is that it will be reviewed, that it will be resolved, and that revisions will be made. Be that as it may, our long suffering students are the ones affected and they are not receiving any kind of assistance whatsoever. That

is what I have been told by students experiencing this firsthand.

Let me reiterate this question first: does our government really have conviction in their professed goals of supporting higher education for our residents? That is my first question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Enook. I want to remind you that a specific allotted time for general comments is set aside shortly after the minister's opening comments. When the Chair opens the floor, you have time for comments then. I would ask that you confine your questions to shorter, more concise ones to keep it understandable and to ensure we can continue. So I'm just reminding you so that all members can follow that procedure. Minister Aariak, if you want to answer this question, an answer would help. Minister Aariak.

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. In order to ensure I understand the question, I will try to paraphrase the question as it was a fairly long one. The last part, I believe, he referred to was that the student financial assistance program designed to assist residents in their education has been problematic over the years. At this time, with respect to any particular problems or issues, I'm not aware of any complaints that have been lodged with the Department of Education. We haven't heard about any problems from students about the process. However, we are always open to suggestions for improvement, especially when it relates to process-related issues.

Furthermore, I want to refer to this part. If we look at Canada as a whole, the FANS program Nunavut provides to post-secondary students is apparently the largest one within the country. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Aariak. I wonder if you can rephrase your question to make it clearer, Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. This was exactly why I had the long preamble, to be very clear, apparently to no avail. I want to refer back to the minister's response that the department hasn't been made aware of any issues related to the application process. I have been apprised about these problems firsthand in written format just from my community.

The question I started with is this: do we, as a government, have conviction in our stated position that further education is necessary, that students require financial assistance to pursue their goals, and that we have to ensure their completion of their courses? I'm specifically referring to post-secondary courses offered to students who have already graduated grade 12. Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. I appreciate Mr. Enook's question. If the member is willing to share his list outlining the complaints, our department would appreciate a copy to try to resolve the issues faced by his constituents.

On behalf of government, I say that yes, this government believes in this principle so adamantly that we have just started an initiative that will assist high school students to prepare for an education past grade 12 specifically for post-secondary courses.

Additionally, we are aware that the funding set aside for the program is insufficient and may continue. However, the funding that we now allot to it in our budgets was initially increased to \$5 million per annum, but it was currently raised to \$8 million and this is in the past two years. Although the fund has been increased in this period, the other positive part is seeing the number of students who want to pursue post-secondary education past grade 12 increase and it seems that the numbers correspond with the funding.

This government totally believes in the principle as it can lead to good careers for our residents once they have an education. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I would like to thank the minister. Young people get bewildered, as I have also become recently, whether or not this government actually wants them to succeed in post-secondary courses, especially with the complex application process for the funding assistance, which seems to be the barrier. It seems to me that no matter how much we increase the funding for students, the funding increases are absolutely irrelevant as long as we don't bring down the barriers or resolve the

obstacles within the process faced by our students.

Mr. Chairman, if I could cite some of the problems faced by our students within my questions, I would like to ask a few questions. First of all, I want to ask the minister a question with respect to prospective students and students currently attending courses so that everyone will be on the same page with respect to these issues. At this time, if anyone is currently attending courses and is eligible for funding assistance for that course but has not completed the course, what type of rules apply in this case? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. If I understand the member's question, I believe he is referring to students who haven't graduated from high school and if there is a policy. No, there is no policy for that area. Just for my own understanding, I would ask that the member clarify what the student has not completed in his question. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I apologize to the minister for not making it absolutely clear. I agree that I wasn't entirely clear in my question. When a student who is trying to get a certificate for any kind of course that is available in the adult learning centre, for instance, when they are attending a certificate course for a year, two or even three years, and they

didn't complete that course and they have already received funding assistance for the course... . If the student does not pass his course, does this mean that the student is now in arrears? I hope that clarifies my question. Thank you.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. I also thank our colleague for clarifying his question as it is now understandable. Yes, there is a policy in place for students who have not passed their course requirements or who have quit the course. They end up with arrears and they have to pay back a specified amount of what they were provided. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Thank you, Madam Minister. That is my question. When we speak about issues faced by students, that particular problem is one of the ones listed, as there are a myriad of problems listed here. This is one of the biggest barriers for residents who want to continue their education that I also want further information on.

I will use the term "student," even though these are adults attending post-secondary courses available after grade 12. When I refer to a student, I'm specifically talking about adults attending courses at NAC, just so we are on the same page. When a student is receiving FANS funding and if their spouse has a part-time job that month for three hours over a couple of days, does this impact the amount of funding that

this student is supposed to receive?  
Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. There are several categories of funding. For example, a student with a spouse who is working would receive a different amount as opposed to a single student. The funds are specific to each situation. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I wonder if the minister understands what my question was or maybe I was not listening intently to the answer. What I was trying to ask about was a student currently receiving financial assistance has a spouse who is a part-time worker or perhaps the spouse has worked a few hours a week or a few days a week. Now, according to the policy, I believe the student has to report this income based on the requirements. How much would be deducted from the student's monthly financial assistance if their spouse worked temporarily that month? I certainly hope that the question is now clear. Thank you.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The member's question is understandable and seemingly has been experienced by his constituents. I also want this completely understood, but at this time, we will have to look into that issue.

There are different types of categories in which students can qualify for funding. In order to be clear, I will be stating them in English. The acronyms are LMDA, LMA, and FANS. These are different types of funding available through the student financial assistance program.

We will have to research the question as I believe the basis was a spouse working temporarily for a few hours and its impact on the funding. I don't have the information in front of me, so we will have to look into that matter. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I would like to thank the minister. As the minister stated that she would look into it, I would like to provide a bit more detail, Mr. Chairman, as students have stated that they have experienced this firsthand.

For a student who has a spouse who has worked for several hours or three days, the deductions taken are quite substantial, irrespective of the time worked. Furthermore, when the spouse is going to be working, the student has to report this and additionally, once the spouse is not working, they have to fill out a form with all of this information and report it. This is causing consternation amongst students as it is quite tedious and time consuming.

As I commented earlier, if we want our students to succeed, we have to limit the amount of red tape if this government believes in the principle of furthering one's education, especially adult

education. The minister stated she would look into that and I thank her for that.

Let me continue with the financial transaction problems. In the smaller communities, another big obstacle is the fact that there are no banking facilities available for the students to take advantage of. Up to now, based on what I been led to understand, any person wanting to receive funding assistance to attend college courses requires a bank account to facilitate the transfers.

Mr. Chairman, I want to ask: can we review this FANS matter to see how we can make it more efficient and effective to transfer funds to students taking courses in the smaller communities? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. As a government, we tend to overhaul and review a lot of programs. We can also try to resolve the problems faced by our students if we are given exact details about the issues we are required to fix.

At this time, the FANS program currently in use does note that a student is required to have a bank account so as to facilitate financial transfers to the student taking the courses. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Aariak. Mr. Enook, your time has run out, but I'll be able to return to you after we have gone through the members on the list. Mr. Rumbolt.

**Mr. Rumbolt**: Thank you, Mr. Chairman. A number of our constituents are working hard to get the skills and knowledge they need to further their careers. As students, they're eligible for financial assistance, but many are finding that the amount they receive is barely enough to survive on. Can the minister tell the committee when the financial assistance for Nunavut students' monthly living allowances was last increased? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. I would like to thank the member for that question. It was in 2008. Thank you, Mr. Chairman.

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

**Mr. Rumbolt**: Thank you, Mr. Chairman. Following the Auditor General's 2007 report on FANS programs in Nunavut, in 2008, a number of funding benefits for full-time post-secondary students were reviewed, which was the first time they had been reviewed since 2002. Can the minister update this House on how often her department reviews benefits, such as the living allowances, which are provided to students through FANS? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The member's question is entirely appropriate at this time. We are currently

undertaking this review. Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. The minister indicated earlier that it was in 2008 when the FANS funding was last increased. I can assure the minister that although the funding hasn't increased, I'm sure that inflation has not stood still in the past four years. As the minister will know, the cost of living keeps going up, not just in Nunavut but across Canada. Can the minister describe what specific measures are taken by her department to ensure that the amount of funding provided through the FANS program is adequate to meet the monthly cost of living faced by students? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. As per my earlier statement, this matter is being reviewed and this is included within the terms of the review. Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. Can the minister inform us when this review will be complete and when the new recommendations will come into force? Thank you, Mr. Chairman.

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

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

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. The media reported last year that a number of students did not receive funding in time to start classes in the fall of 2011. One of the reasons given by FANS for the delay in approving applications was because some staff were on vacation. Mr. Chairman, this should not be a reason for delaying funding for our students' education. What steps has your department taken to ensure that applications in the future are processed in a timelier manner? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Along with the official sitting on my left, we both hold the conviction that a student eligible for FANS has to receive the funding in the fastest manner possible. That is why there is a directive sent to staff to ensure that. Perhaps if I were to provide this example of a directive: any application currently in the process has to be completed prior to any staff being given time off. That is our prerogative and we have actually sent out that directive. Furthermore, Department of Education and Nunavut Arctic College officials are collaborating on this matter at this time. Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. Under the FANS program, if a student is in Nunavut or in a school in the south and have similar family structures, do they both receive the same amount of funding from FANS? Thank you, Mr. Chairman.

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

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

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. Most employers in the north realize the added cost of living in the north and pay out northern allowances to employees. Why is it that the FANS program does not realize the added costs for attending schools in the north? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. My Deputy Minister, Ms. Okpik, will answer this. Thank you, Mr. Chairman.

**Chairman:** Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. This issue has been raised in the past, but if we were to hypothetically look at people attending courses at NAC, the housing costs are quite a bit lower and we include that in our considerations. However, with respect to students in the southern institutions, housing is something they

have to find on their own and it can be quite pricey in some cases. Due to that reason, the amounts look comparably the same in this case. Thank you, Mr. Chairman.

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

**Mr. Elliott:** Thank you, Mr. Chairman. In the minister's opening comments and speaking about adult education, there was talk about the Adult Learning Strategy, literacy, adult basic education, GEDs, and then the adult high school completion. For clarity in my mind, I'm wondering if the minister could explain how this differs from the role of Nunavut Arctic College. Are there memorandums understanding to have them work together? Again, it seems like we have two departments doing similar work. Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. I would like to thank the member for asking that question. We have a committee structure for this cooperative work called the Adult Partnership Committee in English. Thank you, Mr. Chairman.

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

**Mr. Elliott:** Thank you, Mr. Chairman. Where I get confused and where I don't see where the line is being drawn between the role of Nunavut Arctic College and the role of the school, especially around adult basic education and adult learning... I can understand

the need for it. I can understand why we have to have it. When we offer these programs for adult learners, are we providing those within the school and then under the regulations of the DEAs?

Let's say I'm 35 and I want to get my grade 12. It sounds like, from what the minister has been talking about, I can go back to school and do literacy upgrading and maybe get my grade 12 equivalency. Where do I actually physically take those classes? Is there a teacher assigned to me? I know, with some of the announcement that the federal minister did, there's online learning and things like that, but where will these adult learners be learning? I guess that's what I want to know. Is it in our high schools or is it in our Nunavut Arctic College Community Learning Centres? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman.  
(interpretation ends) The adult mature graduation program is in progress. It has not been completed yet; it is in the developmental stages.

I just want to add for clarification as well that our Department of Education develops the programs and Nunavut Arctic College implements them. Thank you, Mr. Chairman.

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

**Mr. Elliott**: Thank you, Mr. Chairman. To answer the question about where the students will actually be going to school, we're in the process of developing them.

Once they are developed, they will then be given to Nunavut Arctic College, and then Nunavut Arctic College will provide the programs through the community learning centres or here in Iqaluit. Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Based on the work that has been accomplished, it can include all of these matters under the Department of Education as well as those under Nunavut Arctic College. Thank you, Mr. Chairman.

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

**Mr. Elliott**: Thank you, Mr. Chairman. Again, thinking ahead to when you actually have students... I guess what I'm trying to do is come up with questions because I know that when I go back to the community, I'm going to have people asking me.

I have quite a few adults, some who are mothers, who were in school, ended up being pregnant, had to get out of school, raise their children, and now that they are older, they want to go back to school. DEAs, I find, sometimes are very lenient and they have that requirement where you can go in and ask the DEA if they're allowed to go back within the actual school system, but I know, sometimes there's a worry with older students and younger students being in the same classrooms.

The other question too and maybe something that the department is probably thinking about is funding for

that as well. Is this something that will be funded through FANS if they're going back for adult learning? I'm just asking that because I know that's one of the questions that always come up, especially if you were working and you want to go back to get more education. You still have to maintain a certain standard of living and support your children while you do go to school. Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is one of the options that we are looking at. Thank you, Mr. Chairman.

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

**Mr. Elliott**: Thank you, Mr. Chairman. Specifically, in the minister's opening comments, she was mentioning \$600,000 going to a database that was going to be created to help with the adult learning. I think it was on page 5 of her opening comments, the \$600,000. I'm wondering: is that similar to the money that was spent on the NCSIS program or is it an enhancement of it or is it a totally different database? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. I would like to thank the member for that question. I will have my deputy respond to that question. Thank you, Mr. Chairman.

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

**Ms. Okpik**: The current FANS database is an existing database that needs to be updated; it is totally separate from the NCSIS database that was created. (interpretation) Thank you.

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

**Mr. Elliott**: Thank you, Mr. Chairman. Again, specifically for the \$600,000, that's going to pay a computer company of sorts to create the database, or is it for training or hiring individuals to learn how to run the database? What exactly, I think, is what I would like to know and where that \$600,000 will go. Thank you, Mr. Chairman.

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

**Hon. Eva Aariak**: Thank you, Mr. Chairman. This is to update the database. Thank you, Mr. Chairman.

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

**Mr. Elliott**: Thank you, Mr. Chairman. Again, I guess I'm being picky and that's why I'm asking it here and I didn't ask it during the general comments of the opening comments. \$600,000 is a lot of money. In terms of updating or upgrading, it could mean different things. When you update a computer program, you actually pay money to get a newer version and updating could also mean imputing new data and including new features. Again, what is actually the \$600,000 going for? Is it going to a

consulting firm to actually redesign a made-in-Nunavut specific database that will help the FANS department or is it just for an update? Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Elliott. Mr. Elliott, I would like to remind you that we bypassed the general comments or questions regarding the opening comments. So we're on G-10. Minister Aariak.

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The \$400,000 is for contract services and \$100,000 is for casual wages. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister Aariak. Mr. Elliott, on G-10.

**Mr. Elliott:** Thank you, Mr. Chairman. Thanks for that reminder, but that's what I said; I didn't ask the question from the opening comments because it was a very specific and detailed question, and we were informed by the Speaker to make sure that we asked our detailed questions during the line by line.

This line by line, as far as I know, the \$600,000 is going to adult education and post-secondary services. So that is within G-10's line items that are going for the money. So they're very specific questions. I didn't want to be called out of order by the Chair when I was doing general comments. Again, \$100,000 is a lot of money to pay an individual. Is that one person for a full year in terms of training on how to run this database and properly use it? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Yes, there is that one position and there is support available from the IT division. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Aariak. Are you finished, Mr. Elliott? Thank you. Ms. Ell.

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. I would like to ask a question to supplement the previous questions that were raised by my colleagues related to students taking post-secondary courses here in Nunavut, specifically people who want to take NAC courses and the financial assistance provided to them.

When a student hasn't completed their course, this policy to debit the student causes major problems to many individuals. I will use a hypothetical situation where a student has been categorically named as a debtor. Let's say a student undertakes carpentry courses in the south and they're unable to complete their course due to personal reasons or they find that they're in a course that doesn't suit them, so they return home after two or three months after starting these courses. The individual still wants to take other courses more suited to them, but they notice that in the new calendar year, they now owe funds.

When a person wants to take a new course in the fall, does this mean that this person has to repay their prior FANS debited amounts prior to becoming eligible? Can we not support these students instead? That is my first

question, whether a student cannot receive further FANS funds until they repay their previous amounts if they are interested in new courses. Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Thank you for that question. When a student is approved for assistance for their course or program and the student was unable to complete their course, they are given an invoice for the amount expended. When students don't complete a course and several cases occur in a year, it can quickly add up and it ties up the funds that we could have assisted other students with. This is kind of interrelated and that is why the policy is to repay the funds if a student didn't complete their course for any unexpended funds. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. My question then is regarding students not receiving financial support due to their debts, but they still wish to continue their schooling. They're not approved due to their prior debt, but their personal wish to continue their schooling is strong, so they continue their schooling via another institution. Just when the student is continuing their education without support, does this not qualify towards their previous debt?

If they passed the first semester but didn't finish, therefore incurring a debt, and they have continued their education without support, I'm just using this as an

imaginary case to illustrate the point. Does the department not recognize that through the student's own perseverance and personal dedication to continue their education? In taking another course without support, would this allow the department to then reconsider their status?

Even though the person owes funds to FANS, they still have the desire and will to continue their education, but they're not getting any assistance from the government. Can the department somehow acknowledge their ambition to continue their education with some sort of relief or help? Has the department ever even considered these cases whereby a person is not receiving assistance due to their past debt and to work with them? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. It is always refreshing to see people with a desire to complete their education and we want to see them succeed in their efforts. This government wants our residents to further their education for their benefit.

There are different avenues for students. For instance, in the case of Inuit students, there are beneficiary education programs, such as those available through the Kakivak Association, and they can apply for base or supplemental funding.

Additionally, the entire student financing field is currently under review with the new emerging opportunities as we need to ensure that we meet their needs. That

is what is happening, and we are seeing an increase in the number of interested students, so it is presently being scrutinized. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. Former students owing FANS are quite numerous as many people have taken advantage of this government funding assistance program. With the longevity of this program, many former students end up owing funds to the program and it seems to be escalating.

The minister stated earlier that the program funding has not been increased since 2008 and it is quite common to encounter students going through financial hardship, yet our bureaucracy requests a cost of living increase every year. Why doesn't the government extrapolate this practice so that our students can also take advantage of this cost of living increase prevalent in the public service? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Our residents who wish to attend post-secondary institutions are increasing and the funds we appropriate for the program are limited as it has a ceiling. The government considers it very important that students have to understand that they have to complete their course or program in order for this program to continue. This FANS program, as I

stated earlier, is under review at this time and I can only reiterate it at this time.

I'm not sure if I answered the member's question, so she can feel free to ask me further questions. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. Can the minister please provide further details related to this review she keeps referring to and exactly what the terms are? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. We are reviewing the FANS program. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. With respect to the review of the FANS program, are you looking at increasing the fund and increasing the amount per person? Who can apply for the program? What exactly are you reviewing? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Everything that the member referred to is under review. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Ell.

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. In looking at the figures for Nunavut for 2012-13 for this FANS program, it looks as if there has been a decrease in the funding levels. Why was this fund decreased? Thank you, Mr. Chairman.

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

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

**Chairman**: Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. There is a temporary decrease in this fund over a two-year period totalling \$600,000 that will be re-profiled into what we were discussing earlier, updating the computer database. For example, computers have an operating system and at this time, this operating system is getting outdated and cannot handle all the new software. Due to this lack of an updated operating system, we have to make serious upgrades to the hardware and software.

Another reason for the upgrade is to allow for an expansion of our services to become digital so that if a student wishes to file an electronic application, they can do so. This is one of the most common complaints we hear about, the lack of electronic copies, as they have to send hard copies via facsimile to our offices. Once we have a new system up and running, students will be able to file electronic applications and if the

application is incomplete, it will inform the applicant that they are missing this required field and that they have to complete it.

Again, this is to expedite the process for the benefit of our students and that is why this system has to be replaced. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. In looking at the FANS program, we hear many former students state that they still owe funds to this program. How are these debts collected from the people who owe these funds? Can this be clarified, please?

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The department sends out notices indicating the amounts owed by each former student. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. Some of these former students are homeless and unemployed. Does the department try to collect the entire amount owed or do you have a repayment plan that you work out with the former student? Once the notice has been sent out, does this matter get thrown out and no one bothers to try to collect that amount? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Actually, we have various options available for offering the student a repayment plan and this is usual practice. The students are not required to repay it in a lump sum, but they work together to come up with a repayment plan. It is unfortunate that many former students haven't been able to make payments on the amounts they owe as of today. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. Is there any data available to highlight how many former students are in that situation? Does your department have information on the numbers of students receiving financial assistance and what types of courses are being taken? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. For the 2011-12 fiscal year, we have received a lot of applications and the number of approved applications with the students taking their courses total 476 students. Thank you, Mr. Chairman.

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

**Ms. Ell** (interpretation): Thank you, Mr. Chairman. Since various courses and programs are available to students, I wonder whether these funds are for all

types of different courses available to the students. Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The applications that are approved are for different types of accredited courses that result in a recognized paper, in English, the types of courses that result in a certificate, diploma, or degree. Thank you, Mr. Chairman.

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

**Mr. Aupaluktuq**: Thank you, Mr. Chairman. I would like to welcome the Premier as well as her officials. Mr. Chairman, if I may, I don't necessarily have a question but I would like to share a comment. If I may, all the members in the past, past and present members, have all spoken eloquently in the House in regard to pursuing the right to an education and to enhance quality of life.

Mr. Chairman, from personal experience and being informed by constituents who attend or have attended post-secondary institutions, they would like to remind the people of Nunavut of certain issues that do confront them in terms of access to education and some of the challenges they face. For those presently in college and university or have attended, one of the examples that is a barrier is access to better quality of dollars to ensure that their quality of life is stabilized so that they can stay focused on their educational matters.

Mr. Chairman, for example, even those living on campuses with cafeteria meal

plans and bus passes and paying for the residential requirements on campuses, they have no or very little, if at all any, funds leftover even to do laundry in some cases. Even those who are attending college and university that have rooms, meal plans, and bus passes, students are lucky to have any money left to do laundry is a statement that is quite impacting.

Mr. Chairman, another area is for many Nunavummiut who choose to live off campuses, they pay rent and groceries on their own, as my colleagues have mentioned, with the inflation of the cost of living as well as access to foods.

Another prospect that is a barrier is many Inuit leave the north for many reasons, whether it would be relationship, employment, medical reasons, and are forced to leave in order to access better services down south. In that sense, they don't want to leave home, but they are forced to and have no choice, simply because the resources are there. As a result, Inuit who leave the north are, in many cases, deemed unqualified in meeting the residential requirements based on the FANS criteria for access to education.

Mr. Chairman, I think it's important that Nunavut and the House remember that we are in a position to ensure that policies and legislation are there to be enforced and amended. I think it's just essentially to meet the basic needs of Nunavummiut. Unfortunately, we impact those people who leave to access better services. We systematically deny those better positions to access better education and a right to education and quality of life.

Mr. Chairman, another thing that we always talk about is education is a foundation and education starts at home, but also, education starts with policy and legislation. This is the thing that we fight for and the very reason why we sit here in this Legislative Assembly. As a result, it seems to be unfair to the rest of Nunavut, ourselves, if we keep denying access to education for various reasons, such as residency requirements, when, unfortunately, they had no choice but to leave for medical, personal, marital reasons, whatever it may be.

The one thing that is never really mentioned and never really shared, mentioned before amongst others, is the Charter of Human Rights and Freedoms under Section 4 of mobility. As mentioned before in previous sittings, it states that if your province or territory...

**Chairman** (interpretation): Mr. Aupaluktuq, all members have had an ample opportunity to speak to issues under general comments. When the minister made her opening comments along with the chairperson's opening comments, members were provided an opportunity to provide general comments. If you have a question under G-10, we would like to hear a question at this time. I wanted to remind members that you had ample opportunity to comment at the appropriate time. Mr. Aupaluktuq, do you have any questions?

**Mr. Aupaluktuq** (interpretation): Yes, indeed, I do have some questions as this is an extremely important matter. This was a preamble to give some background as I wanted information for myself and for the benefit of Nunavummiut as well as this House. I

wanted to ask why there is an obstacle and how we can provide more assistance to our fellow residents. I apologize if I misled the Chair due to my preamble and I totally understand that we have that opportunity during general comments and I will continue to utilize it. I thank the Chair for allowing us the opportunity, but that is the purpose of my question.

(interpretation ends) The reason I mention that is they have the right to pursue a quality of life. I would like to suggest, with FANS, that perhaps, with my colleagues, we review these policies and ensure that all Nunavummiut have a right to quality of life.

My question to the officials here, Mr. Chairman, is: along the lines as well, I would like to know when we would consider renewing and amending the FANS policies and what strategy and process would be required.

(interpretation) Thank you very much.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. With respect to your comments, I completely recognize the need as I experienced that while I was taking courses down south in the '70s. I also had to be very careful with my money and I had to budget it as well. It seems obvious to me that students also have to budget the funds they receive even today.

(interpretation ends) I would like to first of all inform the member that with the FANS residency requirement, the Financial Assistance for Nunavut Students, or FANS, program is for

Nunavut residents only. Inuit residents in other parts of Canada have other financial assistance programs they can access, usually from their province or territory and from Aboriginal Affairs and Northern Development Canada.

Nunavut residents who are living outside of Nunavut for some special purposes like going to school are still considered Nunavut residents and can get FANS. There are no Charter of Rights issues with this policy, which is similar to the rules in other provinces and territories. Like any other jurisdiction, we have our FANS residency requirement.

The review that is happening with FANS is with the sponsorship area.

(interpretation) Thank you, Mr. Chairman.

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

**Mr. Aupaluktuq** (interpretation): Thank you, Mr. Chairman. I am quite appreciative that the minister fully understands what students experience and that these policies need revision.

It is quite obvious that people who have gone south for school apply for funding for their courses, but there is another source of funds that students can also apply for from the federal department responsible for northern affairs.

However, the government does impact students with this assistance for post-secondary courses as it affects them and a lot of Nunavummiut. The students are a future resource when they complete their courses and start employment. When decision-makers are aware of the challenges faced by our students, they

are more willing to assist them as they will benefit our government.

I was just making a comment and I don't have any further questions. Thank you.

**Chairman** (interpretation): Thank you, Mr. Aupaluktuq. Your comment was quite understandable, but it didn't contain a question. I have no further names on the list. I would like to provide another opportunity to the member who ran out of his allotted time and whom I thought didn't finish his line of questioning. If you have any further questions, you have the floor. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman, for acknowledging me again. I would just like to continue the line of questioning I was proceeding with earlier. I don't think the questions that I have were just ideas from the top of the students' heads but actual experiences they underwent. Let us recognize that matter first. I don't believe that the students are grabbing stories from a hat, but are reporting their actual experiences.

However, Mr. Chairman, prior to asking my question, this matter is a source of confusion for me. This program has been in existence for many years, providing financial assistance to many students in post-secondary education. Why is it that this system was never subjected to a comprehensive review? Why is it still a source of constant irritation for the students?

I imagine some of the information I'm relaying has indubitably been brought to the attention of the department since there are many people who are so quick

to complain about problems they experience. If these current problems are going to be treated as new issues they have never heard of, it will be ludicrous. That is why I cannot understand the reasons the bureaucracy provides as to why these problems have never been corrected. These issues can be easily corrected, at least from my perspective.

Let me return to the financial aspect, Mr. Chairman, to ask some questions. One of the biggest problems faced by the students in the outlying communities is the requirement to have a bank account. It is a very difficult requirement to fulfill since there are specific legal requirements in order to open a bank account where you have to actually show up in person to that financial institution. I don't believe it is possible to open a bank account via correspondence yet.

This program has been in existence for many years, yet this policy has never been revised to deal with these sorts of problems. Why is that? Hasn't the department ever bothered to strategize on how to resolve these problems or have these problems already been resolved? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Let me start by saying that once the problems surface, I urge all students to relay them to their local MLA. These students have with their representative and I thank the students of Pond Inlet for passing on the experiences to their MLA. If the department is made aware of these problems forthwith, we can provide a

response faster and I urge the students further to do so.

With respect to this requirement for a bank account, it was created as a response to students having to wait for their funding cheques for long periods. This was done to address that problem for students in the south and to ensure that they could access their funds faster by having the cheques deposited to their bank accounts. Once the funds are approved for the students, the funds are immediately deposited to their bank account. This requirement was added to ensure students don't have to wait for long periods. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I also thank the minister. If any student, whether in Pond Inlet, the High Arctic, or Taloyoak, has to go to a bank in person to open an account, the airfare will be outrageous. An airline ticket could be in the vicinity of \$2,000, \$3,000, \$4,000, or even \$5,000. The student, having limited income, requires financial assistance in order to take their course. I believe that this requires brainstorming, at the very least, to revisit this requirement. Can the minister concur that this requirement should be re-examined immediately? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Absolutely, and I want my colleague to know that if he has any suggestions to improve the matter, our department is open to those

suggestions and this applies to all Members of this House. We are open to any ideas to improve this program. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I also thank the minister. Additionally, on behalf of current and future students, I thank the department for agreeing to review this matter and for its immediate resolution.

This other matter which I believe is a major problem, Mr. Chairman, is apparently a chronic occurrence. A student's application is eventually processed and finally gets approval after a lengthy period. During the lengthy interim period awaiting this funding, not knowing when they will get approval, many students have to bear this period with absolutely no financial income as they are not employed. They are, after all, just students.

When students are stuck in that interim period, is it true that they cannot qualify for assistance, even for social assistance, since the student has apparently been approved for student financial assistance? I want you to indicate whether or not this is the case. Can you please explain? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. Students have to complete their application for funding in its entirety without omitting any parts. When students sometimes

miss an item, it delays their application as it has to be returned to them to complete the application. That is sometimes one of the reasons for delaying an application for funding. Incompleteness of forms can lead to delays. I will ask that my deputy minister provide further information on this matter.

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

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. The filled forms sent to our office are just one part of this process. There are other forms stemming from other parties outside of our department that we also have to wait for, for example, Arctic College consent forms approving the student to attend the course. Only after these other forms have been processed are the start dates reviewed and the course is being attended. When a student chooses a course, the workload determines the amount of assistance they are eligible for. Once all of these forms have been received, we start determining the actual level of assistance for the student. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. From my perspective, my question was not even answered. What I was trying to get at was this situation: when students have been notified of their approval for funding, there is a lengthy interim period before the students actually receive their funding.

Once the students have been approved for funding, quite a few of them have

had to request social assistance to live off of since they are not making any income for that entire period.

Apparently, when students are trying to apply for social assistance, they then run into a problem. Government records show that the student has been approved and that a cheque is in the works at some time. However, since the government records show that the student has been approved, they cannot qualify for assistance and the cheques take an inordinate amount of time to arrive.

When the records show the student is approved, they cannot get any social assistance and the approved funding cheque is somewhere in the government bureaucracy, but the student has no idea of when it will arrive. Is this the case? Are students not allowed to get other forms of assistance in this period? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. It's obvious that not all students experience this situation. If there are any students in that situation, our department wants to be apprised of them immediately. Once the funding has been approved, the funding is processed after five days. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I wonder how I can word it so that it is completely understandable. I'm unsure how to proceed with this matter since I seem to no longer make any sense when I speak to the issue.

What I'm trying to say for the last time is let's say a student is approved for funding and they receive correspondence stating they have qualified for funding. However, the funds are not deposited or sent for a long period, even though the student has been approved. That is the concern and barrier the students are facing because the student still has to have the necessary foodstuffs to survive.

The students try to go to the social assistance worker to get some assistance. They are informed that since they have to truthfully report any income when being queried, they are approved for funding by FANS. The student is then not allowed to get social assistance. Is this indeed the case? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The funds from social assistance can be used for emergency assistance when a student is unable to meet their daily needs due to lack of income. A student is able to get social assistance as required from time to time. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Does this mean that what I understand is that a student who has been approved for FANS funding and is awaiting their funding monies can apply for assistance through social assistance? Am I correct in making this assessment? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. If the student is still waiting for their funding, they can apply for emergency assistance. Every application is examined on a case-by-case basis as every person has different requirements and needs based on their situations. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I just noted that although I was not talking, my clock was ticking away.

>> *Laughter*

Thank you, Mr. Chairman. I also want to thank the minister. Now, based on her response, I'm in a pickle. Now I hear that each applicant is reviewed on a case-by-case basis and therefore, they are all treated differently. Do I understand this correctly? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Aariak.

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The status of the student, as I said and if I were to say it in English, means it's on a case-by-case basis. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I also wish to thank the minister. These students who require

assistance from social assistance workers are considered, as the minister stated, on a case-by-case basis. Who makes that determination? Is it the social assistance worker? Who does the evaluation of the student's financial situation? Is there a clearly written outline of how a person can be eligible or what kind of situation they have to be in? Thank you, Mr. Chairman.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The director responsible for the program makes the decision to approve their request. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Which department's director makes this determination for the approval? Thank you.

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The current director responsible for income support is Ms. Sandy Teiman. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Aariak. Just for clarity, is Sandy Teiman the director of income support? Please clarify what her proper job title is, Minister Aariak.

**Hon. Eva Aariak** (interpretation): She is the director of the income support

program under social services. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I didn't want to extend my questioning in this area, but I will do so in order to have the students completely understand when they require assistance. We have to encourage the students to continue their education. Now, if I were a student and during the interim period, I wanted to get assistance from income support temporarily, does that mean that the income support worker in Pond Inlet has to call Ms. Teiman? Do they require her approval? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Enook. You're talking about income support, which is specifically within G-12, but I understand that this is related to your line of questioning regarding the students, so I will allow your question to stand. Minister Aariak.

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. The student has to first apply for assistance from income support. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. If you consider my question inappropriate, you may stop me. If this question is unrelated to this matter, you may feel free to stop me.

When a student goes for income support with a story about financial difficulties

and being unable to meet their nutritional needs, perhaps even a sob story told to the income support worker, does the worker have to call Ms. Teiman directly? So the income support worker cannot make that determination if the person is a student who is waiting for their funding. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Enook. When we reach the income support page review, you will also have further opportunities to pose questions to the employees. However, since the question is specifically regarding students in this situation, Minister Aariak, you may wish to respond.

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. I also thank the member for raising that matter in his question. Each student has to be considered on a case-by-case basis, but I would ask that my deputy minister provide more details on this question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Ms. Okpik, you are asked to respond.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Anybody requiring social assistance would approach the income support worker in their community as they are required to fill out a monthly income form. This lists the particulars, such as the number of dependants, their birth certificate, and the kinds of information required to complete the income support forms. Through this process, the worker assesses the situation of the individual. If they qualify for emergency funding, then the approval request gets sent immediately to the director on the same day. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I believe the matter I raised in my question is now clear and understandable and will now be taken into consideration.

Another question I have, Mr. Chairman, is when people apply for funding. To clarify it for future applicants, how can this question be answered? When the forms are completed and sent out, apparently several common responses they receive are, "We lost your application. The application never arrived yet. The form is incomplete." This leads to a facsimile game of tag, with forms going back and forth for extended periods while all of these issues are being resolved.

Another complaint is that sometimes it takes quite a while to receive a response. Another is when they try to call via phone, it is impossible to get through. When a student is successful in getting across, all the other students line up to take their turn while they are in contact with the office so that they can deal with their issues while they are talking to a live person.

How can you respond to these complaints that I have been asked to raise?

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. This is why we're requesting an upgrade to our computer system, so that it will help to resolve these obstacles. Once we have a

digital application form, this will help to expedite the process. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. The matter I raised in my question was that students prefer to speak to a live person. Does this mean that calling to an employee is no longer a tenable resolution? As an example, I believe that we have to have this service available since it is not the same when communicating via computers compared to speaking with a live person. I believe that this has to be reviewed as it causes the biggest headaches to students.

Mr. Chairman, this is the last question I want to raise since I'm quite aware of my time limits. It is definitely not the last concern, but it will be my last question at this time. The findings of the Auditor General included a report containing, I believe, 36 recommendations that they wanted resolved. How many of these recommendations have been implemented, keeping in mind that these recommendations were tabled in 2007?

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

**Hon. Eva Aariak** (interpretation): Thank you, Mr. Chairman. I don't have the information with me, so I will have to get back to the member once we have reviewed the matter. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Aariak. I will now recognize Mr. Curley.

**Mr. Curley** (interpretation): Thank you, Mr. Chairman. I have quite a number of questions, but I'm starving, so I would like to report progress at this time.

**Chairman** (interpretation): Thank you, Mr. Arreak. There is a motion on the floor which I prefer not to be debated.

>> *Laughter*

All those in favour of the motion to report progress to the Speaker. Thank you. I will now rise to report progress to the Speaker.

Thank you, Minister Aariak. We're not finished with your department yet. We expect to see you again the next time we're in committee. I thank your officials, Ms. Okpik and Ms. Fanjoy. Sergeant-at-Arms, please escort the witnesses out.

**Speaker:** *Qujannamiik*, Sergeant-at-Arms. Moving on in the orders of the day. Item 21. Report of the Committee of the Whole. Mr. Tapardjuk.

### **Item 21: Report of the Committee of the Whole**

**Mr. Tapardjuk** (interpretation): Mr. Speaker, your committee has been considering Bill 24 and the main estimates, and would like to report progress. Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

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

Item 22. Third Reading of Bills. Item 23.  
*Orders of the Day*. Mr. Clerk.

**Item 23: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder that there's a meeting of the Full Caucus on Monday morning at half past nine in the Nanuq Boardroom.

*Orders of the Day* for February 27:

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. Replies to Budget Address
11. Petitions
12. Responses to Petitions
13. Reports of Standing and Special Committees on Bills and Other Matters
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First Reading of Bills
17. Motions
18. First Reading of Bills

19. Second Reading of Bills

20. Consideration in Committee of the Whole of Bills and Other Matters

- Bill 21
- Bill 24
- Bill 34

21. Report of the Committee of the Whole

22. Third Reading of Bills

23. Orders of the Day

Thank you.

**Speaker's Ruling**

**Speaker:** Thank you, Mr. Clerk. Members, I'm now prepared to deliver my ruling on the point of order raised by the Member for Rankin Inlet South and Whale Cove during yesterday's oral question period. The point of order was raised in relation to words spoken by the Member for Rankin Inlet North in the preamble to his second supplementary question to the Minister of Economic Development and Transportation on the subject of the government's NNI Policy.

Unedited *Hansard* for the proceedings in question renders the Member for Rankin Inlet North's words as follows:

"Mr. Speaker, the Minister of Finance confirmed that the Article 24 and NNI Policy has not been properly adhered to and has not been consistent in applying the policy when dealing with the Inuit firm contracts and so on. I also wanted to indicate to the Members here that Article 24.3.4, if you read the article, the obligation specific to territorial

government obligates the government to take the lead...”

In raising his point of order, the Member for Rankin Inlet South and Whale Cove stated that “Our friend has said that the finance minister said that article was not being fairly dealt with. That’s not what the Minister of Finance said, Mr. Speaker.”

In responding to the point of order, the Member for Rankin Inlet North stated that “Mr. Speaker, I made it clear earlier that when the Minister of Finance infer that the article NNI had not been properly consistent. The Minister of Finance indicated straight to the House that it was their government that wasn’t applying it consistently. Otherwise, the government won’t go ahead with the review. That is on that principle, that issue that...I’m referring to the preamble of my question.”

From the context of the Member for Rankin Inlet North’s questions to the Minister of Economic Development and Transportation, it is clear that he was alluding to a section of the Minister of Finance’s Budget Address of February 22, 2012. This section stated that “In strengthening the public service, we will also address fairness in government procurement. We will ensure that the government properly applies the goals of the NNI Policy. In public procurement, Inuit firms and entrepreneurs should have a reasonable prospect of winning bids. We have heard from Nunavut contractors that there is a real need to rewrite our policy in plain language that is clearly understood and consistently applied. This government will review the NNI Policy in consultation with Nunavut Tunngavik. We will ensure the policy

complies with Article 24 of the Nunavut Land Claims Agreement.”

It is clear that this is simply a situation where the members involved have different interpretations of the meaning of the passage of the Budget Address in question. As such, there is no point of order and the matter is closed.

This House stands adjourned until Monday, February 27, at 1:30 p.m.

Sergeant-at-Arms.

Before we leave, I would like to take this opportunity... My apologies and hopefully the apology is accepted.

>>*Laughter*

I would like to take this opportunity for thanking the four young pages that were here this week. There are two from Arviat and there are two here from Iqaluit. Thank you very much for your hard work and being here this week.

>>*Applause*

Sergeant-at-Arms.

>>*House adjourned at 12:10*

