



**Nunavut Canada**

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Official Report

**DAY 37**

**Wednesday, March 4, 2015**

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**Iqaluit**

**Speaker: The Honourable George Qulaut, M.L.A.**

## Legislative Assembly of Nunavut

### *Speaker*

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(Amittuq)

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(Gjoa Haven)  
*Deputy Chair, Committee of the Whole*

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(Arviat North-Whale Cove)  
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(Hudson Bay)

**Alexander Sammurtok**  
(Rankin Inlet South)

**Pat Angnakak**  
(Iqaluit-Niaqunngu)

**Steve Mapsalak**  
(Aivilik)

**Hon. Tom Sammurtok**  
(Rankin Inlet North-Chesterfield Inlet)  
*Minister of Community and Government Services*

**Hon. Monica Ell**  
(Iqaluit-Manirajak)  
*Deputy Premier; Minister of Economic Development and Transportation; Minister of Energy*

**Hon. Johnny Mike**  
(Pangnirtung)  
*Minister of Environment*

**Joe Savikataaq**  
(Arviat South)

**Joe Enook**  
(Tununiq)  
*Deputy Speaker and Chair of the Committee of the Whole*

**Simeon Mikkungwak**  
(Baker Lake)  
*Deputy Chair, Committee of the Whole*

**Isaac Shooyook**  
(Quttiktuq)

**Hon. Paul Okalik**  
(Iqaluit-Sinaa)  
*Minister of Health; Minister of Justice; Minister responsible for Labour; Minister responsible for Immigration*

**Hon. Peter Taptuna**  
(Kugluktuk)  
*Premier; Minister of Executive and Intergovernmental Affairs; Minister responsible for Aboriginal Affairs; Minister responsible for the Utility Rates Review Council*

**George Hickes**  
(Iqaluit-Tasiluk)

**Hon. Keith Peterson**  
(Cambridge Bay)

*Minister of Finance, Chair of the Financial Management Board; Minister responsible for the Qulliq Energy Corporation; Minister responsible for the Workers' Safety and Compensation Commission*

**Hon. Jeannie Ugyuk**  
(Netsilik)  
*Minister of Family Services; Minister responsible for Homelessness; Minister responsible for the Status of Women*

**David Joanasic**  
(South Baffin)

**Pauloosie Keyootak**  
(Uqqummiut)

**Hon. Paul Quassa**  
(Aggu)  
*Government House Leader; Minister of Education; Minister responsible for Nunavut Arctic College*

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**Iqaluit, Nunavut  
Wednesday, March 4, 2015**

**Members Present:**

Mr. Tony Akoak, Ms. Pat Angnakak, Hon. Monica Ell, Mr. Joe Enook, Mr. George Hickes, Mr. David Joanasie, Mr. Pauloosie Keyootak, Hon. George Kuksuk, Mr. Steve Mapsalak, Hon. Johnny Mike, Mr. Simeon Mikkungwak, Hon. Paul Okalik, Hon. Keith Peterson, Hon. Paul Quassa, Hon. George Qulaut, Mr. Allan Rumbolt, Mr. Alexander Sammurtok, Hon. Tom Sammurtok, Mr. Joe Savikataaq, Mr. Isaac Shooyook, Hon. Peter Taptuna, Hon. Jeannie Ugyuk.

>>*House commenced at 13:30*

**Item 1: Opening Prayer**

**Speaker** (Hon. George Qulaut) (interpretation): Mr. Shooyook, can you say the opening prayer, please.

>>*Prayer*

**Speaker** (interpretation): Good afternoon, my fellow Nunavummiut. (interpretation ends) Premier, (interpretation) ministers, members, visitors, our staff and interpreters, welcome.

Item 2. Ministers' Statements. Minister responsible for Nunavut Arctic College, Mr. Quassa.

**Item 2: Ministers' Statements**

**Minister's Statement 105 – 4(2):  
Accreditation of the Nunavut  
Arctic College Trades Training  
Centre**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Thank you, my colleagues here with me. I send good day wishes to the people of Aggu and Igloodik.

Mr. Speaker, as Minister responsible for Nunavut Arctic College, it is my pleasure to share with my colleagues news concerning the granting of a temporary operating permit to the Nunavut Trades Training Centre in Rankin Inlet. This allows the centre to deliver apprenticeship training as an accredited institution until October 31, 2015.

This ongoing process places an enormous strain on the college's resources each time we go through the process. The next accreditation is scheduled during the summer of 2015 and trades training staff are laying the groundwork for a possible three- to five-year accreditation period during that time.

Mr. Speaker, preparation for this requires a thorough review of shop tools and equipment as well as classroom suitability and curriculum development, including proper use of lesson plans, syllabi, course outlines, student evaluations, instructor credentials, and methods of evaluations for the courses offered.

Mr. Speaker, I would like to thank all the senior instructors, instructors, and staff of the trades training centre for all their hard work and dedication in contributing to the accreditation process thus far. Without these dedicated professionals, we would not be able to offer our students apprenticeship programs of the highest quality right here in Nunavut.

The granting of the temporary operating permit to the trades training centre in Rankin Inlet will allow them to deliver the program. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 106 – 4(2):  
Conference of the Parties (COP  
20) in Lima, Peru**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I rise today to discuss a meeting I attended regarding the United Nations Framework Convention on Climate Change.

In December of last year, I travelled to Lima, Peru to participate in the 20th Conference of the Parties, or COP 20. During the conference, I spoke with delegates from across the globe on climate change and how it affects Nunavummiut.

Mr. Speaker, the Government of Nunavut is very concerned about the impacts of climate change in Nunavut and the potential negative impacts to our environment, culture, and way of life. The Government of Nunavut recognizes the need to work with other nations to reduce these impacts globally.

COP meetings provide an opportunity for Nunavut to share *Inuit Qaujimagatuqangit* and set an example to other nations for incorporating traditional knowledge into climate change decision-making.

Mr. Speaker, the Government of Nunavut is committed to supporting climate change adaptation initiatives across the territory to ensure the resiliency of our communities in the face of a changing environment. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Justice, Mr. Okalik.

**Minister's Statement 107 – 4(2):  
Training of Coroners**

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. I rise to acknowledge the work of Nunavut's coroners and recognize their recent training session.

We currently have 23 devoted coroners throughout Nunavut. In 2014, 12 coroners were appointed in various communities across Nunavut. Recruitment, training, and appointments of community coroners are an ongoing activity. The chief coroner provides support, consultation, and guidance in every investigation.

A three-day specialized training session was held in Iqaluit between January 26 and 29, 2015 with presentations by Nunavut's chief coroner, the Ontario Chief Coroner Service, a forensic pathologist from the Ottawa General Hospital, and the Major Crime Unit from the RCMP "V" Division.

Mr. Speaker, coroners play a vital role in our justice system as they are at the forefront of all death investigations. I congratulate the individuals who

completed the training as it will improve the quality of service and expertise required to perform their duties in each investigation. I also give my thanks to the coroners for their deep commitment to assisting members of our communities at difficult and tragic times. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. [Ministers'] Statements. (interpretation ends) Hon. Premier, Mr. Taptuna.

**Minister's Statement 108 – 4(2):  
Winter 2015 Meeting of Canada's  
Premiers**

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. *Unnusakktut*, colleagues, Kuglukturmiut, and Nunavummiut.

Mr. Speaker, I would like to take this opportunity to tell my colleagues about the winter meeting of Canada's premiers on January 30, 2015 in Ottawa.

Mr. Speaker, I was pleased to attend this meeting with my provincial and territorial counterparts to promote inter-jurisdictional cooperation and strengthen the Canadian economy. The agenda for this meeting centred around five main themes: the Canadian economy and fiscal arrangements, infrastructure, aging population, energy and climate change, and aboriginal issues. I'm sure all of my colleagues will agree that these are issues of great importance to Nunavut as well as the entire country.

During these meetings, premiers committed to creating opportunities for Canadians through various actions, including making strategic investments

in public infrastructure; establishing a mobility protocol for apprentices completing their certification; reducing barriers to trade and business within Canada; continuing to expand international trade; and finding solutions to address challenges facing aboriginal communities.

Mr. Speaker, we also agreed to ongoing collaboration on seniors' care and aging. This file is of particular interest to me, as Nunavut respects the traditional knowledge and guidance of our elders. As such, I have committed to be a member on the Council of the Federation Task Force on Aging. I am confident that this experience will help to shed light on issues across the country and aide in finding solutions to alleviate the burden on elders here in our territory.

Mr. Speaker, finally, as this is a federal election year, premiers have called on federal leaders to outline how they intend to support the work of provinces and territories in addressing our shared priorities. I remain committed to being a strong voice for Nunavut to our federal colleagues in Ottawa and ensuring the needs of Nunavummiut are heard loud and clear. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Ministers' Statements. I have no more names on my list. Item 3. Members' Statements. Member for Kugluktuk, Mr. Taptuna.

**Item 3: Members' Statements**



**Member's Statement 236 – 4(2):  
Congratulations to Nolan Norberg  
of Kugluktuk**

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I thank my colleagues. Mr. Speaker, I would like to take this opportunity to congratulate a young person from my constituency of Kugluktuk, Nolan Norberg.

Mr. Speaker, Nolan won a trip to see the Edmonton Oilers play the LA Kings in Edmonton yesterday, and I'm not going to mention the score.

>>*Laughter*

Mr. Speaker, the young man, Nolan, had won two hockey tickets and the airfare. Nolan had to maintain at least a 95 percent attendance rate in school. Nolan is a grade 1 student at the Jimmy Hikok Ilihakvik Elementary School in Kugluktuk.

Mr. Speaker, to maintain a 95 percent attendance rate is a credit not only to Nolan, but to the parents, teachers, and staff at the school, including the grandparents.

As I have said in the House many times, Mr. Speaker, education is a key priority and mandate of this government. Mr. Speaker, as you are all aware, it is also a major theme in *Sivumut Abluqta*.

I ask that you and the House join me in congratulating young Nolan and his parents, Quentin and Laila, and of course, the teachers as well as all the sponsors, First Air and Advanced Medical Solutions, that made this trip possible. Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Rankin Inlet [North]-Chesterfield Inlet, Mr. Sammurtok.

**Member's Statement 237 – 4(2):  
Tribute to Rankin Inlet Hockey  
Organizers**

**Hon. Tom Sammurtok** (interpretation): Thank you, Mr. Speaker. I rise today to acknowledge several Rankin Inlet residents. The individuals I will mention are not all from my constituency, albeit they provide essential assistance to Rankin Inlet as well as to the entire Kivalliq region and communities.

(interpretation ends) Mr. Speaker, these individuals spend many hours living in their second home, and I'm referring to the Rankin Inlet Arena. At this time of year, the Rankin Inlet Arena hosts a tournament almost every weekend, from the Atomic Atoms Cup, the Power Peewee Cup, the Polar Bear Plate, the Avataq Cup, and the Kivalliq Cup, to name a few.

(interpretation) These people are the individuals I want to single out today by acknowledging them today in the House.

(interpretation ends) Mr. Darrell Greer, as many of you know, is the Editor of *Kivalliq News*. However, Mr. Speaker, this gentleman has built a legacy of officials in Rankin Inlet. Darrell officiates, mentors, and runs clinics, supervises and evaluates officials every weekend.

Mr. David Clark is the Community Recreation Director. However, he is also

a father, coach, and official, and not only coordinates these tournaments as part of his job; he gives back to the community by filling these other roles.

Mr. Noel Kaludjak is the unofficial (official) photographer, always at the rink taking countless photos and sharing them with *Kivalliq News*, the Rankin Inlet senior men's website, and other venues.

And then there is Cedric Autut, who is the game announcer, spending hours in the cold arena making sure the fans are up to date on who scored and who is sitting in the penalty box.

Last but not least is David Ningeongan, who gives live play-by-play action on local radio so that those who are shut in can be part of the vibrant community of the Rankin Inlet community.

I know that I have only mentioned a few of the key players, but I would like to extend my sincere appreciation to these few individuals as well as everyone who gives their time in Rankin Inlet. (interpretation) Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 238 – 4(2):  
Tribute to Jennifer Gwilliams of  
British Columbia**

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. Today, I am extremely pleased, especially since all of the members are present today, and ever since we were elected, this seems to be

the first time we are completely all in the House.

Mr. Speaker, I want to expressly distinguish a person from the south who has provided a tremendous amount of assistance to our fellow northerners. Although she isn't from Nunavut, nonetheless, she has vastly improved the situation faced by people living on the poverty line. She provides assistance specifically to low-income families, especially parents who face a daily struggle to feed their children.

I want to acknowledge Ms. Jennifer Gwilliams, who is a resident of British Columbia, and she created a group on Facebook which is called (interpretation ends) Helping our Northern Neighbours (interpretation) in English. Mr. Speaker, this group now has over 14,000 members who are all interested in assisting their northern neighbours who are faced with food insecurity and to provide them with essential items, such as clothing, which are collected through this group and then the collected items are shipped out.

They have now assisted many people in my constituency and obviously to other Nunavut residents faced with poverty, including other northerners. Due to that reason, I wanted to specifically recognize the individual for her tremendous commitment to assisting our people in need. She found out about the food insecurity and other issues faced by our residents through the Internet and other media about northerners facing poverty, and she created the group upon learning about the hardships they face.

I ask all my colleagues to share in acknowledging this individual who has

provided a tremendous amount of support to many residents who require assistance. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Rankin Inlet South, Mr. Sammurtok.

**Member's Statement 239 – 4(2):  
Community Aerodrome Radio  
Stations**

**Mr. Sammurtok:** Thank you, Mr. Speaker. Good day to my fellow residents of Rankin Inlet and Nunavummiut.

(interpretation ends) Mr. Speaker, I rise today to speak about the issue of community aerodrome radio stations.

Mr. Speaker, in June of 2009, the government announced that it had entered into a new contract with NAV Canada for a new five-year CARS management contract.

Mr. Speaker, I want to quote from the Minister's Statement that was delivered in this House at that time. Mr. Speaker, in 2009, the Legislative Assembly and the public were informed that the new contract will allow the government to "operate this program through fairly valued contracts with the municipalities and private companies..."

At the time, the government also expressed its appreciation to Nunavut Arctic College. It stated that Nunavut Arctic College, and I quote, "has provided [enormous] support to the program of developing aviation professionals through the CARS

Technical Training Centre in Rankin Inlet.

...the college's board of governors, facilities, instructors, and technical resources have been fundamental to the success of the CARS program. We look forward to the continued good work of the training centre and its graduates and the contribution they make to aviation safety and [reliability] in Nunavut."

Mr. Speaker, the government's recent decision not to renew its contract with NAV Canada has resulted in NAV Canada selecting a company called ATS Services to operate CARS services at the 22 airports in Nunavut.

It has been reported in the news that the observer/communicator program that has been delivered in the Rankin Inlet campus of Nunavut Arctic College will close and that Nunavut students will now have to go Fort Smith for training.

Mr. Speaker, I am very concerned at this development and I will have questions for the minister at the appropriate time. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. Member for South Baffin, Mr. Joanasie.

**Member's Statement 240 – 4(2):  
Distribution of Country Food in  
Kimmirut**

**Mr. Joanasie** (interpretation): Thank you, Mr. Speaker. Good afternoon, my colleagues and the people of Cape Dorset and Kimmirut.

Mr. Speaker, I rise today to express my gratitude and appreciation to the people

of Kimmirut who shared country foods with their fellow residents. They delivered fish caught by a team sent to go fishing and every household received some of the catch. Further, they ordered caribou meat from our other regions and this drive to supply country food was very successful.

I imagine many residents were ecstatic to receive this food in my constituency, so I want to expressly thank everyone who was involved, although I won't name all of them. I believe people are especially grateful to receiving country food, and it is a source of happiness when families share a meal together. This was an important event that was appreciated by all residents.

On behalf of the residents, I wish to extend my appreciation to Monica Gardner, Brian Padluq, Meeka Temela, Dianne Ikkidluak, and the Mayukalik Hunters and Trappers Association for providing the assistance to their local membership. I look forward to future events of this nature that assist residents. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Quttiktuq, Mr. Shooyook.

**Member's Statement 241 – 4(2):  
Incorporation of Inuit  
Qaujimanituqangit**

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. I say "good day" to the people of Arctic Bay, Resolute Bay, and Grise Fiord, as well as my colleagues and our audience.

Being unconventional, I rise today to speak about an ancient and long tradition. I refer to *Inuit Qaujimanituqangit*, which is an issue dear to me, and I will advocate for its inclusion and will continue until I am provided a complete understanding that this has been accomplished.

While sitting as a Member of the House, I will bring this issue up as I want support from my colleagues on this subject, as I am incapable of handling this by myself. Mr. Speaker, I have been patiently waiting for this issue to be brought up by my colleagues, yet it seems I am the only advocate for traditional knowledge, but this is an issue I am very passionate about and my belief is that this has to be completed.

When I was elected, I wanted to speak to this issue. Although my colleagues have the freedom to support or not support my efforts, I want to receive as much support as I can from my colleagues as I attempt to start incorporating it into government operations.

At the appropriate time, I will ask questions about Inuit traditional knowledge. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. Member for Tununiq, Mr. Enook.

**Member's Statement 242 – 4(2):  
Ilagiiktunut Fund**

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. Good afternoon, my fellow residents of Pond Inlet and Nunavummiut.

Mr. Speaker, I rise today to express my thoughts about the agreement entered into called the Inuit Impact and Benefit Agreement for the project situated at Mary River and specifically how it is impacting the residents of Pond Inlet.

Last month, the Qikiqtani Inuit Association announced that \$730,000 would be awarded to community groups from a fund called the Ilagiiktunut Fund. The funds will be awarded to community organizations in our region, including a number of groups in Pond Inlet.

The Ilagiiktunut Fund was established by the Qikiqtani Inuit Association and the Baffinland Iron Mines Corporation. In speaking to this new fund created by the parties, I wanted to pay tribute to the Qikiqtani Inuit Association and the Baffinland Iron Mines Corporation for successfully negotiating the Mary River Inuit Impact and Benefit Agreement.

(interpretation ends) Mr. Speaker, as you know, I have been a strong advocate for responsible economic development that benefits our communities and residents, and I have been a strong advocate for constructive and respectful partnerships between community, industry, government, regulatory bodies, and designated Inuit organizations.

Mr. Speaker, as you will recall, I had the pleasure of hosting Premier Taptuna last summer on the occasion of his visit to North Baffin, including a visit to the Mary River site.

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

**Speaker** (interpretation): Thank you. The member is seeking unanimous consent to conclude his statement. Are there any nays? I didn't hear any nays. Please proceed, Mr. Enook.

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

Mr. Speaker, I firmly believe that it is vital for decision-makers at all levels to listen carefully to the concerns and aspirations of the ordinary people who are most impacted by major economic development projects. It is essential for the public to be provided with clear information and it is essential that they have the opportunity to have their voices heard, as we hear that they want these projects to go ahead. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. Member for Iqaluit-Tasiluk, Mr. Hickes.

#### **Member's Statement 243 – 4(2): Nunavut's Fifth Youth Parliament**

**Mr. Hickes:** Thank you, Mr. Speaker. I stand today to acknowledge the Fifth Youth Parliament that you had the opportunity to host this past November and commend you for carrying on that annual tradition.

Mr. Speaker, 22 teens from high schools across Nunavut participated in a two-day program to work and get an inside look at what it takes to represent their communities as if they were us. These bright individuals from across our territory were selected through an essay process by a committee selected by you, Mr. Speaker.

These leaders of tomorrow, hosted by you and your staff, took part in a tour of the Legislative Assembly, workshops to learn the role of MLAs, assume the roles of Speaker, Premier, cabinet, and regular members, draft Members' Statements, Oral Questions, and Ministers' Statements, finishing with a full sitting day here in the Legislative Assembly that was broadcast as our proceedings are.

Mr. Speaker, along with yourself, Premier Taptuna, several ministers, I and other regular members, and even our Commissioner, Edna Elias, sat in the gallery during those proceedings on their sitting day and listened with much interest to the topics and issues that were discussed.

If members will indulge me, I would like to bring attention to these youth that so outstandingly represented us:

Joshua Haulli, representing Amittuq, who was the Speaker;

Michelle-Tristen Sammurtok, Rankin Inlet South;

Willie Onalik, representing South Baffin;

Nolan Kiguktak, representing Quttiktuq;

Ashley Cummings, representing Iqaluit-Niaqunngu;

Dora Kavik, representing Hudson Bay;

Alissa Madoo, representing Arviat South;

Anita Kopak, representing Aivilik;

Deanne Barrieau, representing Gjoa Haven;

Vincent Inukpak, representing Baker Lake;

Joyce Arreak, representing Tununiq;

Tyson Palluq, representing Uqqummiut;

Elizabeth Aglukark, representing Arviat North-Whale Cove;

Nicole Amagoalik, representing Iqaluit-Manirajak;

Apphia Kullualik, representing Iqaluit-Sinaa, and both of them have paged in this House, Mr. Speaker;

Adam Nattar, representing Rankin Inlet North-Chesterfield Inlet;

Jenny Klengenberg, representing Kugluktuk;

Tundra Kuliktana, representing Netsilik;

Michel Oolateeta, representing the constituency of Aggu;

Colleen Nakashuk, representing Pangnirtung; and

Genevieve Lafrance, representing Cambridge Bay.

Finally, Mr. Speaker, I would like to especially acknowledge Ted Nattaq for representing Iqaluit-Tasiluk in my place.

I took the opportunity to spend a bit of time with Ted during his two days in my role and can say that I was very impressed by him. I'm sure his family is very proud of him, as we should all be.

As I told him at that time, I will look forward to maybe him sitting here in the House on a longer term, but as my work is not done here yet, I hope he chooses a different riding in Nunavut than the one I represent. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Aggu, Mr. Quassa.

**Member's Statement 244 – 4(2):  
Bonnie Ammaq Debuts at Astro  
Theatre**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Thank you, my colleagues. I wish to announce to my colleagues about an event occurring tonight at seven o'clock at the Astro Hill Theatre. They will be screening a film produced in Igloolik, and for the life of me, I can't remember the name. However, these films are produced in Inuktitut and we are all aware that the film producers in Igloolik have a history of producing great films.

As a reminder to my colleagues, the screening will commence at seven o'clock. There will be an Igloolik resident, Bonnie Ammaq, at the theatre, who was part of the production team as well as portraying one of the characters in the film. This Igloolik film production will showcase Inuit culture and it will be at the (interpretation ends) Astro Theatre. (interpretation) Again, this is to remind my colleagues if they are interested in the viewing the film. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. I have no more names on my list. (interpretation ends) Item 4. Returns to Oral Questions. Item 5. (interpretation) Recognition of Visitors in the Gallery. Mr. Hickes.

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

**Mr. Hickes:** Thank you, Mr. Speaker. As was done to me during the youth parliamentary session that was hosted here in the Legislative Assembly where he recognized me during their formal sitting, I would like to recognize Mr. Ted Nattaq. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Welcome to the gallery. (interpretation) Recognition of Visitors in the Gallery. Mr. Sammurtok, representing Rankin Inlet and Chesterfield Inlet.

**Hon. Tom Sammurtok** (interpretation): Thank you, Mr. Speaker. I want to recognize a visitor to the gallery, my paternal nephew, Paul Sammurtok. Thank you.

>>Applause

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. I send good day wishes to the people of Baker Lake and Nunavut.

I would like to recognize an individual sitting in the gallery who is now living in

Arviat, but he has relatives from Baker Lake. Please welcome Hugh Nateela to the gallery. Thank you very much, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. I have no more names on my list. Item 6. Oral Questions. Member for Quttiktuq, Mr. Shooyook.

### Item 6: Oral Questions

#### Question 388 – 4(2): Incorporation of Inuit Qaujimanituqangit

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. My question is directed to the (interpretation ends) Hon. Minister (interpretation) responsible for *Inuit Qaujimanituqangit*.

I have asked repeated questions in previous sessions and I would like to get further clarification on the issue of Inuit traditional knowledge. I have been told that the various departments are going to consult on the issue and respond to my question accordingly. I have yet to hear a response on this issue, as I have never seen that question answered. Has your department begun plans on this matter? Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Culture and Heritage, Mr. Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I also thank my colleague for asking that question. I say “good day” to my fellow Nunavummiut.

Mr. Speaker, I didn’t quite grasp the question the member asked, but he can perhaps narrow down the question, although I did understand his reference to *Inuit Qaujimanituqangit* and that his question revolves around this matter.

Back then, the government of the day in 2003 began restructuring the departments with an eye towards incorporating *Inuit Qaujimanituqangit* in their departments and associated departmental boards or committees. We have been doing so since that time. We have been incorporating *Inuit Qaujimanituqangit* in each of the departments.

If I understand the question correctly, that’s the response I can provide at this time. Thank you, Mr. Speaker.

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

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. Let me make this completely clear, (interpretation ends) Hon. Minister. (interpretation) This is just one area of *Inuit Qaujimanituqangit* I would like incorporated into government operations.

Traditional Inuit societal rules for spouses, traditional rules related to societal interactions, and traditional Inuit laws to apply towards the justice system are areas that present the biggest hurdles to Inuit, as it results in the apprehension of children, especially within social services.

Due to these western societal values overriding Inuit and in light of the fact that I read a passage in one of the



documents stating that *Inuit Qaujimanituqangit* had not been found for that particular subject or considered not to be applicable, is that written statement for real? This is what I am asking about today.

I have raised questions repeatedly and the rote answer is "Let me look into that and I will respond with the information at a later time." Well, I have not received any responses to date. What is the purpose of this language the bureaucrats continually spout? There is flowery language about incorporating traditional Inuit knowledge, yet many times the department refuses to implement this knowledge.

As the Minister of Culture and Heritage, will you first conduct a thorough review of this issue and then work towards actually implementing facets of *Inuit Qaujimanituqangit* into these areas? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Culture and Heritage, Mr. Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. As per my earlier response, this statement was initiated in the year 2003 by a directive from the government to start integrating *Inuit Qaujimajatuqangit* in the departments. Further, there is a governing IQ committee that provides advice to several departments, such as Justice, Health, Culture and Heritage, and Education. Mr. Speaker, the IQ committee deals with the task of implementing *Inuit Qaujimajatuqangit* into the departments. That is the only answer I can provide with respect to the question. Thank you, Mr. Speaker.

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

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. I don't understand the answer, although I get that the written statement that I read which I put faith into states that it hasn't been incorporated into some areas.

In the educational system, elders are now fully engaged in teaching skills and our language is protected by law, with its own Languages Commissioner, yet Inuit are kept from being fully engaged in societal interactions I referred to earlier. I know that I won't really receive a clear answer and that part I understand.

At another appropriate juncture, I will rise to ask further questions about *Inuit Qaujimanituqangit* as I understand that other than the committee providing advice to this government, why is the language stating that *Inuit Qaujimajatuqangit* or Inuit societal values will be incorporated into government in that strategy document there when it isn't being incorporated? What is the reason for the lack of implementation? Based on my understanding, there is nothing that is implemented related to Inuit societal values. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Culture and Heritage, Mr. Kuksuk

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I again thank my colleague. He will remember that this was brought up when a Full Caucus retreat was held. However, some of the principles we discussed have

yet to be moved forward, although progress is coming. Some questions remain, for example, shall that department require an IQ committee. Once the situation has been sorted out, the next steps will have to be deliberated on and that is how I understood it.

Nevertheless, up to today, most of the work stems from the 2003 directive that created different committees within the areas dealing with heritage, health, justice, education, and Inuit culture while other departments have elder advisors working with the operational staff. As the department responsible, we implement their work and we work with the elders on this front. This is what I can say today. Thank you very much, Mr. Speaker.

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

#### **Question 389 – 4(2): Inuit Content in Iqaluit P3 Airport Construction**

**Mr. Joanasie** (interpretation): Thank you, Mr. Speaker. My questions are directed to the Minister of Economic Development and Transportation.

Mr. Speaker, the Iqaluit International Airport P3 Improvement Project began construction last summer.

Schedule 24 of the Iqaluit International Airport Improvement Project Agreement addresses Inuit content. It indicates that the “Cumulative Inuit Labour Requirement for the Construction Period” shall not be less than 15 percent.

Can the minister update the House on the current status of the project’s Inuit

employment requirements? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for asking about this. What he mentioned under Schedule 24 is that they went outside of this and made an agreement on Inuit employment as part of the airport construction project. They wanted to use more Inuit firms. As this project started last summer, they have been gathering data. I want to say that during our upcoming spring session, I will be able to provide this data as they are doing a report up to March 2015. Thank you, Mr. Speaker.

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

**Mr. Joanasie** (interpretation): Thank you, Mr. Speaker. Schedule 24 also indicates that a necessary requirement for the project is to implement “strategies for the successful recruitment of Inuit Beneficiaries” and “the successful retention and promotion of Inuit Beneficiaries.”

Mr. Speaker, when Inuit Impact and Benefit Agreements are signed for resource extraction projects, there are often provisions for neighbouring communities to benefit from employment and training opportunities.

Can the minister clarify if the Inuit Engagement Plan for the Iqaluit Airport P3 project is being extended to neighbouring communities, including

Cape Dorset and Kimmirut? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for that question. The Inuit content and training portion is directed to all Inuit, no matter where they are coming from. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Rankin Inlet South, Mr. Sammurtok.

**Question 390 – 4(2): Cancellation of Observer/Communicator Training Program**

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

(interpretation ends) For many years, Nunavut Arctic College has offered the observer/communicator training course at the Kivalliq Campus in Rankin Inlet. This course was intended to train Nunavummiut hoping to pursue careers at community aerodrome radio stations.

CBC News has reported that the government's decision to end its agreement with NAV Canada for the administration of CARS services has resulted in the cancellation of this program, which will result in the loss of at least one job in Rankin Inlet.

Can the minister clarify whether this decision was made by the government,

NAV Canada, or ATS Services? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for that question. In regard to CARS in Rankin Inlet, we are reviewing how we can proceed with the observer/communicator training course in Rankin Inlet. Thank you, Mr. Speaker.

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

**Mr. Sammurtok**: Thank you, Mr. Speaker. Earlier this year, all MLAs were advised by the minister that the Government of Nunavut had intended to continue the CARS observer/communicator training program. MLAs were advised by the minister that the GN planned to sign a new agreement for this work. Can the minister explain how this plan fell through? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I also thank the member for his question. This training was offered through Arctic College and funded by NAV Canada. The funds for this course were transferred to a community in the NWT which offers the exact same course. They determined their funding would go to this course, but as a government, we are still looking

at ways to offer that training in Rankin Inlet. Thank you, Mr. Speaker.

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

**Mr. Sammurtok** (interpretation): Thank you, Mr. Speaker. I also thank the minister for her response. (interpretation ends) It has also been reported that Nunavut students will now have to travel to Fort Smith to take this training. Can the minister indicate what support will be provided to Nunavut students who now have to travel outside of the territory to pursue this training? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for his question. Right now, we are working with the Minister responsible for Nunavut Arctic College and their staff. Our staff has been consulting with the college to see what can be done so that the training can continue in Rankin Inlet. When Nunavummiut go for training, there is always some assistance available for travel and their books, and the assistance would be the same from what I know. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

#### **Question 391 – 4(2): Status of Collective Bargaining**

**Ms. Angnakak:** Thank you, Mr. Speaker. My questions are for the Minister responsible for the Qulliq Energy Corporation.

It has been reported that employees at the Qulliq Energy Corporation have voted overwhelmingly for a strike mandate.

I have three simple questions for the minister.

When it comes to QEC's collective agreement, who determines the employees' negotiating mandate? QEC's board of directors, the cabinet, or the Financial Management Board? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister responsible for the Qulliq Energy Corporation, Mr. Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Ms. Angnakak for the question. Mr. Speaker, we're in collective bargaining. As I said to one of our colleagues yesterday, it's a statutory freeze. I know the union folks are probably encouraging people to ask questions. I have cautioned people not to ask questions during collective bargaining and that's what we're in. They voted and they are in a strike position. We're negotiating an essential service agreement. I really don't have much to say beyond that. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Speaker. I think what I'm talking about is approvals. I'm not asking for details. I'm just saying: who has the authority to approve the mandate? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for the Qulliq Energy Corporation, Mr. Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I again thank Ms. Angnakak for the question. Mr. Speaker, the collective agreement with QEC employees expired a bit more than a year ago. I think they met in February. We made a very generous offer and they decided they wanted to go to mediation. Mediation broke down in December. We are following the process as outlined in the collective agreement and the *Public Service Act*. Mr. Speaker, I can't say any more than that. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Speaker. Perhaps the minister can answer this question: does QEC have an essential services agreement in place with the union? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister responsible for the Qulliq Energy Corporation, Mr. Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. The *Public Service Act* provides that they can't go on strike until an essential service agreement is in place. The agreement has been back and forth, being finalized. My latest

information is that it is back in the hands of the union to review our edits. It is back and forth. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Tununig, Mr. Enook.

### **Question 392 – 4(2): Community Aerodrome Radio Stations**

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

I have been asking questions for almost a year about the government's decision to end its agreement with NAV Canada concerning the administration of community aerodrome radio stations in Nunavut. This decision has resulted in NAV Canada entering into a single contract with a private company, ATS Services, to provide CARS services at Nunavut airports.

CBC News has reported that the GN is eliminating three positions as a result of this decision. Can the minister clarify which positions are being eliminated and can she assure me that the affected employees will be guaranteed employment elsewhere in the government? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I would like to thank my colleague for that question. There are three employees who held positions with NAV Canada using funds, with two in Rankin Inlet and one in Kugluktuk. The

title of the positions is (interpretation ends) aviation program officers, (interpretation) with one called the (interpretation ends) coordinator. (interpretation) I also want to inform my colleagues that my officials are working with them to determine which positions these people can be transferred to. Thank you, Mr. Speaker.

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

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. Nunavummiut deserve to know the reasons for why the GN is ending its current arrangements with NAV Canada for the provision of CARS services at our territory's airports. Can the minister clearly explain why the government made this decision? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member asking about that service. The organization which is called (interpretation ends) NAV Canada (interpretation) is responsible for the CARS program.

Currently, the issue is that many communities have various arrangements, with some of the municipalities operating the program through an agreement while other communities have entered into agreements with (interpretation ends) ATS (interpretation) that provides the services with other communities with private contractors operating the program and some communities have (interpretation

ends) NAV Canada (interpretation) employees operating it. The situation now is that these arrangements are all different.

In the past, apparently (interpretation ends) NAV Canada made a public announcement that this agreement which had been in place for many years would be coming to an end. Thank you, Mr. Speaker.

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

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. Can the minister clarify whether or not the new contractors will be hiring people from Nunavut to provide CARS services at Nunavut airports? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for his question that is relevant to this issue. (interpretation ends) ATS Services (interpretation) had entered into an agreement with (interpretation ends) NAV Canada (interpretation) and this is set to expire on March 31 of this year. What I can state about this issue is that many communities have existing ATS employees. I believe there are currently seven under that agreement and these seven communities have agreements with ATS. In those cases, the employees are local. Thank you, Mr. Speaker.

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

**Question 393 – 4(2): Surplus Disposal Policy**

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

As the minister will recall, I asked him questions on November 3 of last year concerning his department's administration of the government's Surplus Disposal Policy. At that time, I noted that the policy had expired on September 30 of 2014, and the minister informed me that the policy was under review.

Can the minister indicate if a revised policy has now been finalized? Thank you, Mr. Speaker.

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

**Hon. Tom Sammurток** (interpretation): Thank you, Mr. Speaker. I also thank the member for that question. As of now, we have started our preparations and the issue the member asked about is still under review. Thank you.

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

**Mr. Rumbolt:** Thank you, Mr. Speaker. Considering that the policy is still under review, I wonder if the minister can update us today on the status of this review and at what stage it's at and when he expects it to be completed. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of

Community and Government Services, Mr. Sammurток.

**Hon. Tom Sammurток** (interpretation): Thank you, Mr. Speaker. This review will be wrapping up shortly and I will provide that information to my colleagues once the review is completed. Thank you.

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

**Mr. Rumbolt:** Thank you, Mr. Speaker. Back in November, I raised two concerns with the policy; one was the significant length of time it can take for surplus to go through the public tender process and the other with the order of preference for the disposal of surplus assets. Can the minister indicate what his department has done in response to my concerns? Thank you, Mr. Speaker.

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

**Hon. Tom Sammurток** (interpretation): Thank you, Mr. Speaker. I believe I responded to the member at that time. (interpretation ends) However, many of these assets are controlled by other departments. In the meantime, what we have done is we have asked departments to let us know of any surplus equipment that they would like to declare as surplus so that my department can go through the process of disposing of these assets.

Our preferred recipients of these, of course, would be depending on what asset it is. For example, if it's an ATV or a snowmobile, we would like to see those go to search and rescue

organizations in the communities.  
(interpretation) Thank you.

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

**Question 394 – 4(2): Community  
Aerodrome Radio Stations**

**Mr. Savikataaq:** Thank you, Mr.  
Speaker. My questions are for the  
Minister of Economic Development and  
Transportation, and I welcome her back  
to the House. As you can see, we have  
missed her.

>>*Laughter*

Mr. Speaker, as a private pilot myself  
and as one who uses the services of  
NAV Canada, I want to begin by paying  
tribute to many of the hard-working  
people across Nunavut who keep the  
flying public safe.

Mr. Speaker, in June of 2009, the  
government announced the signing of a  
five-year contract with NAV Canada for  
the management of CARS services. At  
that time, the government indicated that  
this would “allow us to continue to build  
on the success of the first contract and of  
the training school for airport  
observer/communicators in Rankin  
Inlet.” My other colleagues have  
elaborated on this and my questioning is  
closely the same.

Can the minister describe what specific  
concerns led the current government to  
end its previous contractual arrangement  
with NAV Canada? Thank you, Mr.  
Speaker.

**Speaker** (interpretation): Thank you.  
Minister of Economic Development and  
Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank  
you, Mr. Speaker. I thank the member  
for that question. With respect to the  
issue enquired about, currently, the NAV  
Canada program which operates the  
CARS services in the 22 communities  
was under this agreement, but that  
agreement with NAV Canada will  
change starting on April 1, 2015, with  
only one agreement with (interpretation  
ends) ATS Services (interpretation) that  
will govern this program.

I was informed that the current  
agreement was entered in January 2014  
between the Department of Economic  
Development and Transportation and  
NAV Canada. This contract is set to  
expire on March 31 this year.

There are different reasons for this  
development. Yes, the differences in the  
communities run the gamut with  
communities that have NAV Canada  
employees while others have private  
contractors, others are under the ATS  
contract, and the remainder operated by  
the hamlet administration.

There are also other aspects to that, such  
as training, which is something we will  
continue to work towards as a  
department. Thank you, Mr. Speaker.

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

**Mr. Savikataaq:** Thank you, Mr.  
Speaker. I didn't hear the minister's  
answer. I think the minister didn't  
answer my question. What I asked was:



what specific concerns did Arctic Airports have not to renew their contract with NAV Canada? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for his question. With respect to CARS services, with the current developments we have and the way it is operated, it seems to be the most convenient way to this government as the priority is related to (interpretation ends) safety (interpretation) at the airports and safe air transportation, as that is Nunavut's main mode of transportation. Thank you, Mr. Speaker.

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

**Mr. Savikataaq**: Thank you, Mr. Speaker. If I understood the response from the minister, I think the safety concerns and money concerns that Arctic Airports had is the reason they didn't renew their contract or maintain their contract. That's the answer I heard anyway. If that is the answer, I guess it took 10 years to figure that out because that is how long the previous contract was.

Since Arctic Airports is not part of the agreement now between NAV Canada and ATS Services Ltd., I would like to ask the minister what kind of mechanism is in place that will allow the government and Arctic Airports to monitor the situation whether it is safe or

not and whether it is cost-effective or not. They are not part of the contract or arrangements at all now. It's between NAV Canada and ATS Services. How will the government and Arctic Airports know if there are any safety issues? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for his question. I believe it started with NAV Canada's wish to start using a (interpretation ends) one-window approach (interpretation) in English within Nunavut. NAV Canada is the primary agency responsible for public safety as it pertains to CARS services. We have faith in NAV Canada's ability to provide a safe environment in this area within Nunavut. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Aivilik, Mr. Mapsalak.

#### **Question 395 – 4(2): Poverty Reduction Initiatives**

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I will direct my question to the minister responsible for poverty, Ms. Ugyuk.

Mr. Speaker, as I stated earlier, a person created a group to provide assistance to northerners due to her awareness of the plight faced by residents living below the poverty line and of the extreme high costs of food in the communities.

Mr. Speaker, I want to ask the minister: as we know that she personally worked in this field and has most likely deliberated on this issue for the past year or more, what is the status of the work by this government on the Poverty Reduction Strategy? What has the government done to start combating poverty? Let me start with that question first, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister responsible for Poverty [Reduction], Ms. Ugyuk.

**Hon. Jeannie Ugyuk** (interpretation): Thank you, Mr. Speaker. I also thank the member for his question. Is the question regarding those who are on income support or is it regarding poverty? Thank you, Mr. Speaker.

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

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. To date, what has the government done to assist our residents under the Poverty Reduction Strategy and what plans are in place? Has any work been done that is identified in the plan? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister responsible for Poverty Reduction, Ms. Ugyuk.

**Hon. Jeannie Ugyuk** (interpretation): Thank you, Mr. Speaker. I understand his question a little clearer now. In terms of the Poverty Reduction Strategy, there are interagency meetings that occur with representatives from Nunavut Tunngavik Incorporated and the local communities.

I have directed my officials to have clear directions written in the plan designed by elders called *Inunnguiniq* related to the proper way to rear a child so that as they get older, they can be self-sufficient. This spring, we have planned another meeting, but we have yet to decide the location as this meeting will revolve around social assistance benefits. Thank you, Mr. Speaker.

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

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I had thought the earlier supplementary question was the minister's request for clarification.

Mr. Speaker, let me then ask my last question. Indeed, it is becoming quite noticeable and obvious that the number of residents requesting assistance is growing.

With that being the case, when groups offered assistance, the clear result was that the airlines increased the rates for particular cargo based on the growing number of packages being sent from outlying areas. Once the airline companies saw the opportunity open for more cargo sales and once the residents of Baffin saw the caribou harvest moratorium take effect, the airline companies foresaw the demand for country food growing and a corresponding increase in country food rates was implemented.

Has the government reviewed these gouges by airlines on these types of assistance packages sent from the outside or where country food is ordered? This will result in further

poverty, as options are closed for people already living on the poverty line. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Poverty Reduction, Ms. Ugyuk.

**Hon. Jeannie Ugyuk** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for raising several questions regarding air freight for assistance packages on country food rates. We are collaborating with the Department of Health on a (interpretation ends) food coalition strategy. (interpretation) We meet on this issue and they are part of the food coalition working group. The Department of Health also has a worker on this file. Our department sits in on these meetings and they discuss various matters related to decisions. There is also a body within the government whose title I can't recall, but it reviews all the factors that impact our residents. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. I just want to recognize that under your first supplementary question allocation, the minister requested clarification, so you may ask one final question, Mr. Mapsalak.

**An Hon. Member:** How enviable!

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker, for my final question and your allowance for it.

Indeed, that is the situation we face. I want to ask my last question on this matter, as it is connected to people who are living on the poverty line in Repulse Bay. The numbers have increased drastically. With that reality facing them

and the ever increasing cargo rates, has the government considered enacting some sort of subsidy this winter to assist people to meet the increased costs? Has the government looked at any assistance to offset these rising costs? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Poverty Reduction, Ms. Ugyuk.

**Hon. Jeannie Ugyuk** (interpretation): Thank you, Mr. Speaker. I thank my colleague for that question and concern. The (interpretation ends) Nunavut Food Coalition (interpretation) is where we meet with other representatives, reviewing the six recommendations related to lowering the cost of country food, the cost of food in the stores, life skills training, and community-specific actions. There is work underway to start implementing the recommendations. This includes ways to incorporate the objectives of the Poverty Reduction Strategy. There is still a lot of work required and that is the only way I can respond to that. Thank you, Mr. Speaker.

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

#### **Question 396 – 4(2): Airport Infrastructure**

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. My question is directed to the Minister of Economic Development and Transportation.

(interpretation ends) Mr. Speaker, as members are aware, the Department of Economic Development and

Transportation's capital estimates include \$2.5 million for small capital projects and minor capital for airport mobile equipment. (interpretation) Mr. Speaker, it is important that airports in Nunavut are properly equipped.

Mr. Speaker, Baker Lake's municipal council passed a resolution last month regarding my community's airport grader. There is concern that the current grader, which has been in use since 1981, needs to be replaced.

Can the minister explain how her department prioritizes funding requests for new airport equipment? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for bringing his concern up. Many communities in Nunavut are faced with the challenges of replacing and repairing airport infrastructure and the runways themselves. My department is aware of the many challenges we face in this area and we have begun a complete review of the 24 community airports, especially related to public safety. Safety is our utmost priority. Also, we have begun a 20-year plan into the future that sets out the work required to meet the challenges. My department has begun the plans. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak**: Thank you, Mr. Speaker. The department's business plan

indicates that a priority for the 2014-15 fiscal year has been to "Update [the] 20-year capital needs assessment for Nunavut airports." Can the minister confirm when she will table this important document in the House? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for that question. The objective is to have a comprehensive plan and it is at the (interpretation ends) draft (interpretation) stage. It would be called the first draft and we are deliberating on the options on how to make this available. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak**: Mr. Speaker, the Iqaluit International Airport P3 project was initiated before many of us were elected to this House. I continue to receive concerns from Nunavutmiut in my constituency and region regarding the scale and expense of this project. Many are worried that this project might reduce the department's ability to address the important airport needs of the Kivalliq and Kitikmeot regions.

Mr. Speaker, what assurances can the minister provide communities in the Kivalliq and Kitikmeot that their airport infrastructure requirements will be met? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Ell.

**Hon. Monica Ell** (interpretation): Thank you, Mr. Speaker. I thank the member for that question. With respect to the Iqaluit International Airport, we are pleased that this is a P3 project. This project is financed not only by the Government of Nunavut, but the federal government is contributing to this project along with private companies that are partners in this project.

The communities aren't an afterthought due to this project, as we have other funds we can access to finance the plans for the communities, which is why we have begun the review of all municipal airport needs and this plan will encompass all of our communities. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Tasiluk, Mr. Hickes.

#### **Question 397 – 4(2): Review of Subsidies for Homeowners**

**Mr. Hickes:** Thank you, Mr. Speaker. I would like to direct my question today to the Minister of Finance.

Mr. Speaker, yesterday, I had asked him some questions regarding the review of subsidies for homeowners. In our discussion yesterday, I was looking over the *Blues*. I know the minister is not fond of making commitments, but I would like to get a commitment from the minister on whether this subsidy will be a part of the program review that is going to be initiated by the Department of EIA. Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I think Mr. Hickes already answered that question when he said that I'm not fond, so I'll say that I'm not prepared to make that commitment. Thank you, Mr. Speaker.

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

**Mr. Hickes:** Thank you, Mr. Speaker. I thank the minister for holding to his history.

Also going through the *Blues*, the minister mentioned yesterday that he had some recollection of the Department of Finance doing a review of this program. At that time, he was unclear on whether he was able to confirm that or not. Has the minister's recollection improved since yesterday? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Finance, Mr. Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I thank Mr. Hickes for the question. As you can appreciate, there is a lot to remember when you're the finance minister, HR stuff, QEC, and everything else I've got here. I have a lot of paper on my desk, but not enough room on my desk for all the paper I have to look through here.

I did check with my deputy minister and he confirmed that it will be part our comprehensive tax review. I think we have been talking about that since last year. It will be part of that through this

mandate. I believe that in the new fiscal year, we will get to that. Thank you, Mr. Speaker.

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

**Mr. Hickes:** Thank you, Mr. Speaker. So the minister was able to commit to something.

Yesterday, I was also speaking into this benefit with regard to casual employees. I spoke to the minister after my questions yesterday and apologized for some of the terminology I may have used with my wording during my question. I did not mean in any way or form to insinuate that the minister did not respect members of our public service and I apologize if it came across that way, Mr. Speaker.

Mr. Speaker, when I'm looking at, as I mentioned yesterday, the criteria of the household subsidy program, it is available to all eligible indeterminate and term employees of the Government of Nunavut.

Mr. Speaker, when I look over the collective bargaining agreement with NEU, it speaks that "The Employer may hire casual employees for a period not to exceed four (4) months of continuous employment in any particular division or department.

Where the Employer anticipates the period of temporary employment to be in excess of four (4) months," which we have all acknowledged that there some people on term CSAs for numerous years, some as high as six or seven years, to continue, "the employee shall be appointed on a term basis and shall be

entitled to all provisions of the Collective Agreement from the first day of his/her employment."

I would like to ask the minister again, during their review of this program and through discussions maybe through the Department of Justice or within their own regulations or legislation, whether they will take a look at including long-term casual employees into this program. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Hon. Minister of Finance, Mr. Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I sort of anticipated that Mr. Hickes would come back to me today with this question.

It is very clear in the household allowance on the Department of Finance website. It says, "The Household Allowance is a subsidy of \$400 per month and available on a per household basis. It is available to all eligible indeterminate and term employees of the GN, a Public Agency or the Legislative Assembly and who are not already receiving a similar allowance."

That being said, term employment is one option of the Human Resource Manual section 513. It is quite clear what is a term employee. "Term employment is one option to meet temporary business needs. Term employment is for a fixed period at the end of which an employee ceases to be employed," and then there are provisions. Through the process for term employment, the departments have to submit a job action request and it has to go through a competitive employment opportunity for a fixed duration longer

than four months. Although some of the casuals do go beyond four months, they would not be considered eligible for this program.

Mr. Speaker, I would be prepared to help Mr. Hickee out. We will look at this household allowance going forward and see if it's necessary to make some changes. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The time for question period has expired and we have to go to Item 7 in the *Orders of the Day*.

Prior to going to Item 7, I just received a news item which I want to share with you, as it was brought up in a Member's Statement about the screening tonight. The title of the film is (interpretation ends) *Nowhere Land*. (interpretation) The member forgot the title and I am sharing that with you. This was given to me just now.

Item 7. Written Questions. Item 8. (interpretation ends) Returns to Written Questions. (interpretation) Item 9. (interpretation ends) Replies to Opening Address. (interpretation) Item 10. (interpretation ends) Replies to Budget Address. Item 11. Petitions. Item 12. Responses to Petitions. Item 13. Reports of Standing and Special Committees on Bills and Other Matters. Item 14. Tabling of Documents. Mr. Mikkungwak.

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

#### **Tabled Document 108 – 4(2): Hamlet of Baker Lake Presentation to the Nunavut Impact Review Board on the Kiggavik Project**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. I wish to table today a copy of the Hamlet of Baker Lake's presentation to the Nunavut Impact Review Board concerning the proposed Kiggavik project. I encourage all members to review this document with care. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Item 14. Tabling of Documents. Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Item 17. (interpretation) Motions. (interpretation ends) Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Bills 14, 15, 16, and 18 with Mr. Akoak in the Chair.

In accordance with the authority provided to me by Motion 9 – 4(2), the committee will stay in session until it reports itself out.

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

(interpretation) Sergeant-at-Arms.

>>*House recessed at 15:13 and Committee resumed at 15:37*

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

**Chairman** (Mr. Akoak): Good afternoon, Inuit and Nunavummiut, (interpretation) the listening and viewing audience. (interpretation ends) It's good to be back at home.

I would like to call the committee meeting to order. In Committee of the Whole, we have the following items to deal with: Bills 14, 15, 16, and 18. What is the wish of the committee? Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman, and good afternoon. Mr. Chairman, we wish to continue with the review of the 2015-16 Main Estimates of the Department of Education, followed by the Nunavut Housing Corporation. Thank you, Mr. Chairman.

**Chairman:** Thank you. Are we in agreement that we continue with the main estimates for the Department of Education?

**Some Members:** Agreed.

**Bill 16 – Appropriation (Operations & Maintenance) Act, 2015-2016 –  
Education – Consideration in  
Committee**

**Chairman:** Is the committee agreed that the minister's staff go to the witness table?

**Some Members:** Agreed.

**Chairman:** *Iqsuktii*, please assist the staff to go to the witness table.

Minister, please introduce your staff.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. With me to my left is Kathy Okpik, Deputy Minister of Education, and to my right is Mark Rose, Comptroller. Thank you, Mr. Chairman.

**Chairman:** Thank you. We were on page G-4. Directorate. Education. Branch Summary. Directorate. Total Operations and Maintenance, to be Voted. \$1,241,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Now we are on Branch Summary. Education. Policy and Planning. Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. Welcome back. My first question will be to the Minister of Education. A number of Nunavut communities have expressed the need for more daycare spaces. Does your review of early childhood education programming address this need and, if so, what considerations have been given to providing more support in this area? Thank you, Mr. Chairman.

**Chairman:** Thank you. My apologies. We're on G-5. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank my colleague for that question. Early childhood education is very important for children who haven't gone to kindergarten yet. Early childhood education planning is under review and we are trying to see what we have and where the gaps are. We will be looking at different things in the review to see



how many childcare spaces are needed, who is still waiting for daycare space, and what other support we need to bring to them.

We are all aware that more child care spaces are necessary. In Iqaluit, we have seen a greater need for the infant spaces. We know that they require more space for the infant daycares. The reviewers, caretakers, and teachers are only allowed to care for four infants per daycare. If we look at the preschools, they can handle up to eight infants in the daycare. We know of these things and this is all part of our review, which is quite comprehensive. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman I know in Baker Lake, the daycare centre is always full because it's too small. I know that people in Baker Lake have been trained in early childhood education and we've had some people take those courses.

Now, those people who have completed those courses will eventually need a job. After they complete their courses, they may end up getting workspace in schools in the future. Where are the trained early childhood educators going to be working? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker or I mean Mr. Chairman. I'm sorry, but I will be saying "Mr. Chairman" for the time being.

Obviously, there are participants who are enrolled throughout Nunavut in the (interpretation ends) early childhood education (interpretation) classes and we have a program offered here in Iqaluit. I have seen students at these programs, including in other communities, and I am very appreciative of that and we take pride in these programs, especially since we need more programs everywhere.

Now, with respect to early education teachers who will work in these programs, there is an application form they can use, as this is part of the normal hiring practices where candidates apply for positions at the place of employment they are interested in and this process would follow that practice.

It seems obvious to me that if they are residents of Baker Lake and there is room for this program to be housed in, then these proposals can be screened carefully. Additionally, the position that we have continued to voice as the Department of Education is whenever a new school is identified for construction or if an existing school gets an addition, space will be set aside for daycare centres. These are our future workspaces.

We are aware of the current situation in Baker Lake as there is only one daycare at this time. We know that there are 20 spaces for normal daycare provision and four infant spaces in the existing daycare in Baker Lake. We know that is the current number of spaces. As per my earlier statement, the students who took the (interpretation ends) early childhood educators (interpretation) program will have to apply towards the positions in their community, but we do urge them to

succeed in their chosen profession.  
Thank you, Mr. Speaker.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. This daycare centre in Baker Lake is constrained as it is too small. The children cared for in this space are running out of space and this is without meeting current local demand for space.

Has the Department of Education ever taken into consideration the number of students in the higher grades, as some students bear children while in high school? I believe the students at the high school have spaces set aside, but I wonder about work placement or high school child care training courses and if the Department of Education has ever given thought of that as a potential course in the high school.

Can these courses only be taught outside of the school system for the child care workers? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) Let me reiterate this statement regarding students in the (interpretation ends) early childhood educators (interpretation) courses. If they can't get a position at the daycare centre, then they can also apply to the high school as teachers. That is one possibility.

Based on my earlier comment, there is a new high school in the works for Baker Lake and obviously, based on those comments, any new school construction

design has to include daycare spaces. That will also occur in Baker Lake.

Further, I am just repeating this because again, our students in that course have to have positions in the schools to utilize their skills. We want to see that in Baker Lake and we encourage them to apply, as they can also be (interpretation ends) substitute teachers (interpretation) when the need is there. Even with the ECE certification only, they can apply for the other positions.

When a new daycare is opened, as we know there is currently only one daycare in Baker Lake, they can apply for the positions. That is all I can detail at this time. (interpretation ends) *Qujannamiik*, Mr. Chairman.

**Chairman:** Thank you. We are on Branch Summary. Education. Policy and Planning. Total Operations and Maintenance, to be Voted. \$1,669,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Now we are on Education. Branch Summary. Corporate Services. Total Operations and Maintenance. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I believe I just have one question under this category. In the government's Inuit Employment Plan, it discusses the need for Inuit teachers and other education staff.

In the letter to the chairperson of the standing committee on oversight of government operations on the OAG report on the implementation of the *Education Act*, the letter from the

department stated that they're having some challenges getting data. It states, "Without this data, it is difficult for the department to assess the number of bilingual teaching staff we need in order to successfully implement language of instruction."

Can the minister maybe describe what some of those challenges are in accessing the correct data? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) Thank you for posing that question, my colleague. (interpretation ends) I'll just switch to my English language.

Right at this time, we don't have that information. Our human resources department does not do that at this time. I think that that type of information is valuable and we certainly need a more efficient database to reflect our employees' skills and work history. Certainly, the database is an integration of the existing teacher certification database with an in-house developed HR database. Certainly, the newly created database will host data for both teaching NTA staff and our NEU staff.

Again, for example, it can provide us with data on language usage with respect to the bilingual bonus and who on our staff is proficient in Inuktitut, which was one of the main items of the Office of the Auditor General, which indicated that it felt that my department did not adequately address.

As you know and I can inform the House that the HR database is now being

developed in three phases and this is scheduled for delivery in the summer of 2015.

Currently, some NTEP graduates are teaching in English, so we can't assume that Inuit are teaching in Inuktitut. This is some of the information that we would want to ensure is very clear to us. (interpretation) I hope I answered the question. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I thank the minister for that response; it did answer my question.

Within that same letter that I received as chair of the oversight and government operations and public [accounts] committee, there is a second bullet under that that talks about developing a reporting tool to help assess the currently level of language of instruction implementation. It talks that that tool will identify what percentage of instruction time is being provided in each of the languages of instruction for each of the grades and the number of staff providing instruction in a bilingual context.

Maybe the minister would be able to update this committee on how that reporting tool development is progressing. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Again I would just like to thank the member for giving us that question.

Right now, by using the human resource database to collect, analyze, and synthesize information on qualifications, grade level, specializations, professional and non-professional educational experience, and retention statistics in order to better understand a variety and possibilities of career paths for Inuktitut teachers, I think the project for this one is on track for completion in early 2015.

Again, the issue on evaluation of language of instruction, implementation from kindergarten to grade 3 for 2014-15, we didn't quite complete that yet, but it enhances our Student Information System to include information on courses and the percentage of time students are instructed in Inuit languages. The use of this data is to track compliance within our schools and across the territory. We would review data at system, regional, and school levels. Certainly, the usage of this data is to target and plan growth where required.

(interpretation) I hope I responded to the question. (interpretation ends) It will also provide training to school-based administrators on how to input and track language of instruction information to ensure data is accurate and reliable across the territory. We also assist where the Nunavut Teacher Educator Program will be.

Those are the areas, I believe, is what the question is about. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. We are at Education. Branch Summary. Corporate Services. Total Operations. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Good afternoon, (interpretation ends) Hon. Minister. (interpretation) I would like further elaboration on your department's Inuit Employment Plan, more specifically the need for Inuit teachers. This issue has been in the forefront for years, yet we can't seem to solve this challenge. Perhaps I wasn't paying attention when you responded to a question earlier that I believe was raised.

Has it become clear what exactly seems to be the barrier keeping us from solving this challenge? What hurdle is the harbinger of this failure of retaining Inuit teachers? Perhaps the reason why I ask the question is that we have had the NTEP program for a long time and now available through Arctic College and further, the number of communities where the course is offered has increased with students in their home community taking this program.

Back then, we always stated that in order for students to succeed, more homegrown courses would result in more graduates of the courses, and we held firm to that belief. I believe it to be truthful; at least I personally place faith in that position. What is this last hurdle keeping us from reaching our objective? If my question was comprehensible, that is. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Indeed, firstly let me start with this statement: as the Department of Education, we are continually searching for teachers, obviously recruitment matters.

Additionally, what I can also say at this point in time is that we now have ten communities that are offering the NTEP program with students taking the courses. Some communities have offered this course for four years with some students on their fourth year while others may be in their second year and others just starting the program. The students aren't all at the same level.

As well, the NTEP program for the courses specific to this teaching program in Nunavut, as we all know, we now have 108 students enrolled in the (interpretation ends) Bachelor of Education (interpretation) program and as I stated earlier, this is happening in ten communities. This is something I take pride in. Although the total may seem insignificant, the figure is still 108.

The other factors we need to know about relate to the current situation as we have Inuit teachers already in our system with some on the verge of retirement. That is the situation we face everywhere with workers retiring. We also have had Inuit teachers who have gone on to other careers as with any other profession. Our employees have the freedom to move onto other careers, either within the government bureaucracy or elsewhere, and this situation continues to play out as well to date.

With respect to your actual question, I doubt I can describe the hurdles, but what I can tell you is that one of our top priorities is to hire Inuktitut-speaking teachers. Here I refer to bilingual teachers versed in two languages and if that is our goal, then we need bilingual teachers for that. I can't really answer your question, as teachers are also free to move to new careers and we can't stop

them from doing so. We can't tell them, "You must remain a teacher." It is up to each individual.

Again I doubt I have answered your question. My deputy minister here was a past teacher, but she has moved into the administration circles and now works as a deputy minister. This is just an example of how we lose some Inuit teachers and recruit more.

To date, on a personal level, I am gratified with the numbers we have, as 108 students are a fairly significant number who will be able to speak in Inuktitut. Another matter I can raise here is that sometimes when the students reach the schools, as I mentioned earlier, some of the teachers have to teach their courses in English, although they are Inuit teachers.

These are the issues we face. Nevertheless, we will continue to push to attain that objective within our department. I am very pleased that we see a lot of Inuit teachers in our schools. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. If I'm out of line, please let me know, Mr. Chairman.

A question I asked earlier was: what are your challenges? You didn't respond to my question because I'm sure there are a lot of challenges out there, but have you ever thought about our teachers, especially the Inuit teachers, and the lack of support they receive from the education system? I hear that all over Nunavut. There seem to be no changes to provide better services or support for

Inuit teachers in providing them with the proper resources and tools. We don't seem to be giving them resources as a government.

I can use an example where our deputy minister used to be a teacher. I'm sure she knows exactly what it is like as a teacher without the proper support and resources. Is that one of the challenges that teachers are facing? We give them a lot of work to do, but we don't give them the support and services. Have you heard about such comments being made out there? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) With those comments regarding challenges or the lack of support, I don't know what those challenges are or if they're receiving the proper support or resources.

We discussed resources in the school system, especially Inuktitut resources. In the past, some of the challenges included not having an Inuktitut curriculum or necessary resources. That was a challenge and we are asking for additional funds so that we can provide adequate Inuktitut resources or curriculum. We definitely have to focus on that and we are looking at new monies to acquire Inuktitut resources. That was one of the challenges we had in the past. They did not have an Inuktitut curriculum or resources to work with.

We should also know that our teachers, whether they are Inuit or others, have the proper support. In English, they are provided professional help. They are available for our teachers when they ask

for that type of assistance. We provide it to our teachers.

Another issue I have been bringing up is literacy, which is new. As I mentioned in the past, we are working on that issue. We are talking about a literacy coach who could help our teachers, so we are focusing on that. These people are there to provide support and resources to our teachers.

Last year, there was \$1.06 million that will be used for three years to produce Inuktitut curriculum. We are using other resources out there to fund, to provide or to produce what is missing in the school system right now. We are requesting additional funds to fill in the gaps for Inuktitut curriculum.

I don't know whether or not I responded to your question. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Yes and no. Ever since Inuktitut teaching started, maybe I was too young at that time, but to date, it has never been properly set up and the resources have never been enough. It always seems to be on the backburner in your department.

I remember there used to be a divisional board of education in Qikiqtaaluk and other regions. This issue was brought up and they responded that they were producing Inuktitut story books and curriculum. At that time, we knew that people were really happy. However, ever since we got our Nunavut, everything stopped. They stopped all these

programs because they said it is costing money.

We are saying Inuktitut teaching is very important, but when we got our own government, these programs were delayed in the process. A lot of times, people don't believe the government, even though we talk about these things, because it seems whatever the Nunavummiut want are being cut. No wonder we are not being believed in.

My question is, during 1970 or 1980, Inuktitut was one of the priorities on the list. Why is it today, (interpretation ends) Hon. Minister, (interpretation) that over \$1 million will be used for literacy? There have been 25 to 30 years that this Inuktitut curriculum is very important, but nothing seems to be happening today. Why is that? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) The regulations related to bilingualism are quite clear and they have to use Inuktitut as well as English. This is laid out clearly in the (interpretation ends) *Education Act*. It's very clear.

(interpretation) Further, in the *Education Act*, the preamble language speaks to the need to have Inuit beliefs, culture, and language as the foundation. It clearly states that the foundation has to include *Inuit Qaujimanituqangit* and these are the pillars of our current education system. This will not change. That is quite clearly stated. Additionally, our goals and objectives are adhered to in our schools.

The *Education Act* also clearly states that the local district education authorities are the recognized local body to promote Inuit language and culture within their communities. They already exist.

I can't speak to what transpired in the past and how it looked operationally, as that is historical. We are looking at the future and trying to move forward.

We work with the DEAs and support them in their work and avail ourselves for any further assistance they may require. Also in the *Education Act*, the DEAs have responsibilities clearly laid out. This includes the funding of their annual operating budget and they are indispensable to the system. Furthermore, within the *Education Act*, the (interpretation ends) coalition of DEAs (interpretation) was created to represent all of their members. We also collaborate with this body to meet our challenges locally in terms of DEA by-laws, operating budgets, and so on.

I don't really know how the district education authorities were running in the past. We're using the *Education Act* today. That's the only way I can respond. (interpretation ends) *Qujannamiik*, Mr. Chairman.

**Chairman:** Thank you. All members, I ask that you keep your preambles short and please try and get to your detailed questions and answers. Thank you. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. It behooves us to try and keep our preambles short, but when you ask a direct question, the officials rarely grasp the gist of it and sometimes you

feel obliged to provide a complete background, especially with these fluffy types of responses.

I don't know any person in Nunavut who wants to move backwards operationally and I am in that boat as well. We all want to move forward, but I hold firm to a belief that we have to recall our historic programs or experiences that are still applicable and pertinent for today.

To provide this example, during the days of the Baffin Divisional Board of Education, numerous books were produced in Inuktitut designed for our children. Wasn't that a success? I personally thought it was extremely successful. Yes, it may be old and antiquated in some bureaucrats' eyes, but the material is still useful for this day and age, that is, if we are committed to bilingual education and education in Inuktitut.

Another factor I place faith in is the DEAs and I used to be a previous member on one and yes, they have authority on paper. That is absolutely where it ends and I am telling the truth. Other than the fact that it is written on paper, when a DEA actually tries to exercise that authority, barriers immediately pop up. I have experienced this first hand, as I have been involved in educational boards for many years.

Let me ask this question then. With the majority of our people believing in this precept of having Inuktitut protected, an advocate like me and many of our fellow Inuit in Nunavut believe that offering education in Inuktitut is extremely beneficial. I know you stated that your department will expend over \$1 million on this initiative.

I wonder why, when NWT was split into two and Nunavut was created, successful programs were cut completely and where kept, they were reduced to basically nothing. I imagine your typical answer will include the fact you yourself wasn't involved, but your departmental officials have that corporate history. Many long-serving education officials got their start there and we still have them working in that department. Why did we stop these Inuktitut language programs when Inuit are adamant about protecting the language? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank my colleague because we are very concerned about education, so I am very pleased about his question.

With respect to actual programs cut or reduced, I don't really know about that aspect of it. However, the end result was that the process was slowed down, but I don't think it was completely cut.

With respect to the DEAs, these boards are all elected locally. Our department doesn't appoint the representatives as it is laid out clearly in the *Education Act*. DEAs are comprised of elected representatives and obviously, the representatives are required to be taught the intricacies of the education system upon election. This is an ongoing process as it is with other elected boards.

Also, regarding Inuktitut language books to be used in the school curriculum, I have to briefly state it in English. (interpretation ends) For guided reading (interpretation) that you referenced totals



\$1.06 million, this is new funding we have requested for the fiscal year 2015-16 specifically for producing more Inuktitut language books.

Additionally, this isn't the only funded initiative. We have to remember that any book destined to teach students in Inuktitut through (interpretation ends) guided reading, guided writing (interpretation) that I tried to explain yesterday to one of our colleagues will be translated from English to Inuktitut and geared towards Nunavummiut. (interpretation ends) Nunavut relevant resources, (interpretation) with that principle in mind, as well as the curriculum offered in our schools, which most members are aware of, is the Aulajaaqtut curriculum. Some of these books are destined for that course. With those types of examples, I hope it shows some initiatives won't be stopped.

As well, we have to follow the *Education Act* that speaks to Inuktitut and English languages being the foundation or (interpretation ends) bilingual education. (interpretation) I appreciate the member for raising that matter. We are committed towards that goal obviously and herein lies some of the reasons why Inuit fought for Nunavut, to protect and preserve the Inuktitut language and culture wherever possible, particularly in our schools. Thank you, Mr. Speaker.

**Chairman:** Thank you. Before I proceed to the next member, I want to remind all members that we are here to review proposed departmental budgets for the upcoming 2015-16 fiscal year. I encourage all members to focus your questions on the proposed budgets. Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. I believe we are on page G-6 of the English version. In reviewing the numbers under your main estimates specifically under Corporate Services, in comparing the figures, the amount has increased by approximately \$700,000. What is your department's substantiation for an increase of this magnitude? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa:** Thank you, Mr. Chairman. (interpretation) I can answer that question and it is an excellent question, so thank you for raising it. I know you want to understand the reasoning and it is always simpler when you are clear in your comprehension.

These are the items included in that \$700,000 funding increase from fiscal year 2014-15 to 2015-16 and these are the following changes: \$694,000 is one line item and I can break that down for your benefit, my colleague. \$237,000 is allocated for literacy and book production, as we have literally thousands of books. As a matter of fact, I went to see the storage facility [shack].

>> *Laughter*

I didn't mean to use that local nickname. I was referring to the (interpretation ends) warehouse (interpretation) housing our materials, as that amount is quite high, the \$237,000. Further, \$170,000 is allocated for O&M costs associated with the purchase of computers and related technology. I believe it is called the (interpretation ends) Student Information System (interpretation) that these funds are for. \$126,000 is towards the

employee in this line item and to be specific, it is for the (interpretation ends) education technology coordinator. (interpretation) Additionally, we have set aside \$77,000 for the training materials we will receive from (interpretation ends) Pearson (interpretation) College, as we have requested more materials. Obviously, this will include the salary of the position that has resulted in this increase under (interpretation ends) salary and benefit costs.

(interpretation) We have those items and that comprises most the increases. Perhaps Mr. Chairman, my deputy minister can elaborate further at your discretion, Mr. Chairman.

**Chairman:** Of course, you can. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Just to provide a bit more detail on the figures under the \$237,000 allocated towards storage space, it is to house our books and this is new funding we have requested. The rest of the additional funds towards this will be funded through the regular O&M budget of the Department of Education. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much. I believe you have some storage that is in the warehouse within Nunavut for all the schools. Are they going to be available for elementary and high schools, and when is this going to roll out to all the schools? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I mean Mr. Chairman. My apologies, sometimes with different dialects, the terms can become confusing.

As I understand it, yes, definitely, it is going to be available to all the schools in Nunavut and directed to all communities. Everything that is in the warehouse, some different reading material that is in Inuktitut, some in English, it is going to be directed towards the younger children. Even for preschool kids, for example, there are a lot of (interpretation ends) "Tell Me a Story" (interpretation) books in storage to be sent out to the communities.

There are resources available towards computer literacy and new material. We are expecting some more new books in Inuktitut that are going to be available in the near future. Everyone will benefit; all the communities in Nunavut will benefit. I went to go see it myself. It is a big, open space, but it's completely full with a lot of material in Inuktitut. I was quite proud of the material that is available. (interpretation ends) *Qujannamiik*, Mr. Chairman.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. In *Sivumut Abluqta*, education is the priority. You said that there are resources and they are warehoused. If I understood correctly, you expect them to be sent out to elementary and high schools. Is that happening in this fiscal year? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) There are 43 schools in Nunavut in total and they will be directed and eventually shipped out to every single school in Nunavut. There are going to be resources in that warehouse at all times. It will come and be shipped out as needed. We will always have reading materials and computer literacy materials in stock, and we are expecting more. It will be a continuously cycle of materials flowing in and out of the warehouse. As soon as we know the shipping dates, the materials will be sent out to the schools. (interpretation ends) *Qujannamiik*, Mr. Chairman.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. Because of the increase in funds, if I may say it in English, (interpretation ends) the Student Information System, (interpretation) you've had an increase in that. With regard to the Student Information System and computers, are you going to be providing new computer systems for all the schools in Nunavut or do they all have new computers? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I'm going to give a very short response. Yes, all schools have that. Thank you.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): I thank the minister for his brief response. Therefore, I'll ask a very brief question. The ones that are going to be rolled out and for those that are dropouts, are they going to be part of that program if they return to school? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) Unfortunately, I don't completely understand your question. Perhaps you can clarify your question, (interpretation ends) Mr. Chairman.

**Chairman:** Mr. Mikkungwak, the minister is asking for clarification. Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I'll rephrase my question using my bilingual knowledge. With this new Student Information System, will the integrated system have information regarding students that were in school and then dropped out and are wishing to go back to school? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) Thank you for clarifying your question. I can say yes, the Student Information System, what we call (interpretation ends) SIS, (interpretation) is a great way to keep track of information with regard to your question. Thank you.

**Chairman:** Thank you. The next name on the list, Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I understand what is going on, but I would like some clarification on some of the things regarding education.

I have a question for the minister with regard to children. We tell them that we need to speak in Inuktitut to our children, but they are now speaking a lot more in English. When the parents are speaking in English to their children in the home, is this a hindrance to our children in how they learn in the schools? Parents are speaking English to their children. Is that a factor in how they are getting schooled later on from the home to the school when there is a transition? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank you for your concerns. I believe that the education authorities have also encouraged everyone that learning your language begins at home. The parents are the first instructors of the child as to how they are going to learn everything in the world. We encourage that as well, as we firmly believe it begins in the home and I agree with Mr. Shooyook. Definitely, in our schools, the children start learning Inuktitut in kindergarten. Also, when their parents are speaking to them in Inuktitut, we are encouraging that and I agree with my colleague.

I also want to say that the reading material is an excellent resource and this is what we're planning and what we're seeing. *Unikkaarvigilaunnga* is another book and it's a way of saying to their parents, "Please tell me a story." These are the kinds of books that are going to

be excellent tools for parents as well. That's how I can respond to the member. Everything begins at home. Thank you, Mr. Chairman.

**Chairman** (Mr. Mikkungwak) (interpretation): Thank you very much. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I just want to state what I have experienced. I am an Inuk and although I only speak one language, I understand and can read a bit of English. My wife and I are full-blooded Inuit and our children were raised by us and our children have children.

When we see small children speaking in Inuktitut, because these children are not listening to their parents when they speak in English, they're only used to speaking Inuktitut and I am very proud of that.

I know that some of my grandchildren have lost some of the words. The young child, who was a fully Inuktitut-speaking child, now speaks to the mother in English since they moved here and I understood that.

I know that we can't control other people, but if we want to preserve the Inuktitut language, as parents, we hold that responsibility. We need to encourage households to start speaking Inuktitut. That is what I would like to see in the future. Thank you, Mr. Chairman.

**Chairman:** I take that as a comment, but if the minister wants to respond, Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) I believe what you just stated. Yes, we have to start educating our children at home. We keep saying that we believe that, especially with the first born. We can start teaching. They start learning when they are first born and that's when the learning starts. We believe in that.

That's why I talked about the reading material for early childhood programming, reading material called *Unikkaarviginnga*. They could be used by children to the age where they can actually speak. They will also be used at the daycare centres. The Inuit language is to be used at the daycare centres. That's our priority to strengthen the use of the Inuit language.

We do various reviews as the Department of Education. Before the students become of school age, if they are proficient in either language, we know right away, but Inuktitut is our priority in Nunavut. According to the *Education Act*, it is a bilingual education and that is what we are working on. (interpretation ends) *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Do you have additional questions? You are done. Thank you very much. (interpretation ends) We are on Education. Branch Summary. Corporate Services. G-6. Total Operations and Maintenance, to be Voted. \$4,014,000. Agreed?

**Some Members:** Agreed

**Chairman** (interpretation): Thank you very much. Moving on to the next page. (interpretation ends) Branch Summary.

Education. K-12 School Operations. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I know and remember that the Chair encouraged us to start asking questions according to the page we are on. If you allow me, I'll be asking some questions on the line item, but I have a brief question with regard to school operations.

As Members of the Legislative Assembly, we usually get invited to the schools and the students like to hear what we do. They ask questions to members and when we are at the schools, we try to encourage the students to stay in school so that they can be better than us. Have you ever noticed or is it just me that notices within the schools, students seem to be given too much freedom? Maybe it's just me, but when I'm invited to the schools, some of the students are talking, eating, drinking pop, or doing whatever. Here I am trying to be serious while I'm speaking with them.

I know you probably won't be able to respond to my question and I know it's probably impossible to respond, but I believe having too much freedom is not a good way of learning. I believe I'm being old school here. Why is it that way and why can't we change it? Is it because teachers are not given enough authority or is there more authority given to the students that the teachers are not allowed to advise the students? Can you elaborate on that, (interpretation ends) Hon. Minister? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank my colleague for being involved with the schools. It's very beneficial for students when they see the work of Members of the Legislative Assembly. It encourages the students to stay in school.

In Nunavut, we talk about education objectives and goals, but I believe it impacts *Inuuqatigiitsiarniq* and the school has to be receptive to the public and to the students. We need to encourage and try to encourage the student peers to help each other, to be careful, and to eat nutritional food. These are the things we do in school. We encourage the students to be proud and respectful of others and to respect property.

As we all know, in Canada, compared to when we used to go to school in the past, the school system has now changed, not just in Nunavut but within all provinces of Canada. We now have computers and IT, so these are new things that we now use in the school. Like I said earlier, how can we strengthen the Inuktitut language in the schools? It has to start from the home. Like drinking pop and eating unhealthy food, the parents can encourage their children not to eat too much junk food. That's where it has to start from the home.

Within the school itself, they make their own policy, what they are not supposed to do and what they are supposed to do. They make those rules. Student councils, principals, and students work together to write their own rules. We have no standardized rules to be used within the schools. Each student can make their own rules.

I hope I responded to your question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I know that it has been a concern everywhere. I have been told they realize that they can make their policies within their community. I do not understand why they don't make the rules. The DEAs will now know that they can make policies that, such as there is no pop allowed in the schools or no students are allowed to just walk out of the school during school hours. I didn't realize that the DEAs can make such policies. Thank you for informing the DEAs on this policy-making. I believe some DEAs think they cannot make any rules or policies.

However, I believe we all want the students to stay in school and I believe we all have a part to play to keep the students in school. Some work has to be done to really help the students. For example, eating junk food in the school is not associated with providing a proper education. If a student is allowed to walk out at anytime, it results in a less-than-stellar example of proper education.

Has the department ever considered enacting territorial-wide restrictions, such as specific types of foods not allowed in any of the GN schools? For such rules as no junk food, no walking out, has your department considered writing the foundation or the base for such policy? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister of Education, (interpretation ends) Hon. Paul Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) I can just respond generically. Yes, policies or rules, and here I mean (interpretation ends) rules, (interpretation) similar Inuktitut terms are kind of confusing as we interchange rules, legislation, or policies and dialectal differences can also lead to confusion when you are trying to think in English.

Yes, the DEAs have been informed about their mandate and roles in making rules specific to their schools in their communities. Some communities have three schools while others have two schools and the minority with only one school. Local district education authorities can make their own policies and regulations particularly by using the foundation of “living in harmony” and we explain what rules and policies can be enacted by the DEAs who would develop them collaboratively with the school principle and it would be applicable to teachers and students in the school.

Now, regarding your question on enacting rules, it is already laid out in our legislation governing the DEAs’ authority and ability to manage certain areas. To date, the department hasn’t put a lot of thought into that. We do know that schools are specifically for educational purposes. That is the foundation. The issues such as eating junk food or pop aren’t really in that mandate.

One thing we should recall here is that many of our schools have (interpretation ends) breakfast programs. (interpretation) We do allow students to eat in the school through the breakfast program. This is for the younger

students. Some schools also have (interpretation ends) lunch programs or (interpretation) things like that related to particular programs where students are provided with food. Perhaps that is what the member witnessed with students eating food during either the (interpretation ends) breakfast program or lunch program (interpretation) depending on our fine schools.

Nevertheless, students are not allowed to just walk out of the school during classes. This is a definite rule, perhaps policy in this case. Anyone who is a student can’t walk out without prior permission. As an example, if a student has to go out, they have to go through the (interpretation ends) principle (interpretation) or alternatively, by the DEA office, but no student is allowed to just walk out. That is part of our policies. Thank you, Mr. Speaker.

**Chairman** (Mr. Akoak): Thank you. Mr. Enook.

**Mr. Enook** (interpretation): Thank you. I guess I will then just bring this subject up briefly. When our parents recall the past, which is their perception of the educational system, Inuit felt the education system stole their children and in that colonial era, Inuit parents meekly watched and lost the stewardship of their children. In that era, Inuit had absolutely no choice, as some children were actually taken from their parents. Nevertheless, the repercussions reverberate today.

The question I am posing may not be answerable, as parents nowadays should know by now the absolute necessity of education and why Inuit need education to succeed. We should be past that

cultural perception today because the majority of parents have grown up entirely within the communities. We ought to know the significance of education.

One of the things I deliberate upon is your statement about everything beginning at home. I, as the father, have to advise my children certain rules, such as “Don’t do this activity in the school, don’t eat there, don’t argue with your teachers, and don’t speak back,” parental responsibilities.

Too many have abandoned their parental responsibilities and we have to repatriate that stewardship of our children. At a bare minimum, let us grab back the authority our parents felt they lost and not be content to being a passive parent by not being engaged in the education system and publicly state that we, as parents, have now retained our parental responsibilities and tell our children particular rules to follow in the schools.

I believe that as parents, we should be supporting common sense rules and be engaged in our children’s education and not place all the responsibility on the education system. I recall one of your statements about parental engagement. What else can we do to get past this cultural barrier against the education system? I doubt this is easy to answer, as we are aware of (interpretation ends) our responsibilities (interpretation) as parents and how it relates to education.

A teacher is only trying to teach a child about certain subjects under the curriculum. As parents, we have to support that through teaching them life skills and social rules, specifically the rules we have to remind our children of

that apply in school and life. How can we surpass the barrier to grab back our parental authority? I realize it may be impossible to answer, but as a parent, I should be the one answering that question.

The issue is sensitive, but if you think you are able to share your perceptions on this matter and feel like commenting, please do so. Thank you.

**Chairman:** Minister Quassa, feel free to answer how you feel.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) I would like to thank my colleague for talking about this. I believe in what he is saying too. We need to hear this more as parents and do more things about it. How can we have more parental engagement? We will really try to utilize that and get parents more involved.

We could talk about parental and family engagement and use that as a goal. We can raise those questions to the parents. What else would you like to do as parents? We can engage them like that or meet with them and have a round-table discussion with them. There are many options like that. We will always push for parental engagement.

Ensuring that children are well rested, properly fed before school, and if they cannot eat at home, then they know they have a breakfast waiting for them at the school, there are things like that we can do. We will continue to ask, “What else can we do? What else can we help you with?”

Thank you for bringing this subject up. If we keep bringing it up, it is very good,



as we are members for our constituents as they hear us when we speak here. Thank you.

**Chairman:** Thank you. We are on Branch Summary. Education. K-12 School Operations. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. It's finally my turn.

Last year, we made some references or the department made some references to some teachers were teaching without certification standards and I know that issue was going to be addressed. I'm just wondering if you can tell us where you are on that. Do we still have teachers teaching without the proper certification? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) I thank the member for bringing this up so that everyone will understand where things are. Yes, this is still going on.

Let me switch to English. (interpretation ends) We do still provide the letter of authority. (interpretation) That is still continuing. (interpretation ends) At times, it is a good move for us to use that letter of authority when we don't have enough Inuktitut teachers. For example, if we need an Inuktitut teacher right there and then, this letter of authority gives us that (interpretation) flexibility. It makes it easier to function.

Sometimes we use the letter of authority today for language of instruction. (interpretation ends) Language of instruction is so vitally important that we do and we have used that privilege of

giving a letter of authority to meet the needs and the mandate of language of instruction within our schools. (interpretation) Thank you.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. In regard to letters of authority, have the numbers changed from last year? Actually, I'm not familiar with how many teachers were operating under letters of authority last year, but perhaps you can tell us that. What is it this year? Is there any change? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. Right now, we don't have the numbers at this time, but we would be more than happy to get back to you on the numbers that you are enquiring about. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. I'm going to go on to something else now. Can you tell me what your position is or what the department's position is on assessing students who may have learning disabilities? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I did not see the little red light.

The question is timely and I want it answered properly. (interpretation ends) Mr. Chairman, (interpretation) if you

don't mind, I will ask my deputy minister to speak to this matter, (interpretation ends) Mr. Chairman.

**Chairman:** Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The whole issue of assessment is very important for us. Right now, it is timely because we are just expecting a report on inclusive education that will look at what our existing resources are currently and, I think also, to identify what the gaps are.

We know what our gaps are and one of the biggest gaps that we have is determining learning disabilities. One thing I have been in discussion with the deputy ministers of Health and Family Services is the whole regime of assessment when it comes to learning disabilities. Currently right now, a parent has to get a referral to an educational psychologist to determine what learning disability a child may have.

You also have to understand that we do come from an educational culture of non-labelling and not labelling children. That is the philosophy of inclusive education. Regardless of what physical or learning disability a child may have, the system is inclusive to include them in the system and to be able to provide the supports to that child.

However, right now, the support system that we do have in place, previous to the implementation of the current *Education Act* we have, it was never in legislation. Now it's in legislation. We also have what we call student support consultants. There are staff that are at the regional level. They are experienced and they

have the expertise on working with children with special needs and disabilities. In every school, there is a student support teacher as well who draws on support from the regional level.

At the school level, we have student support assistants that are identified directly to work with students, some one on one. For example, if we have a child that has an extreme need, there will be that one-on-one support. Currently, in our system, we have over 100 student support assistants across the territory to work with children with special needs. We have American Sign Language interpreters, for example, that provide that. We also have a school team.

We use what we call student support plans. First and foremost, it's a teacher that would determine what supports that child will need. It might be a behaviour plan. It might be a learning plan. It might be a plan in terms of does that child need extra supports, whether it may be something for physio, whether it may be a device to assist them, that type of thing. That plan clearly identifies also some of their learning objectives and their outcomes depending on the need. We also supplement currently what Health provides for us, so we also provide what we call PT or speech therapy and those types of things.

That is the current system we have in place right now, but we are really looking forward to seeing that external review take place. We know they will be identifying what those gaps are in order to better provide more assistance to our students. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Just to remind everyone that we have translators and they want to keep up. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Thank you for that answer. I know personally someone who really struggled with their child in school. There were no assessments being done and she really had to go out of her way and get her child assessed on her own, and then the additional material that was given to her to address this learning disability, she had to do herself at home.

I think the department is going in the right direction in recognizing that we need to address problems and the only way you can do that is to identify what they are. I understand about being inclusive and all of that, but at the same time, I think the department needs to know what they're working with.

Just to go on a bit, I want to go on to something else here. It appears from the grants and contributions line of K-12, the School Operations Division, the amount of funding allocated to DEAs would decrease in 2015-16. Given that DEAs have significant responsibilities under the *Education Act*, what accounts for the decrease in the DEA funding? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank the member for that question. We can break those figures down for you, as that is an excellent question.

The reason for the decrease is primarily due to the priorities of the Rankin Inlet DEA. They have decided not to continue

holding the busing contract and it will now revert to the (interpretation ends) regional school operations. (interpretation) The amount that would have accrued to the DEA has been transferred to the (interpretation ends) regional school operations (interpretation) as well. The \$96,000 amount is for that bus contract.

We are also in the process of moving \$126,000 to (interpretation ends) grants and contributions from the DEAs to the RSO, or regional school operations. (interpretation) There is an amount of \$40,000 for the Kivalliq (interpretation ends) science educators' program. (interpretation) \$78,000 is for the (interpretation ends) National Arts Centre. (interpretation) The remaining \$8,000 will be moved to other divisions. That's why we see that decrease with the amount of dollars that were directed to DEAs. They are now moved to the (interpretation ends) regional staff operations.

(interpretation) Perhaps if we look at last year... Although I said that I don't like looking back, sometimes we need to look back on occasion and what my colleague said was entirely truthful in that regard. It's just the administrative service realignment to ensure smoother operations, but it results in a seemingly smaller DEA budget in our main estimates (interpretation ends) *Qujannamiik*, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. I would like to keep on this topic of DEAs. What kind of assistance do DEAs receive when it comes to making some very important decisions

on behalf of preschool and school aged children? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you for that question, my colleague. There are different sources of funds that we provide for the local DEAs. There are different funding methods.

As a matter of fact, within the department, we have dedicated support staff for various operations, such as financial bookkeeping, administration of funds within the community, items such as drafting by-laws, pertinent regulations, or interpretation of regulations. In the Early Childhood Education Division, we have two dedicated staff for that. Those are the types of support services that are provided to the DEAs by way of early childhood education.

As I stated earlier, we make sure that we are readily available as a department to the DEAs. We write to them on a regular basis to ask them about what types of support services they require. In our laws, it clearly indicates in section 17 that the DEAs are responsible for the Early Childhood Education Program, especially fluency in the Inuktitut language and in the Inuktitut culture. That is one of the responsibilities.

To date, that is how the Act outlines it. It defines what roles and responsibilities the DEAs have and what types of support services should be provided to the DEAs. I hope I answered my colleague's question. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Thanks to the minister for that answer. I think you were very informative in your reply.

I want to go to something that is related to the DEAs. I would like to ask a question about the coalition. Perhaps we can start off by the minister explaining what the mandate of the coalition is. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. (interpretation) The coalition... I'll respond in English if it's okay with you, Mr. Chairman.

(interpretation ends) As outlined in the *Education Act*, the DEA coalition does have an important role to review the funding process for DEAs and make recommendations to the minister. The *Education Act* also requires that my staff meet with the DEA coalition at least once a year to assist the department in long-term planning for the education system. The DEA also has an opportunity to be included in the hiring panel for senior regional staff of the department.

The *Education Act* also authorizes the coalition to request a structured dialogue with the minister concerning direction that the minister has given to the DEAs or the education staff. We also see the DEA coalition as a support to the district education authorities and of course, which is why we often work together to develop the support material like the DEA administration manual or the

family engagement resources that were recently released.

Yes, it is quite clear. Although it's not as detailed under the *Education Act*, these are the main areas that the coalition of Nunavut DEAs does or is supposed to do. (interpretation) Those are some of the core responsibilities. (interpretation ends) Certainly, this department works very closely with the coalition of Nunavut DEAs to ensure that we are following the *Education Act*. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Can the minister tell us how many times he has had these structured dialogues with the coalition since he became the Minister of Education? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Since I became a minister, I have probably met with them twice. When they have an annual report, I am in attendance. I've had dialogues with them two or three times since the time I became minister. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Are there any activity or similar reports that can provide information in detail of what kind of services they provide? I know that you have listed under the Act what their responsibilities are, but are there any

reports that can be tabled? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, they provide financial audited statements and we also require, in their contribution agreement, that they submit their annual report work plan, (interpretation) requirements of that nature. (interpretation ends) We do review their annual financial statements and of course, compare the results against the annual budget submitted in the contribution agreement process. There is that.

I also wanted to add a bit, the fact that our DEA development coordinators do meet regularly with the executive director of the coalition of district education authorities. I just wanted to add that a bit, but yes, we do expect and we do review their annual financial statements. That is the reporting process that we have with the coalition. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. I'm just going to go on now to a different topic, school operations, and I'm just looking at your business plan on page 86 where it says that the regional school operations office provides services and support to DEAs, school staff, and so on. Where are these offices located? Are we talking about three regions here? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. We have offices in Mittimatalik (Pond Inlet), Qamanittuaq (Baker Lake), (interpretation) and Kugluktuk. Those are the three (interpretation ends) regional offices. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. It says here in your business plan that they provide support and training supervision to 43 schools. Can you tell us, being where they're located, does this pose quite a challenge to be able to work with all the schools? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) From my understanding and from what I have seen, I believe Pond Inlet would be the office that has the most challenging part because it has to cover the whole Baffin region. To go from Pond Inlet down to Sanikiluaq is quite a task and just trying to reach Sanikiluaq or to travel to the High Arctic. You're going to have to fly down here first and then up. Pond Inlet may be the one that has the most challenging in terms of travel logistics. (interpretation) That's all. (interpretation ends) Otherwise, it's still very functional. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. In Pond Inlet, they do have to go to Iqaluit before they go to any other

community, right? They always have to fly from Pond Inlet and then back up to Clyde River, and that. Does that mean that the staff are in Iqaluit more than they are in Pond Inlet? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. Not really. Again I can say that our superintendents are on the road quite a lot, especially from our Baffin regional office. Again, in the past, the executive director was in Iqaluit quite a while acting ADM while we tried to fill those positions. There are some challenges, of course, and we expect that. Again, we have to carry out our responsibilities and mandate.

Pond Inlet, for example, if you want to go to Clyde River, that's the only community that you can practically fly direct from Pond Inlet to Clyde River. (interpretation) That's the only route. (interpretation ends) Otherwise, yes, you're right, that you have to go through Iqaluit most of the time.

I have seen and we have seen that our superintendents are on the road quite a bit. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. I would like to go on now about curriculum. In your business plan on page 86, it says, "Ensure consistency in curriculum across Nunavut..." How will this oversight be carried out? DEAs currently have the responsibility for language of instruction. What impact will this have on providing curriculum

that is consistent across Nunavut? Thank you, Mr. Chairman.

**Chairman:** Thank you. Sorry about that. It's in the next branch, but if the minister would like to answer the question, Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, Mr. Chairman, for reminding us that yes, indeed, it's on the other one.

I can say that... (interpretation) I lost my train of thought and what I was about to say. Regarding your question, I really want to ensure it is absolutely clear and I totally lost track.

>> *Laughter*

In light of my past statements outlining the need for more consistency in our schools, (interpretation ends) consistent, (interpretation) yes, you are correct that the DEA has to identify how the language of instruction will be used. There are three types of decisions that they can make within the school regarding Inuktitut instruction in our schools. One model is called Qulliq. In Iqaluit, Rankin Inlet, and Cambridge Bay, the languages can be used at the same time. In Kugluktuk and other communities, they have the dual model. There are three models for language of instruction that can be used. If the DEA wants to use a particular model, I can only approve them and sign them as the minister. I pretty well know what they are going to be using.

Looking at the future, I'm just wondering how we can review this. Please note that the *Education Act* is

being reviewed. Maybe we can look at this again because there are different little items.

Just to add to that, if the Chairman doesn't mind, my deputy minister could give more details so that our colleagues could have a clearer understanding. Thank you.

**Chairman:** Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As the minister stated, the DEAs can request to the minister local programming, but that request has to come directly to the minister for approval. It is considered local programming. However, on a year-by-year basis, the minister is the only one who can authorize and set the standard for what curriculum will be used across the board, across the territory. All teachers and schools are mandated to use that curriculum that the minister sets out.

We are in the process right now of ensuring that the curriculum list is going to be put online so that parents and educators can see the full gamut. It's probably about a 50-page document. We look at it on a year-by-year basis because we also use the Alberta system. There are courses that are continually either expiring or being replaced by different courses, so we have to maintain and update the course list on a year-by-year basis. We're hoping in the next little while that the course list will be online.

Once the minister sets that direction, the schools receive the full list outlining what changes have been made for the current upcoming school year.

(interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. I would like to go on to talk about the complete implementation of the revised career and program planning program for grades 7 to 12. Can you just give us a brief description of what this all means? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank my colleague for that question. (interpretation ends) I can give you the following answers and what the process is used for. The career and program planning process is designed to support students and their parents so they may select courses during secondary school that will enable them to meet their own goals and assignments. When does this process take place? The program actually begins before the school begins.

In secondary school in grade 10 and middle school, students are able to obtain opportunities to learn about planning for their future by taking courses, such as creating a career and program plan, which is a one-credit career and trades skills course. Again, during each year in secondary school, each student's plan is to be updated. (interpretation) Is that understandable? (interpretation ends) Who is responsible? Principals are responsible to ensure that the students' course selections allow them to graduate.

How do we know this process works? Currently, the department receives

anecdotal feedback from school staff about the process. One of the most common complaints from the school staff is the fact that this process must be done by school administrators or by teachers. In some cases, these individuals are either ill-equipped or ill-informed and are unable to provide the support that our students require. (interpretation) That's the response I could give you.

(interpretation ends) What do other jurisdictions do to support students? Again, just look at other systems. Many jurisdictions have full-time professional guidance counsellors in their schools that are typically formal educators themselves and have specific training as guidance counsellors. Sometimes these individuals often have Masters of Education in guidance counselling and are able to provide advice about issues ranging from time management, planning for the future, applying for jobs or post-secondary education, and student financial assistance.

When we will review this process is the next question. My department had originally intended to review the support for students over a year ago, but resources were diverted to respond to the Office of the Auditor General of Canada recommendations, such as safety in schools. Despite this delay, my officials intend to conduct a review of this process during the 2015-16 fiscal year and are to present to me the options that I would consider.

(interpretation) I believe those were the main questions. Thank you, Mr. Chairman.



**Chairman:** Thank you. Before I call you again, I would like to apologize. I was corrected. It's on the next branch, but it's also mentioned in the business plan. You're right. Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you. That's okay.

I just have one last question and that's to do with school counsellors. Can the minister tell us: does every high school have a school counsellor? Thank you.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also can provide a quick answer. No, not all schools have them. This is due partially to what I briefly mentioned about the ratio for teachers and students, (interpretation ends) the student-educator ratio. The counsellors are part of that system. We're saying that not all high schools have those guidance counsellors.

Again, as I said, the Nunavut student-educator ratio determines the overall teaching quota for our schools. You will see some high schools that don't have them, but again, it doesn't mean that there is no guidance within our schools. At times, there are. We have teachers and others that do provide some of those services if there is no guidance counsellor within our schools.

For example, if I look at it region by region, in the Qikiqtani region, we have 1.5 guidance counsellors, one in Iqaluit and half a position in Pond Inlet. In the Kivalliq, we have two guidance counsellors, one in Arviat and one in

Rankin Inlet. In the Kitikmeot, we don't have guidance counsellors *per se*.

As I was saying earlier, even though that may be the case, we do have our teachers at times because again, for most schools that do not have guidance counsellors, it's because they choose to use their teachers in the classrooms to provide as many course options as possible. That is the situation we are in now. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. I have five more names. At this time, we will be taking a 10-minute break.

**An Hon. Member:** Thank you.

>> *Laughter*

>> *Committee recessed at 17:47 and resumed at 18:04*

**Chairman:** I would like to call the committee meeting back to order. We're on page G-7. Branch Summary. Education. K-12 School Operations. The next name on the list, Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I want to ask a question regarding K-12 School Operations. I have a concern, so I want to ask a question to the minister.

The biggest problem that we see is to allow the kids to complete their education. Are you able to explain the attendance of students in Nunavut? Are we able to push or encourage proper attendance in schools? What are your thoughts on this? I believe that a lot of students are falling behind in their attendance, so we are also finding a big

problem when that happens. When students drop out, it becomes a big issue. Can you explain what your thoughts are on this? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation):

Thank you, Mr. Chairman. I thank the member for raising this concern. I had mentioned earlier and I guess I can respond this way: it also is the parents that need to push their kids to stay in school and to attend school. The responsibility falls on parents.

We all know that some kids aren't going to school and there are quite a number of students who have a problem with attendance. Across Nunavut, when we look at the 2011-12 year, we could see that the attendance was at about 71 percent. In 2013-14, there was an increase to 75 percent attendance. There was an improvement in that year.

Also, if a student is not attending school, they're missing out on school activities and school curriculum. If a student is attending 75 percent of the time, they are actually losing three years of schooling by the time they get to grade 12. This is how we can look at it.

I'm trying to be brief, but I can reiterate that learning and pushing kids to go to school falls on the responsibility of parents. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. This is the case and as parents, we try our best. There are complications in the home and problems arise.

The way I understand it, from my own experience, there is a gymnasium, for example, in our community and the hours are open until 11:00 p.m. I think sometimes staying out late is a problem because they want to sleep in. We know nutrition is a factor and that if they don't eat properly, it becomes a factor in their schooling as well.

We have to go back to what customs and traditions that Inuit had, to take back control of our children, such as nurturing them within our homes and not to be defended improperly by the system. If we take control back, it will help their education improve. Now as we live under these conditions, we can be found to be criminal under false situations. We have to go back to the way we were to nurture our children, as this will help them and their education. I bring this up as a question. Thank you, Mr. Chairman.

**Chairman:** Thank you. He said that was just a comment. If you want to add, Minister Quassa.

**Hon. Paul Quassa** (interpretation):

Thank you, Mr. Chairman. I don't have too much to add. Back in the old *Education Act*, there was reference to parents being charged if their children did not go to school, but this was taken out and is no longer being used as we have a newer *Education Act*. To reiterate, yes, parents at home have the freedom to nurture their children as they like and to keep improving our situation. It starts at home. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I ask now: as the old

Act was in place, was this useful or did it or did it not improve attendance? If it was useful, then it could be used. If it didn't work, we don't need it too. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The old *Education Act* that contained that was not very effective and many did not like that it charged parents for children missing school. It was not popular and it was not very effective for the department, so it was removed. This is in response to your question. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Hickes.

**Mr. Hickes:** Thank you. Mr. Chairman. I would like to pick up a little bit where my colleague, Ms. Angnakak, left off with regard to the consistency and quality of curriculum, but I would also like link that in with the career and program planning, program for grades 7 through 12. The reason I'm linking these two together is that I feel that they go hand in hand.

Proper career and program planning for our youth enables students to take the programming needed to be able to achieve their educational goals. We have all heard the innuendoes and comments that Nunavut's education isn't as good as other jurisdictions. Personally I kind of argue that point. I think some of the decisions of the courses that are being taken by some students don't help them achieve real educational success.

I guess I would like to get the department or the minister's thoughts on how those two are linked together and how are they moving forward together. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa

**Hon. Paul Quassa:** Thank you, Mr. Chairman. I can only say that certainly, I can admit that we can do much better. Like anything else, I think we all strive to do things better and certainly that is part of our role to do.

The other factor, of course, is that we're all pushing for our students to be at the school on a daily basis and certainly, attendance does play a role in this area. We are always striving to see what we can do better and I believe that that is something that we can only do to ensure... We want the best within our schools and I believe it is our responsibility to always look to see what else we can do.

(interpretation) That's how I can respond briefly. I hope you understood me. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I thank the minister and I do agree with you. I think the onus, like you say, is on the parents to make sure their children are at school, but it's also on the children and the school system itself to make sure that the options are available to them to achieve success.

Now, correct me if I'm wrong, but I don't think all of our high schools, as an example, have a science lab because probably not enough students are taking

the Chemistry 300 or whatever it's called nowadays to go into the advanced sciences or advanced math to really challenge themselves and to challenge the system to provide the infrastructure that is necessary to be able to achieve pure academic success.

We have all heard great stories of students coming from Nunavut that have gone on to post-secondary careers, medical professions, legal professions, and many other professional activities. That's why I stated earlier that I don't believe the system itself is at fault. I think we need to take further steps to provide our children with the right choices and the direction to make those right choices.

I guess I don't really have a question in there, Mr. Chairman, I'll leave that as a comment, but I'll go on to my next question. In your opening comments on page 5, it talks about the balanced literacy approach and the guided reading resources that have been provided, the levelled literacy intervention resources that have already been provided to schools. How are those resources rolled out to the schools? Are they through the DEA? Through teachers? Through the principals' conference? What type of training was associated with it? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank the member for that excellent question. I'll respond in English, Mr. Chairman.

(interpretation ends) To date, I can say that my department has spent a total of about \$831,910 on resources for

balanced literacy, just to start it off. Certainly, the school resources go directly to the schools.

Again, the literacy resources were purchased from Scholastic Education. We also purchased from the Fountas & Pinnell Benchmark Assessment System and Pearson Canada. Again, this is to support the balanced literacy initiative.

To make the answer short, yes, we do deliver them directly to the schools. I believe that is the question. (interpretation) Did I answer the question? (interpretation ends) I don't know. (interpretation) I probably didn't answer the question, Mr. Chairman. I'll just stop there for now.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I appreciate the information on the material itself, but where I was getting at is: how are they provided to the schools? Was it through the DEA? Was it through the teachers' professional development? Was it through the principals? What type of training [is provided] to utilize those resources? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Again, the teachers and the principals did receive training on these resources in September and October of 2014. The schools have already started implementing the resources in this school year, with full implementation expectations in the 2015-16 school year.

However, the Inuktitut balance literacy resources are still in the works. So far, we have trained 150 teachers and all the principals in all our schools, the regional staff, and the regional school operations staff. That is the training we have done so far. The regional school operations are developing a literacy action plan for their regions. The CSS and RSO, or regional staff operations, are working together to identify anything that is required for each school to move the literacy initiative forward. Again I can say that not every school is at the same place or needs the same support. We try and ensure that we are meeting the needs of all our schools.

So far, as I said, we have trained 150 individuals within our schools and yes, they are delivered directly to the schools. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I thank the minister for that information. Just to stay with literacy, in May of last year, the minister announced that there was pilot program in Cape Dorset with the summer literacy camp. I know the minister and I have spoken about this outside the House a couple of times and the feedback has been very positive on that pilot.

There is curriculum and partnership with ITK, an education group in Cape Dorset, and Frontier College to put on that program. I'm just wondering, with the success that was achieved last year, if the department is looking at expanding that program to other communities. Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. As a department, we are very proud that it was successful in Aqsarniit School here in Iqaluit and when it went to Cape Dorset, it was also successful. Now we are looking at Arviat to start next. This is coming from Cisco. The Cisco people are very supportive and we appreciate them very much. They are very proud of this. Cape Dorset and Arviat are the two communities that have this. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Now, I understand the *Education Act* is under review right now and we are both a part of that process.

One of the things that I would like to get a little bit more information on is the option for a full-day kindergarten. It has been brought up a few times recently in the media and I believe a representative from your department had some comments in the paper that there has been some preplanning work on the feasibility of introducing full-day kindergarten to Nunavut. I understand one of the challenges is the infrastructure and a lack of classroom space for some communities with large classes.

I'm wondering if one of the things that the department is looking at is maybe a phased-in approach where, if it gets approved through the review of the *Education Act*, there could be more broader wording in the Act to allow for full-day kindergarten where DEAs can provide the infrastructure and if the department would support adding

teaching positions as necessary for that. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That is a very good question because we are now considering this. (interpretation ends) I can say that there is certainly going to be a lot of further work that has to be done on this idea. Certainly, a lot more consultations will be needed before any decisions or timelines or moving onto a full-day kindergarten is considered.

Certainly, as I said, there are a lot more ripple effects if that decision did ever come around. The Department of Education would have to do, as I said, a more thorough review of the impacts of full-day kindergarten, including looking at other jurisdictions like Ontario. We have to look at how they operate first before we can even consider it.

Certainly, there would be impacts for our students as well as licensed child care facilities. We would definitely need a lot more kindergarten teachers if we ever considered full-time kindergarten. Certainly, school classrooms, we would have to relook at the whole structures of our schools because as you know, all of our schools only carry half-time kindergarten. Therefore, classrooms would have to be relooked at.

The *Education Act*, of course, is another area that we would have to look at. Certainly, it will have an effect on the education budget and main estimates. There are a lot of other areas that would have to be considered and looked at prior to actually deciding if we were ever to have full-time kindergarten.

Certainly, that is an ideal situation that we would want to see.

Certainly, we would need more kindergarten teachers. We would need more classrooms, as I said. There are a lot of other areas that we would have to look at and review before the idea of full-time kindergarten ever comes around. Certainly, our curriculum would have to change also. There are a lot of other factors that we would have to consider. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I thank the minister for that very detailed response and I acknowledge all of those challenges.

At the same time, there are schools in Nunavut that would be able to transition to full-time kindergarten basically with adding the extra half of a PY. The classroom space may already be available. The teacher is already there. It's just a matter of going from a half day to a full day. I'll leave it at that. I think the minister knows where I'm going with this. Hopefully, through the review of the Ed. Act, we will be able to really identify some of these needs.

I just have a couple of other quick questions. A couple of days ago, we were talking about the NCAP program and the funding in Nunavut. One of your responses was mentioning that DEAs, like the CAP, is a society, a legal entity under the *Societies Act*. Can the minister confirm that all DEAs across Nunavut are also in good standing with Legal Registries? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That's a good question. (interpretation ends) Now, the DEAs are government entities. The DEAs are under Schedule A public agencies as determined by the *Financial Administration Act* and the *Education Act*. DEAs are not societies; they are a public agency within the government. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Thanks for that clarification, Minister Quassa. I must have misunderstood your response when we were talking about that other question.

Along the same lines, though, we've got daycare societies across the territory, which are not public agencies from what I understand. Are all the daycares that are operating in Nunavut in good standing as well? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, for the younger children, the program we call (interpretation ends) early childhood education, (interpretation) each organization has to apply for society status and I know some daycare centres that are not operating because their society status is not in good standing.

(interpretation ends) I can say that there are some that are not in operation because of that situation where they're in bad standing with the *Societies Act*, but we do encourage them. These are all run

by the individual boards within their communities. We only do provide to those who have good standing, as the *Financial Administration Act* implies us to do. Some issues are again with the CRA. *Tamajjagalaummata*. There are different issues. Yes, you're right, there are some that are not operating; some are. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on G-7. Branch Summary. Education. K-12 School Operations. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. Welcome, minister and your officials. I want to start off with more information to understand the reasoning here. (interpretation ends) For K-12 School Operations, (interpretation) I believe this number will be increased to 53 PYs. I believe that there will be 43 educational assistants. Perhaps the term in English is (interpretation ends) learning coaches. (interpretation) With 43 of them, this includes the six (interpretation ends) regional literacy coordinators. (interpretation) With the additional six positions, that is a total of 49 PYs with four left over. What are these four other positions? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank my colleague for that question. Let me elaborate. There are 49 new positions and it's not over that number. What our colleague just highlighted is absolutely correct and if you break it down, there are six regional literacy coaches.

Out of the 49 new positions, once they get 59, 10 of them will be internal to the department. I can use an example of a breakdown. If we look at three teachers for Iqaluit, one for Aqsarniit, one in Inuksuk, half a day for Joamie School, and half a day for Nakasuk School, it is based on where the kids are. There are 49 literacy coaches. (interpretation ends) There are five student support assistants. (interpretation) If we use Cambridge Bay as an example, there are 2.0 positions. Kugluktuk has 2.0 positions and there is 1.0 in Gjoa Haven. That is the breakdown. The coordinator would be for (interpretation ends) teacher induction and mentoring and team leader. (interpretation) That would be sort of like the coordinator position for the literacy initiative programs.

I hope I answered his question, Mr. Chairman. Thank you.

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

**Mr. Joanasié** (interpretation): Thank you. Do I understand that there are actually 59 new positions all together? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Hon. Minister.

**Hon. Paul Quassa** (interpretation): The simple answer is yes, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you. His response to your question was simply a yes. Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you. That is clear now. One of your priorities for 2015-16... . Where was it

again? It was on page 87 in the English version.

It states, “Strengthen Inuit language comprehension...” They are trying to make sure that they start to use a standardized language. What has the Department of Education done in adopting (interpretation ends) standardization (interpretation) in all the schools in Nunavut? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Joanasié. (interpretation ends) Hon. Minister.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Thank you for asking that question. I describe it like this: all of our schools, and there are 43 of them in Nunavut, we want to make sure that they have more standardized curriculum in all of Nunavut. If I say it in English, we want them to be transparently the same.

With regard to your other question, I believe I can describe it like this: we are working with Inuit Tapiriit Kanatami and Nunavut Tunngavik to develop a literacy-based program. I would like everyone to know that I will be announcing it here in the House at a later date. My department has met with ITK about language and literacy to see if we can use a standardized writing system. With the *Inuit Uqausinginnik Taiguusiliuqtiit* group, or the Inuit Language Authority, we were able to bring that up. At the Inuugatta (interpretation ends) conference last week, ITK and NTI representatives were there. This was a major topic of discussion.



Right now, we have been approved to see what exactly we have in the schools and what kind of literacy programs we are lacking. Will we have adequate personnel that will be able to adopt the newly adopted standardized writing system? We are looking into all of those at this point in time when it comes to literacy. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I thank the minister for the response. The Inuugatta Language Conference you were talking was very interesting to hear as an Inuk and I would really have liked to attend that, but unfortunately, we could not go there because of our session here. I was able to go and watch the minister make a speech about the fact that the language is our strength and that our identity is based on it. It is also our uniqueness and we should be proud of it.

Even though we have different dialects, we can work harder to preserve it. That is my position. I'm just trying to encourage the minister to keep on doing this, even though it is very challenging to try and set up a standardized language that they have to work on. If I can support this in any way, I want to try and support the minister towards this objective.

I would like to ask a question, if I say it in English, it's related to the (interpretation ends) safe schools initiative. Resources and materials to implement the safe schools initiative have been under development for some time. According to the draft business plan, finalized hard copy manuals will

be ready in the winter of 2015. I'm wondering: what is the biggest challenge in ensuring that a safe and inclusive environment is achieved for all students and staff? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Thank you for requesting information on that. I can say that we have developed manuals and we are starting to send them out to the schools. It is basically a manual they can use to do what your question is based on. We have distributed that information out now to all schools.

We consider the (interpretation ends) safe schools initiative (interpretation) very important because schools have to be completely safe for the staff in our schools, which is part of the operations. In English, it's the (interpretation ends) emergency preparedness and crisis response manual. (interpretation) We worked in collaboration with the Department of Community and Government Services to develop that manual. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Quassa. We are on G-7. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. On page 87 of the business plan, the first question I have is with respect to one of the priorities for 2015-16, the third bullet, "Continue implementation of Nunavut-wide bench mark assessments to assess student literacy in language and numeracy skills." Have you set this up consistently throughout Nunavut? We

are dealing with three different regions, Kitikmeot, Baffin, and Kivalliq. Have you done this consistently throughout Nunavut, throughout all the regions? Thank you, Mr. Chairman.

**Chairman** (Mr. Akoak): Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Even though we have three different regions, we try to look at Nunavut as one. All the schools have to use the same standardized material, so we try and make sure they all have the same thing, even though they are in different regions. Yes, to answer your question, we did it that way. Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. I thank the minister for that response. Also on page 87, one of the priorities for 2015-16 in the sixth bullet states, "Strengthen Inuit language comprehension by continuing to adapt and create curricula in Inuktut." That looks like a very hard job. Even as an Inuk, we know that our writing systems are different as people from the Kivalliq, Baffin, and Kitikmeot regions. When you look at all three different regions, what have you done in this regard within the Department of Education? Thank you, Mr. Chairman.

**Chairman**: Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Anything that has to do with education is difficult; it

has to be perfect and has to be able to be used properly in the schools.

In the 2014-15 year, we had a group called the Inuit advisory group and that group is made up of Inuit teachers who have been teachers for a long time in our schools. They work on Inuktitut curriculum that will be used in the schools. They put that together and they are going to include performance standards in it as well. It will be used by different grades. They just completed it recently from kindergarten to grade 6. That was the first phase and it mostly has been completed. Now they are working on performance standards for grades 7 and 8 students. They will be doing the same thing for the English literacy standards, which are very high. The Inuktitut literacy standards will have to be just as high.

To date, we use the Inuktitut syllabics. We have been talking about slowly changing over to using the Roman orthography and syllabics in some part. For your information, in 2015, we are going to be putting them on our website. We would like to get feedback from the general public about this. Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): I thank the minister very much for that response. When we're looking at the usage of Roman orthography and utilizing the Inuit advisory group, my question is: how many Inuit sit on the Inuit advisory group and which community do they come from? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Just for your information, I don't know who sits on the advisory group or where they come from. However, as I indicated earlier, they are long-time teachers who know a lot about the education system and they are Inuit. I apologize if I can't tell you who they are or which community they come from. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much. When the information breakdown is available, I would appreciate a copy for my records.

I would like to move to another subject. Many of my colleagues, including myself, as a parent, are quite passionate about the education system. The question I want to ask now relates to student attendance and initiatives to further that in every school in Nunavut. What is the department studying to increase the numbers of student attendance or does your department know which initiatives for increasing student attendance produce the most results? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank the member for wanting details on that subject and I am proud of him for that curiosity.

There are different types of initiatives related to increasing student attendance we have undertaken, and we have noted

with interest that the majority of our students are enamoured with computers and the Internet and they are very adept at using them.

Another initiative we have developed is with (interpretation ends) SMART boards (interpretation) that can be plugged into computers and that is the technology we use now in our schools. These are the SMART boards for our computers and students are eating it up, producing good results. We are trying to ascertain if we can utilize more of this type of technology. That is part of our deliberations.

Another initiative revolves around the gymnasiums in our schools, with earlier opening times to see if that can increase our student attendance. In some schools, we have breakfast programs to increase the number of students coming to school. We are also looking at the attendance records to increase attendance in the schools.

The DEAs are taking those initiatives in order to improve the attendance records. The DEAs are provided funding based on the number of students that go to school. That is how they get their funding. It depends on the total number of students attending. We are looking at different options in order to increase school attendance. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak:** I guess this would be my last question. In the Priorities (2016-17) on page 88 of your business plan is "Ensure consistency and quality in curriculum across Nunavut that will

enable student success, not only in Nunavut, but in Canadian jurisdictions.” My question to that would be: how is the Department of Education working on that to ensure that secondary school students are graduating from their high school? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I would like to thank the member for that question. We are always looking at improving the school system in terms of attendance and so on.

Just recently, in May 2014, I entered into an agreement from kindergarten to grade 12. In 2014-15, we’re looking at standardizing where, if they complete grade 12 here, for example, they can enter any other school anywhere in Canada. We would like to see students completing grade 12 and enter into higher education. We are focusing on literacy and other programs so that we can notch up the education system with math and so on, which are being matched up nationally.

I hope I answered your question, Mr. Chairman.

**Chairman:** Thank you. We are on Branch Summary. Education. K-12 School Operations. Mr. Savikataaq, go ahead with your one or more questions.

>> *Laughter*

**Mr. Savikataaq:** Thank you, Mr. Chairman. Most of the questions I had have been gobbled up by my counterparts, so I won’t be long.

There are just a few things I would like to get a little more detail on. When Ms. Angnakak was asking about the letter of authority, the minister replied that a lot of the letters of authority are used for Inuktitut teachers or so teachers can speak Inuktitut. In my mind, it implies that you don’t have to be a qualified teacher to teach Inuktitut. Is that the message this is sending? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Thank you to the member for asking about this. Many times in the communities, we have a hard time finding certified teachers that speak Inuktitut. Using the letter of authority, it makes it easier to find Inuktitut-speaking Inuit, not just teachers, but Inuktitut-speaking teachers. In the communities, it is sometimes hard to find Inuktitut-speaking teachers. We do run into this situation from time to time. The (interpretation ends) letter of authority (interpretation) is one avenue we use to meet our needs. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. (interpretation) If I understand this correctly, if an Inuk teacher can speak Inuktitut, he or she can teach Inuktitut, but if they if want to teach in English, they need a teaching certificate and have the proper education. Is that the way it is? (interpretation ends) Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, it is like that. Due to that, I am pushing the Nunavut Teacher Education Program and support this program and I want more people to take this program so that we can have a larger pool of teachers and not have to rely on this current situation. It is desirable to have certified Inuit teachers teaching Inuktitut. I encourage our youth to take this program and become certified teachers. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I thank the minister for making it clear that the only qualification you really need to teach Inuktitut is to speak Inuktitut, which is sad, but I guess that is the reality of the way it is.

To go on a different subject here, I know that the teacher-student ratio is used to decide the number of teachers a school will get the following year, if I'm correct in that. I'll start there. That is for the following year. Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, that is the case. To decide the number of teachers, we use that formula to determine the number of teachers for the school season. To answer his question, yes, it is like that.

However, I would like to add that we don't just hire teachers if they can speak Inuktitut. We want them to be certified

or even have a Bachelor of Education and we are always pushing this agenda. I wanted to add that, even though his question was not directly on this, but he did ask earlier.

Yes, we use that formula to know how many teachers we will need the following year and school attendance is used. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I would just like to ask the minister if there are any provisions set up for... . Let's say a community was really successful in bringing back a whole bunch of students that are of student age to enter the school and people have moved in and the number of students has really risen, and the number of teachers in a school is always decided a year before. Are there any provisions to hire more teachers if the DEA or the community got a whole lot more students to enroll in that year? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa:** Thank you, Mr. Chairman. I think we have to look at the budgeting process.

Normally, as I said earlier, under the student-educator ratio system that we use, you're right, we follow the SER by 13 here in Nunavut, where we're fifth in Canada at a ratio of 13:1 students per each educator while the national average is 13.8. We are doing very well.

I can say that for the budget year, we would have already decided how many teachers would be in that particular

community or in that particular school following the SER ratio. That is what would stick for that school year. Again, as I said, the budget process always gets affected too if we're going to change within that school year. There are different factors for following the findings of the SER within that school, whatever community it may be in. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I thank the minister for that response and clarification. Mr. Mikkungwak asked about this, but I would like to ask about it in a little bit of a different angle. On page 87 of the business plan, it says, "Continue implementation of Nunavut-wide benchmark assessments to assess student literacy in language and numeracy skills." Is that benchmark a Nunavut benchmark? I assume this means you are testing the students to a certain level. Are you testing the Nunavut students with Nunavut-based standards or Canada-wide standards? Thank you, Mr. Chairman.

**Chairman:** Good question. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That was a good question my colleague asked. The ratio is not totally followed simply in Nunavut. My assistant has to say something sometimes.

With regard to the student assessment framework, there are different types of assessments. (interpretation ends) For example, I'll just state in English that the

assessment framework will address all forms of assessment, including formative during the unit and summative after the unit has concluded. There is a different process for these systems.

(interpretation) So that my colleague can have a clear understanding, my deputy can explain in detail some parts of the question or make addition to the response, if that is okay with you, Mr. Chairman. Thank you.

**Chairman:** Thank you. Ms. Opik.

**Ms. Opik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Our minister approved the new assessment framework for Nunavut schools in March 2014 of last year. This included five strategies to begin in the 2014-15 school year.

We have been talking quite a bit about the Fountas & Pinnell Benchmark Assessment System for reading and this would be specifically for the English language and the balance literacy piece of that.

We have also adopted, for grades 7 through 9, the common assessments. Summative means a year-end assessment. Just to give a bit of context, formative means ongoing assessment throughout the year, and then the summative assessment would be sort of like a year-end. A departmental exam, for example, would be a form of summative assessment. This would be for reading, math, and science.

The other thing is that we have started to look at the adoption and adaptation of an early years' evaluation tool. Often, we focus at the end for departmental exams,

but we know that we need to start at the beginning to see where children are at. For example, we are looking at this tool within kindergarten that would identify what are the strengths of the child and what are some of the weaknesses potentially so that we can better inform parents. If there is a gap within language or reading or that type of thing, then we can better inform the parent.

In March of last year, we did purchase the Fountas & Pinnell system for all our schools, and then in September and October of last year, we had all our principals and a combination of 200 people who participated in four training events on the benchmark assessment system. The training took place in Iqaluit in two separate sessions, Baker Lake, and Cambridge Bay. We also had Nunavut Arctic College and the teachers association attend the training events.

There is quite a bit of information here that talks about this, but I think that we can say that we're really excited about it. We have been talking quite a bit about the balanced literacy piece and the English piece of balanced literacy. You can buy it off the shelf. That has all been developed and it's already being utilized by many jurisdictions in Canada.

What we are most excited about is the development and creation of our guided reading benchmark assessments in Inuktitut. That has been our major focus for book development. If you look at kindergarten and grade 1, to be able to know exactly where a child is in their reading development, we have to develop 26 reading books, for example, and then you have to create two assessment books that determine where that child is at and at what reading level.

You have to have one book, that's the assessment piece, and then a second book where the child has never seen that book to determine the full assessment and reading level. That's what we're most excited with.

We hope to show the members the books that have been developed very soon. We have been advised by Pearson Canada that the Inuktitut guided reading piece far exceeds the quality of the English piece because it is built right into the teacher resource book as they begin to provide that modeling to students and that assessment for students.

(interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I thank Ms. Opik for the long explanation. I understand about benchmark for Inuktitut speaking and all that, I mean the testing, because you can't compare it with anything down south. My simple question would have been: benchmark testing, if you test someone in grade 6 math in Nunavut, will it tell you whether it's on par with grade 6 math in Ontario or Alberta? That's the simple question that I ask. Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. With your permission, I'll have my deputy minister respond to that question. Thank you.

**Chairman:** Thank you. Ms. Okpik.

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

minister talked about adopting the K-9 English Language Arts from the Northwest Territories. We know that the K-9 English is based on Alberta, so we know there's that standard that has already been established.

When the benchmarks are being conducted and because we know that the benchmark system that we're using with Fountas & Pinnell is used in multiple jurisdictions across Canada, we would know that if a child is reading at a grade 6 level, it is equal to any other grade 6 level across Canada. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Thanks for the clarification. On a different matter here, it's almost in the same topic as full-day kindergarten. This might seem out of the blue, but has any consideration been given to summer school for students that might be just missing a course or two to get onto the next grade? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank my colleague for that question. This is a very good idea to take into consideration. However, we have to take notice of the workload of our teachers, including the financial repercussions of using the summer months, as all of our teachers take a summer break when the schools are closed. These are some of the factors we need to take into consideration, but other issues would surface.

The question raises some interesting ideas we can think about. On another front, many communities have summer projects. With respect to the idea of opening the school is something to consider, but as of now, we haven't considered it. Thank you, Mr. Chairman.

**Chairman:** Thank you. We are on page G-7. Branch Summary. Education. K-12 School Operations. Total Operations and Maintenance, to be Voted. \$169,532,000. Agreed?

**Some Members:** Agreed.

**Chairman:** G-8. Education. Branch Summary. Curriculum and School Services. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. In your business plan, you talk about curriculum reflecting realities in the arctic and who we are as Nunavummiut. Who exactly is doing that work and how do you approve that what they develop is an accurate picture? Thank you.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank the member for that question. If you look at the curriculum used, the *Aulajaaqtut* curriculum is designed specifically for Inuit, but we are always aware of the relevancy for our Nunavut students. If I were to say it in English, (interpretation ends) Nunavut relevant, (interpretation) subjects that are relevant to the circumstances here and we are quite aware of what the needs are for Nunavut. The resources would be relevant to Nunavut. We are quite aware of that because we live in Nunavut. If we look



at our wildlife, our plant life, and all these things that are used within the schools and that can be taught in the school, if we look at all Nunavummiut, they require the knowledge from Nunavut, so we realize this too. Thank you, Mr. Chairman.

**Chairman:** Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Who is developing this material and is this something that is done on a regional basis? Nunavut is a large area and people have different ways of doing things. Maybe the minister can elaborate on that. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I believe the resources are made from two communities, one in Arviat and one in Iqaluit. Those are the two communities that come up with the curriculum as for teaching materials that are relevant to Nunavut. That's what I can say. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. Here in the business plan under page 91, my colleague had asked about it, but I want to add a little bit and perhaps flip it over. The way I see it is as an education authority, the first thing I see... I believe my colleague mentioned this earlier that as the Department of Education, are you saying with your goals and objectives that education... When you take it in and if you look at it

through the *Qallunaat* perspective... I will ask it in English.

(interpretation ends) As the Department of Education in Nunavut, when you look at this... My colleagues, I'm taking a whole different perspective here. As a department, are you championing the education curriculum in Nunavut on a positive note? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I can say yes, I believe in this and I believe in our process. Of course, yes, for sure. That is how we look at it and our schools. It's a way for them to move forward. If we didn't believe in this, we would not move forward, of course.

I could see development happening in the schools and we want more development for a positive environment in the schools. Of course, our students are our priority and we want them to be able to use these resources. We want them to be able to understand what is being taught and that is our baseline. That is how we are looking at it and we believe in that. Thank you, Mr. Speaker.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you, Mr. Chairman. I thank the minister for that response. As Nunavummiut, with our goals and objectives, we have to be aware why we became a territory. We have to keep reminding ourselves and we sometimes can get sidetracked, so we have to also realize that we are in Nunavut and we can come up with our own solutions.

Also in your business plan on page 89, if you look at your documents, the Auditor General had mentioned the educational system using the bilingual approach with Inuktitut and English and that it has to improve drastically. The Auditor General noted that in his report. With respect to the bilingual teachers listed on page 89 of your business plan, the budget is roughly a third of what it was in the previous year. What is your reasoning for this? Do you feel it is now sufficient to meet our bilingual teacher needs? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That is an excellent question, but perhaps I didn't grasp his question due to my dialectal limitations, as I don't think I quite got the terminology he used. Did the member ask if the budget was decreased? What exactly did the member ask about, Mr. Chairman? Thank you.

**Chairman:** Mr. Mikkungwak, clarification.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I'll rephrase my question. Last year, looking at documents and using documents, the report of the Auditor General had indicated that bilingual education has to enhance. When you look at the business plan on page 89, Inuit Educational Leadership from 2014, \$618,000, and then it substantially drops by the funds to \$139,000. Is there reasoning for the substantial decrease? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Perhaps to ensure the member comprehends the answer completely, I will provide what seems to be a partial response. Nonetheless, we can provide more clarity on the exact status.

Some of the funds were transferred to another area in the budget. In order for the member to understand this issue, this is under (interpretation ends) education training (interpretation) and this has been transferred resulting in what appears to be a decrease. It was transferred to another line item and that is why you note the difference which looks like a reduction.

I hope I responded correctly, but we can add to that. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Education. Branch Summary. Curriculum and School Services. Total Operations and Maintenance, to be Voted. \$16,779,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. G-9. Branch Summary. Education. Early Childhood Education. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. My first question is in regard to daycare grants and contributions. I noticed that the budget, \$2,150,000, seems to be consistent throughout. I'm wondering: being that the need for daycare space in Nunavut is so high, is it to do with the budget or why is the budget the same and do you have a strategy in place to address this need? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation):

Thank you, Mr. Chairman. I can start off by saying that every year, the budget we appropriate isn't always expended, but within the new budget, we have identified \$300,000 for this six-year period. It's going to be identified to be used for the early childhood education facilities for the pre-kindergarten age group. It's for resources like reading materials. It is going to be allotted for 15 kids. It's going to be used for materials and resources. I could say a little more on that for your first question.

Sometimes we don't use up all of our funds. Thank you, Mr. Chairman.

**Chairman:** Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. In keeping with early childhood education, once again in your business plan, I'm referring to page 94. \$1 million is a contribution that is provided to DEAs for the administration, resource development, and delivery of community-based early childhood education. What are the challenges associated with this budget? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation):

Thank you, Mr. Chairman. Thank you for that question. \$1 million is directed toward the DEAs and also for the early childhood group. We have also noticed in the communities that it's not all used up. Even though we provide the DEAs funding in the amount of \$1 million, if you look at 2014-15, they should be utilized as directed with Inuit language

materials or through education geared to early childhood.

The DEAs are the ones that are supposed to be moving these along. Sometimes they are not always used up. We give them the funding and they are kind of like the go-between in the community. The DEAs are kind of like our middle people. Sometimes the money is not all used up. (interpretation ends) That's the challenging part of what we have seen so far (interpretation) and we want to try to do something more about this. Thank you, Mr. Chairman.

**Chairman:** Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Can the minister provide us with an idea of how much of this funding is "surplused" every year? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): For example, if we look it annually for all the DEAs and also for the early childhood fund in total for fiscal year 2014-15, it was just a little over \$511,281 and approximately half of it was not spent. That's how it is. Thank you, Mr. Chairman.

**Chairman:** Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. That's a lot of money. We also have a need for after school programs. I'm wondering if the minister has thought about a strategy there. How can we address the need for after school programs? In Iqaluit alone, I think we have over 100 children waiting on the waitlist. What is the Department of

Education going to do about that? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Chairman. The funding here is totally different from what we had just alluded to. The DEAs can apply for funding from that line item in regard to after school programs, but the budget that you just mentioned is totally different from this line item.

As a department, our objective is to provide support to the licensed daycares or early childhood programs. As I stated earlier, the Department of Education can work with the communities. If they want to have an after school program, we can provide support when they draft up their policies and when they want to fill out application forms. I know that you can't literally fill out that document. Also, we can provide support with financial matters and the DEAs can apply for funding. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Just to a slightly different topic, over the last two years... Well, since we have been elected, I have raised the fact about children going to school hungry and I have often spoken of the need to provide funding for all schools so that they could have a proper breakfast program. Can you tell us what the status of this request is? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Of course,

yes, I'll be able to provide an explanation.

For breakfast programs, early childhood education programs are not connected, but I am very pleased to say that up to \$10,000 per school, there will be funding made available to all the schools. With the assistance of the Department of Health, we're able to come up with that. They could be used for various things, such as buying breakfast food items or small appliances, such as pans, or storage bins, or if they need to use a stove. It could be used for various things. It's \$10,000 per school that will be allocated to date. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you very much, Mr. Chairman. That is wonderful news to hear. I think that's definitely a step in the right direction. I'm wondering now: will this funding for breakfast programs be ongoing or is this a one-time thing? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. To date, this is our first year and this is a one-time fund, but as the Department of Education, we're looking at how we can keep this continually and we're looking at options. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I just have a couple of quick questions under this line item. I guess I'll start off with, earlier you were talking about the \$300,000 in new funding each year for

six years for the development of resource and learning materials for early childhood education. For kids who aren't in a formal daycare setting or a licensed facility, how would this material get rolled out to stay-at-home children? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, what my colleague said is true because not all children go to early childhood facilities or daycares. As I keep stating, a child begins learning at birth. As we are aware, even though these children are not in the early childhood program, they are able to go to school.

With that, how can we prepare a child before they enter the schools? I know that the children, even at home, can be taught. We are now reviewing the communities that have operating daycare centres and we're looking at how we can provide support to the parents when their children don't go to daycares. I know that their children will enter the school when they become of age.

Even though the children are not in daycare, they will be provided with the *Unikkaarvigilaunnga* (Tell Me a Story) books to provide them with reading materials. They will be providing that to the parents with children who are not even in daycare centres so that they can provide that support at the home. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Last year at this time or around this time when we were going through the budget

last year, I asked you some questions regarding the Young Parents Stay Learning and the amount of the subsidies. You don't have to go into each level of subsidy again; I still have those numbers, but I see an increase in the budget allocation by about \$30,000, or a little over 20 percent from last year's budget. At the time, you said that you're going to fully review the amounts and look at the costs. I was wondering: is that the purpose of the increase or is there an uptake in the increase and the numbers are still the same, or how is that review going? Thank you, Mr. Chairman.

**Chairman:** Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank the member for that question. I'll try to not go into that level of detail with the subsidies. (interpretation ends) I can say that the department has seen an increase in applications for Young Parents Stay Learning, which is very encouraging. We have already approved about 75 applications this year. This is already an increase over last year. We're still receiving applications for the new semester in schools.

I could say that the increase is mainly due from... . There are more (interpretation) applications from the Kivalliq region, (interpretation ends) which is very encouraging for us, to say the least. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Sorry, Mr. Chairman. I just have one more. I'll leave that one alone for now.

Again, it was another question I had asked last year and one of the concerns that I had with this program that has been brought to my attention is a number of these young parents who have had children while they were still of school age themselves undertake summer student activities, yet the coverage under this program is only during the school year.

During this review that's going on, would it be realistic for me to request that you take a look at, as long as the student is registered in the upcoming year, maybe some assistance could be provided during the summer if they're employed for the summer? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, anyone who is working makes money and that person would be making money.

**Chairman:** Sorry. Thank you. We're on Branch Summary. Education. Early Childhood Education. Total Operations and Maintenance, to be Voted. \$7,408,000. Agreed?

**Some Members:** Agreed.

**Chairman:** G-10. Education. Branch Summary. Adult Learning and Educational Initiatives. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I just want to get clarification, but I'll go into the budget line items later on. We're talking about adult learning here and I just want to get clarification. If you want to talk about school curriculum, we can talk to the

DEAs in the community if we have suggestions or recommendations, but when it comes to adult learning, as ordinary citizens, it seems like we don't have room at the community level to make suggestions.

I know that there's a board of directors for Arctic College, but at the local level, it seems like an ordinary citizen doesn't have any opportunities to make suggestions on what kind of curriculum they should be taking on. I just want you to let me know if I'm lacking information on that. Many members of the public think that sometimes, even though they have suggestions, they don't know where to go in regard to adult learning programs. I just want to get further clarification on that. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. As I am the Minister of Education, I can't really respond to that. However, if I put on my other hat, I may be able to respond to that properly. It may be better if you ask me that question when Nunavut Arctic College officials are here, Mr. Chairman. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): I thank the Minister of Education for that response. We will get to that. Perhaps you can tell the Minister responsible for Nunavut Arctic College to expect questions about this matter. Thank you.

>>> *Laughter*

**Chairman:** Thank you. We're on Education. Branch Summary. Adult Learning and Educational Initiatives. Total Operations and Maintenance, to be Voted. \$2,085,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Go back to G-3. Department Summary. Education. Detail of Expenditures. Total Operations and Maintenance, to be Voted. \$202,728,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Is the committee agreed that the Department of Education is concluded?

**Some Members:** Agreed.

**Chairman:** Thank you. Minister Quassa, closing comments.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Let me start off with thanking my colleagues for being passionate about education in light of the priority placed on it by this government. Additionally, every question raised in this review will result in further improvements in the educational system as we move forward in advancing it.

Also, I want to thank my departmental (interpretation ends) policy planners (interpretation) in Education, along with my officials who have sat with me in this review. Education inherently involves many different branches and interconnected issues. My officials are tireless in dealing with these many issues, as they are dedicated and committed to their work in this area. I

wanted to express my appreciation to my officials and everyone who works in the Department of Education.

Lastly, I just want everyone here to completely understand the reasoning behind the (interpretation ends) literacy coaches. (interpretation) I believe the meaning is now clear to all members. Our teachers do occasionally require refresher courses and all of our teachers don't have generic knowledge, as some positions are quite specialized. Some teach only certain subjects. In that light, the (interpretation ends) literacy coaches (interpretation) will be geared more towards teaching. We can provide more details. I want to refer to a source of great information which I have with me, and anyone can request a copy of a DVD outlining this information.

I would like to say "thank you" again and have a good night, everyone. All the things we want to initiate, we will want to progress with them this coming year. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister Quassa. I thank you and your staff for answering questions. *Iqsuktii*, can you escort the guests. Thank you.

Thank you. I would now like to ask Mr. Kuksuk to proceed with his opening comments for the Nunavut Housing Corporation. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I move to report progress.

**Chairman:** We have a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion. All those opposed. The motion

is carried. I will now rise to report progress.

**Speaker** (interpretation): Item 21. Report of the Committee of the Whole. Mr. Akoak.

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

**Mr. Akoak:** Thank you, Mr. Speaker. Your committee has been considering Bill 16 and the main estimates, and would like to report progress. (interpretation) Also, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. There is a motion on the floor. Mr. Mikkungwak is the seconder. (interpretation ends) The motion is in order. All those in favour. Opposed. (interpretation) Thank you. (interpretation ends) The motion is carried.

Item 22. Third Reading of Bills. Item 23. (interpretation) *Orders of the Day*. (interpretation ends) Mr. Clerk.

**Item 23: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder for tomorrow morning, there's a meeting of the Standing Committee on Legislation at nine o'clock in the Tuktu Boardroom.

*Orders of the Day* for March 5:

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 14
  - Bill 15
  - Bill 16
  - Bill 18
21. Report of the Committee of the Whole
22. Third Reading of Bills
23. Orders of the Day



Thank you.

**Speaker** (interpretation): Thank you.  
(interpretation ends) This House stands  
adjourned until Thursday, March 5,  
2015, at 1:30 p.m.

(interpretation) Sergeant-at-Arms.

>>*House adjourned at 19:59*

