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Iqaluit

Speaker: The Honourable Joe Enook, M.L.A.

Legislative Assembly of Nunavut

Speaker

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(Quttiktuq)

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Minister responsible for the Workers' Safety
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Iqaluit, Nunavut
Thursday, March 7, 2019

Members Present:

Hon. David Akeegok, Mr. Tony Akoak, Ms. Pat Angnakak, Hon. Jeannie Ehaloak, Hon. Joe Enook, Hon. George Hickes, Hon. David Joanasié, Ms. Mila Kamingoak, Mr. Pauloosie Keyootak, Hon. Lorne Kusugak, Mr. Adam Lightstone, Mr. John Main, Mr. Simeon Mikkungwak, Ms. Margaret Nakashuk, Hon. Patterk Netser, Mr. Emiliano Qirngnuq, Mr. Paul Quassa, Mr. Allan Rumbolt, Hon. Joe Savikataaq, Hon. Elisapee Sheutiapik, Ms. Cathy Towtongie.

>>House commenced at 10:01

Item 1: Opening Prayer

Speaker (Hon. Joe Enook)
(interpretation): Mr. Keyootak, can you say the opening prayer, please.

>>Prayer

Speaker (interpretation): Thank you, Mr. Keyootak. (interpretation ends) Premier (interpretation) and my colleagues, good morning, Nunavummiut who are listening to the radio broadcast and watching the televised proceedings, welcome to your Legislative Assembly.

Going to the orders of the day.
Ministers' Statements. Minister of Education, Minister Joanasié.

Item 2: Ministers' Statements

Minister's Statement 195 – 5(2):
Connected North
Videoconferencing

Hon. David Joanasié (interpretation):
Good morning, Mr. Speaker, members,
and all Nunavummiut.

(interpretation ends) Mr. Speaker, I rise today to talk about a joint project between Community and Government Services and the Department of Education. Connected North is providing innovative learning opportunities in Nunavut schools.

Mr. Speaker, Connected North uses video technology to provide enhanced educational opportunities for Nunavut students. For instance, it connects our students with classrooms from across Canada. It also allows our students to speak to experts in a particular field in real time. Ultimately our classrooms are becoming more capable of distance learning.

Mr. Speaker, Connected North got its start with a pilot project in 2013-14 in three schools: Aqsarniit Middle School here in Iqaluit, Sam Pudlat School in Cape Dorset, and John Arnalukjuaq School in Arviat. Based on the success of the pilot project, I am excited to report that today the system has been installed in 20 schools in 12 communities.

>>Applause

Thank you. Mr. Speaker, this technology has, for example, enabled Arviat's John Arnalukjuaq High School to be one of ten Canadian schools to take part in an online event called Global Dignity Day. Arviat students were a part of an estimated 2,000 students from across Canada using this teleconferencing technology to listen to speakers from around the world.

(interpretation) Building from this, principals and teachers can schedule classes and lessons on the system. By taking their classroom outside of the textbook, they are able to engage their students in ways that are more relevant in our increasingly digital and connected world.

Mr. Speaker, as this project lays out the groundwork for videoconferencing in Nunavut, we hope to see this network continue to expand in support of student learning and eventually staff professional development. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Minister of Community and Government Services, Minister Kusugak.

**Minister's Statement 196 – 5(2):
Connected North – Continued**

Hon. Lorne Kusugak (interpretation): Good morning, Mr. Speaker. Good morning to the people of Rankin Inlet. We are one with you and I send my condolences to Panigoniak's family.

(interpretation ends) Mr. Speaker, I rise today to continue the remarks of the Minister of Education on the extraordinary success of the Government of Nunavut's Connected North program. I am proud to inform members of the Department of Community and Government Services' involvement in the delivery of essential hardware and telecommunication tools necessary for the growth and success of this program.

The aim of this initiative is to connect

remote and isolated schools with unique and immersive learning opportunities that are otherwise inaccessible to these communities. To do so, CGS provides the telecommunications hardware and bandwidth for the modern videoconferencing equipment essential for the enhanced learning aspect of this program. CGS staff also provide consistent technical support in the installation, configuration, and troubleshooting of this telecommunications hardware.

During the current school year 180 live sessions have been completed. This is an increase of 150 percent compared to the previous school year. Plans have been created to continue deploying these videoconferencing services into all 42 schools throughout the territory over the next three years.

Mr. Speaker, the implementation of the Connected North program is a great accomplishment in the enhancement of educational opportunities for our Nunavut youth. We will continue to support the Department of Education in these endeavours to provide innovative and unique educational programs to all our Nunavummiut youth. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Minister of Family Services, Minister Sheutiapik.

**Minister's Statement 197 – 5(2):
Supporting Solutions to
Homelessness**

Hon. Elisapee Sheutiapik (interpretation): Thank you, Mr.

Speaker. Those in Nunavut who are going through a difficult time are also in my thoughts.

(interpretation ends) *Uqaqtitsijii*, my department is continuing its work to advocate for and support solutions to prevent and address the root causes of homelessness.

We currently provide funding to support the ongoing operations of three emergency homeless shelters in Iqaluit and Cambridge Bay, and more communities are seeking resources to open shelters. We will work with the communities who have identified needs and expressed interest in exploring community, regional, and innovative and flexible solutions in the context of limited resources.

Uqaqtitsijii, my department will soon be finalizing its report on the homelessness research in Arviat, Gjoa Haven, Clyde River, and Pond Inlet that was undertaken throughout 2018. This research will strengthen our understanding of the circumstances and needed supports to address homelessness in our communities.

Uqaqtitsijii, this year we have also supported two pilot [homelessness] initiatives. As many of you know, a damp shelter opened in Iqaluit in January 2019. This model of shelter has shown positive changes at an individual and societal level in other cities, including lower overall alcohol consumption among clients and increased likelihood of clients joining wellness programming. Most importantly this service provides a safe space for individuals who would otherwise find themselves in vulnerable

and risky situations.

The second pilot project my department is supporting is a street outreach initiative in Iqaluit. This program is being run by community volunteers and is designed to offer non-emergency supports to people experiencing absolute homelessness, who face persistent barriers in accessing services and supports. The program aims to build trusting and supportive relationships that then help connect individuals with advice, support, and services.

Uqaqtitsijii, my department is also working to secure the resources necessary to create transitional housing in the territory. Transitional housing is medium-term temporary housing that serves as a bridge between emergency homeless shelters and permanent, stable housing. Transitional housing provides supports and services to help clients step away from a crisis and strengthen their [self-reliance].

Uqaqtitsijii, in closing, I would like to commend our community members and the staff and volunteers of all of our territory's shelters for their hard work, compassion, and dedication in supporting Nunavummiut who find themselves in crisis. My department remains committed in its work in supporting individuals experiencing homelessness and the communities striving to find innovative solutions to this social issue. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Minister of Health, Minister Hickes.

**Minister's Statement 198 – 5(2):
Dementia Care Services**

Hon. George Hickes: Thank you, Mr. Speaker. Dementia is a progressive mental health condition that affects memory, thinking, behaviour, and the ability to perform everyday activities. Although Alzheimer's disease is the most common, there are different types of dementia that require varied levels of care.

Health is committed to providing care and support for seniors and other adults requiring ongoing support in their home through supportive living arrangements or with 24/7 nursing and supportive care in residential long-term care facilities for those who have more complex needs.

Mr. Speaker, Health is constantly exploring new training opportunities to improve upon the specialized care required to support individuals living with dementia-related illness.

Mr. Speaker, I am excited to announce that two innovative and best practice educational opportunities took place in territory this year. Eighty-seven health care staff have completed the Gentle Persuasion Approach course focused on Alzheimer's and dementia care. Gentle Persuasion Approach is an evidenced-based best practice training program created by geriatricians, nurses, and caregivers. The approach helps care providers deliver person-centred, compassionate care to individuals with dementia.

One 'Train-the-Trainer' and 16 Gentle Persuasion Approach training sessions have been delivered across five communities: Arviat, Cambridge Bay,

Igloolik, Iqaluit, and Rankin Inlet. In total, 87 participants from across the territory have completed training.

Additionally, in early January about 60 health care staff from the Qikiqtaaluk region completed Pallium Canada's Learning Essentials Approaches to Palliative and End of Life Care (LEAP) education program. The course provided an opportunity for active learning in caring for patients with life-threatening and life-limiting illness, with a special focus on family practice and community settings.

Mr. Speaker and members, we are excited to continue exploring opportunities like these that help support Nunavummiut. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Minister responsible for the Status of Women, Minister Sheutiapik.

**Minister's Statement 199 – 5(2):
International Women's Day**

Hon. Elisapee Sheutiapik (interpretation): Thank you, Mr. Speaker. (interpretation ends) Tomorrow marks International Women's Day. This annual event is an opportunity to honour the achievements of women not only in Nunavut but around the world. The theme of this year's International Women's Day is #BalanceforLife. As a Member of the Legislative Assembly, I know we must collectively strive to support gender balance and equality in our families, communities, and workplaces.

In observance of this day, the Qullit Nunavut Status of Women Council has organized a photo exhibition featuring photos submitted from women across Nunavut over the last five years. The photos represent the themes of strength, family, work, community, and traditional clothing. The photos will be on display at the Nunatta [Sunakkutaangit] Museum in Iqaluit, starting March 8 until April 6. A reception will take place on Saturday, March 9, at 2:00 p.m. at the museum. I do invite my colleagues and fellow Nunavummiut to visit the exhibition this month and experience the inspirational images firsthand.

In addition to this, on March 9 the Qullit Nunavut Status of Women Council will announce the winners of the Wise Woman and Outstanding Young Woman awards. These awards are meant to honour women who are role models in their community for volunteering and advocating to improve the status of women in Nunavut.

Mr. Speaker, every day women and girls come together and lead the growth and development of our communities. As Minister responsible for the Status of Women, I would like to thank the Qullit Nunavut Status of Women Council for championing this important work and providing a platform to empower women and girls. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

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

Item 3: Members' Statements

Member's Statement 296 – 5(2): The Tuberculosis Legacy in Nunavut

Mr. Quassa (interpretation): Thank you, Mr. Speaker. Good morning, my colleagues and fellow residents of Igloolik.

I rise today to address an issue that I have been hearing for a while about tuberculosis. We know the Prime Minister is supposed to come in today to apologize. We feel it as Inuit. Personally I left to go to a sanatorium when I was five years old. I had a sister who never came back and we don't know where her grave is today.

I can feel this personally and I also feel for my fellow Nunavummiut. It is deep inside and I know this is a major event today when we finally receive an apology because many Inuit have not come back. I feel for our fellow Inuit, for Nunavummiut who have struggled with this issue. We expect those who leave to come back. Some of them have not come back. My sister never came back, which is why I wanted to express my feelings this morning.

I think of the residents of my community and Nunavummiut. Let's remember this day, my colleagues, as it is important. When people apologize, it rises us up and so I wanted to bring this up, Mr. Speaker. Thank you.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Arviat North-Whale Cove, Mr. Main.

**Member's Statement 297 – 5(2):
Issues around the Tuberculosis
Legacy**

Mr. Main (interpretation): Thank you, Mr. Speaker. Good morning, fellow members. The statements from my fellow member are very deep issues.

The apology today from the federal government will bring some sort of closure. Let us hope they provide an opportunity for healing for the many Nunavummiut who have been affected. I have heard many stories from my constituents in Arviat and Whale Cove. I have heard multiple stories of colonial abuse of Inuit, as they suffered many abuses. It is unfortunate that it has taken to this date to even receive an apology. Perhaps if this was acknowledged and noted by the federal government earlier, we would not have so many people in pain to this day as they would have begun healing earlier.

There are more class action cases moving through the court system primarily related to the (interpretation ends) Indian hospital sanatoriums (interpretation) and it has become noticeable as I have had visitors coming to my offices in Arviat and Whale Cove to sign up for the petition or to find out how to join the class action. I wonder how we can work to resolve this long-festering hurt as a government so that our citizens can receive a clear, concise fact sheet to explain how residents can join the class actions being considered through the court system.

With all of that occurring, our government should be saying you can sign up to join the class action suit. I doubt there is anything being provided at

this time. Further, it is creating confusion as in some pamphlets it states Inuit will be part of the Indian hospital class action, but then others state it was the sanatorium that cannot be included. How can we clarify this confusion so that residents get a clear understanding from this government? We should develop an information sheet for this explaining the class action suits. It is regrettable, Mr. Speaker. Good morning, Mr. Speaker. I say “thank you.”

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

**Member's Statement 298 – 5(2):
Congratulations to Constituent
Alassua Hanson**

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. I say “good morning” to you all.

(interpretation ends) Mr. Speaker, I really heard the minister's statement about empowering women. My statement is about a very similar thing and it's about a constituent of mine who I am very proud of as well.

Mr. Speaker, it gives me great pleasure to rise today and recognize a constituent of mine, Ms. Alassua Hanson, for another fine accomplishment.

Mr. Speaker, Alassua just came back from Nobleton, Ontario, where she was taking part in a youth movement conference at the YMCA Cedar Glen. The conference was coordinated by the Students Commission.

The Students Commission works with youth, governments, and corporations to design and deliver effective youth policies and programs. By empowering young people like Alassua, the commission gives them the opportunity to develop solutions to pressing social issues that impact all Canadians.

Mr. Speaker, Alassua, along with many youth around our country, had the opportunity to voice the kinds of experiences that youth face on a daily basis. Her trip was supported by a sponsorship from the Rideau Hall Foundation.

Alassua attended the conference with three other Iqaluit youth: Alika Komangapik, Arema Komangapik, and Mac Pavia. Hopefully I pronounced his name properly. They joined 150 youth from every province and territory to focus on social issues in the areas of truth and reconciliation, structural racism, children's rights, and the social inclusion of youth living in rural, remote and northern communities.

Mr. Speaker, it always gives me great hope for our future when I hear about Nunavut's youth and young adults finding their voices and addressing the social issues that affect their peers.

Congratulations to Alassua, Alika, Arema, and Mac for taking part in the Youth Movement Conference. I expect we will be hearing more from these active young Nunavummiut in the future. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for

Kugluktuk, Ms. Kamingoak.

Member's Statement 299 – 5(2): More Success for “Moving Forward Together” Project

Ms. Kamingoak: *Koana*, Mr. Speaker. Good morning, colleagues and Nunavummiut.

Mr. Speaker, I rise today to tell you about another success from the Moving Forward Together - Hivumut Aulaniq Atauttimut project.

Mr. Speaker, you may recall that I rose in this place to tell you about the short film project that was run by Reel Youth in 2017. Reel Youth facilitated two intergenerational programs where young people and community elders spent time out on the land, teaching, learning, and creating short films.

Mr. Speaker, in one of those mini-documentaries that were created on the land in Kugluktuk, Elder Alice Ayalik Hitkoak shares string games, traditional foods and knowledge that she learned as a young girl. Audiences adored this star elder in the film called “I am Hitkoak.” This year the Sixth International Youth Film Festival which takes place in Plasencia, Spain has selected “I am Hitkoak” to screen at their festival.

This is a very exciting recognition of the work that the youth and elders have completed in Kugluktuk. I ask my colleagues to join me in congratulating the creators of this film on being selected. *Koana*, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you.

Members' Statements. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towtongie.

Member's Statement 300 – 5(2): The Tuberculosis Legacy in Nunavut

Ms. Towtongie (interpretation): Thank you, Mr. Speaker, for recognizing me. I say “good morning” to my fellow residents of Rankin Inlet and the residents of Chesterfield Inlet.

Tuberculosis is a disease that has had huge impacts on my fellow residents in Rankin Inlet and the residents of Chesterfield Inlet, as many families lost loved ones. This disease affected me personally as my grandmother Leonie Qavangat was taken away when I was six years old and never returned. I searched for her over a period of 23 years and I finally found her by using her number, E3-468. I had to use her E3 number to find her and I couldn't use her Inuktitut name. She was my home.

The nurses that had provided care, when I found her grave in La Pas in the 6 Mile Cemetery, said something that stuck with me. I was informed that they were kind of shaken because when Inuit would be sent down, none of the nurses understood their language and many of them would stop eating since the food was alien. When we Inuit go down south, even after one day has passed, we feel like eating frozen country food. I can just imagine our poor ancestors who could not eat what they desired. I finally found her in the fall of August 2009.

I also want to say this about my paternal uncle, as I had two paternal uncles. Mike Bruce Tunaalaq had no ribs, and when you looked at his skin, you could see the

heart beating through. These are the types of real episodes in light of Canada offering an apology to Inuit for their treatment in the past. I, too, have personal feelings on this apology, as my paternal aunt Hattie Alagalak also lost her mother much like our family. I went down south with my aunt.

However, I recall my uncle Mike Bruce was well known. He was strong like the old Inuit of yore. My grandmother Arnalluutik's spirit will stand as the Government of Canada will announce their apology today. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Iqaluit-Manirajak, Mr. Lightstone.

Member's Statement 301 – 5(2): Recognizing the Contributions of Nunavut Sivuniksavut

Mr. Lightstone: Thank you, Mr. Speaker. I stand today to recognize the contribution that the Nunavut Sivuniksavut program has made to our territory. As a former participant and on behalf of all the current students and alumni, as well as their employers, I would like to thank the organization, their staff and their board of directors for all that they are doing for our youth.

Mr. Speaker, I would like to reiterate my shock and concern when the Minister of Family Services informed the Assembly on March 5 that the Government of Nunavut had made the decision to end its contribution to the Nunavut Sivuniksavut program...

An Hon. Member: Shame, shame!

Mr. Lightstone: ...the funding of which has been ongoing since 2011.

Mr. Speaker, Nunavut Sivuniksavut exists for the sole purpose of enhancing Nunavut's human resource development by preparing Inuit youth to make a positive contribution to our territory.

Further, Nunavut Sivuniksavut graduates are leading Nunavut in a wide range of fields, from political positions, media and broadcasting, and all levels of government, including hard-to-fill positions such as nurses and teachers.

In fact the Government of Nunavut is the largest employer of Nunavut Sivuniksavut graduates, which is why I believe that the Government of Nunavut should be doing all it can to assist the Nunavut Sivuniksavut program in preparing our youth for future employment.

Once again I am shocked and in awe that the government has decided to cease supporting the Nunavut Sivuniksavut program through contributions, and I will have questions on the topic at the appropriate time. Thank you, Mr. Speaker.

An Hon. Member: Hear, hear!

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Pangnirtung, Ms. Nakashuk.

Member's Statement 302 – 5(2):
Recognizing Mina Akavak

Ms. Nakashuk (interpretation): Good morning. Thank you, Mr. Speaker. I say "good morning" to the residents of Pangnirtung and they are in my thoughts today. This day is unique in both the acknowledgement and expectation of who is to arrive to Iqaluit, as the Prime Minister of Canada is scheduled to arrive to announce this apology, and to the residents of Pangnirtung who may be recalling their lost ones today, much like many other Inuit in Nunavut. I share your pain today.

The reason why I rise today is on another matter altogether and I wish to acknowledge a special person who isn't a constituent, but she is my sibling and the oldest in our family. My older sister is celebrating her birthday today and I am very proud of her. I can't recall the exact number of years she spent fighting an illness going back and forth to Ottawa. She has completed all of her medical treatments and doctors have pronounced that she is now disease-free.

I wanted to voice my pride in her considerable strength and her capabilities, and the support she has received from her family, her children, and especially her husband. I wanted to especially recognize my older sister as I see her as an extremely strong, capable woman. Here is my older sister, Mina Akavak. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 303 – 5(2):
Services for Unilingual Elders**

Hon. David Akeegok (interpretation): Thank you, Mr. Speaker. This week I received a letter from one of my elders and when I read it, it really affected me. I can speak English and Inuktitut, which I don't seem to be overly concerned about personally. However, I was reminded that a lot of our elders only speak Inuktitut.

Elders are trying to support themselves, take care of their homes, and pay the bills. When they have questions on their concerns or on the payments they make, they try to make a phone call to the bank or the energy corporation or the stores, but they are responded to in English only and they can't do anything about that. With that being the case, please keep our elders in mind when you answer the telephones. We can all have receptionists who speak Inuktitut. I'm urging all people who work in Nunavut, if you're going to answer the telephones, please be able to speak Inuktitut. If you can't speak Inuktitut, hand over the phone to an Inuktitut speaker.

My elder says she is an indigenous person and that's true. She wrote a touching letter. Sometimes I tend to forget that when people respond in English on the phone and I respond in English likewise. However, let's remember our elders and I urge our staff everywhere that when they answer the telephone, please keep that in mind. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for

Rankin Inlet South, Mr. Kusugak.

**Member's Statement 304 – 5(2): The
Tuberculosis Legacy in Nunavut**

Hon. Lorne Kusugak (interpretation): Good morning, Mr. Speaker. Thank you for allowing me to speak. Good morning to the people of Rankin Inlet.

Mr. Speaker, a lot of Inuit from Nunavut, even before we created Nunavut, who left on ships and who boarded planes and were sent down south returned, but a lot more never returned. Some of them were small babies who never saw their parents again and never returned to Inuit Nunangat. Even their bodies have never been returned.

People ask: why do Inuit get angry so easily? Why is there so much pain? These are the many causes of pain. If we were another group of people, it would have been dealt with long ago. We as Inuit tend to just lie there and wait patiently.

With the apology by the Prime Minister today, I have people from Rankin Inlet in mind and my fellow Nunavummiut. I know all the people of Nunavut have been hurt because of this for many years. I hope that we begin to heal starting today. My fellow people from Rankin Inlet and the people of Nunavut who have been affected by this are in my thoughts today. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Let us proceed. Returns to Oral Questions. Recognition of Visitors in the Gallery. Member for

Iqaluit-Niaqunnguu, Ms. Angnakak.

Item 5: Recognition of Visitors in the Gallery

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. Earlier during my member's statement I referenced Alassua Hanson and as it happens, her mother is in the gallery. I would like to welcome Kathy Hanson. You are an excellent mother, which is why your daughter is able to succeed so smoothly. As mothers and fathers, we have to be able to empathize with our children. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Welcome. Recognition of Visitors in the Gallery. Member for Rankin Inlet North-Whale Cove, Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. My maternal cousin is someone I dearly love and whom I am very close with. Some days can be very dark as we live our daily lives, and we tend to take turns supporting each other to resolve our problems.

We shared a grandmother who I spoke about, Leonie Qavangat. She is my father's sister's daughter, and I am quite proud of her work as she is working with ICC Canada, President Monica Ell-Kanayuk, my brother-in-law Eeneasie's wife, my maternal cousin. I love you. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Welcome. Ms. Kanayuk-Ell, it seems a very short time ago we were rookies

when we became MLAs together, and I am also proud of you.

Recognition of Visitors in the Gallery. Member for Aggu, Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Speaker. I, too, wish to recognize her although she was already acknowledged, Monica Ell. Please feel welcome here. I also take great pride in her new role as the ICC Canada president. I also am proud that she continues to pursue her interests, as she continues to show her dedication and diligence to fight for Inuit. Due to that reason, I am especially proud of that. Further, I know that she will succeed in her work and will represent Inuit to the fullest of her capacity. She represents Inuit well and I am proud to have her as my representative.

Also, sitting next to her is Kathy, who I also wish to welcome. Her daughter also used to work here previously. She was quite energetic and we were also informed that she was recently across the oceans outside of Nunavut. I am proud of you and as we just heard, you were said to be a very good mother and I fully believe that. Please welcome both of these ladies. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Recognition of Visitors in the Gallery. Member for Aivilik, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. I say "good morning" to everyone.

(interpretation ends) Mr. Speaker, I would like to take this moment to

recognize Denise Amyot.

>> *Applause*

She serves as the president and CEO of Colleges and Institutes Canada, the organization that serves as the national voice of Canada's publicly supported colleges, institutes, Cégeps, and polytechniques in Canada. She is a passionate advocate for Canadian post-secondary education and has been very instrumental in supporting the indigenization of higher education in Canada.

Ms. Amyot works hard to support Nunavut Arctic College to access infrastructure funding for the Nunatta Campus expansion, the beautiful building we have today. I welcome Ms. Amyot back to Nunavut, (interpretation) and our Acting President of Nunavut Arctic College, Karsten Henriksen, and Mariana Barney, who is the public affairs officer. They work very hard at Arctic College.

Although she was already recognized here, whenever I see her in person, I am always seeing the resemblance to my mother and sometimes taken aback. If you ever saw my mother, she had the exactly same features.

>> *Laughter*

I would like to welcome her and another person... (interpretation ends) It has been a long three weeks.

An Hon. Member: Boston fan.

Hon. Patterk Netser (interpretation): She is a Boston fan. I would like to welcome her. Please be welcome. Thank

you.

>> *Applause*

Speaker (interpretation): Thank you. Welcome to you all. Recognition of Visitors in the Gallery. Member for Iqaluit-Sinaa, Ms. Sheutiapik.

Hon. Elisapee Sheutiapik (interpretation): Thank you, Mr. Speaker. She was already recognized, but as I stated earlier, it will be International Women's Day tomorrow.

I am extremely proud right now that our international leader for Inuit is present. I am proud of Monica. I know that when she is here, she was the Deputy Premier and she was the Minister of Qullit. Kathy Hanson has been a voice and she has been a past president of Qullit. I would like to recognize both of them. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Recognition of Visitors in the Gallery. I have no more names on my list. People who are visiting in the Nunavut House, welcome to you all. Always be welcome at any time when we are in session.

>> *Applause*

Oral Questions. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

Item 6: Oral Questions

Question 412 – 5(2): Prime Minister's Visit to Iqaluit for TB Apology

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. (interpretation ends)

Thank you. Mr. Speaker, I would like to direct my question to the Premier.

Mr. Speaker, tuberculosis is a disease with a long and ugly history in this territory. Its impacts on the lives of Nunavummiut are not forgotten. Many suffered from the disease as well as from the decisions made on their behalf in how to treat it.

I understand that the Prime Minister is coming to Iqaluit in order to offer an apology for the past mistreatments of Inuit tuberculosis patients. Just for the record, can the Premier confirm whether or not he was invited to attend the apology? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Premier of Nunavut, Premier Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. Yes, I will be attending the apology on behalf of all Nunavummiut. Thank you, Mr. Speaker.

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

Ms. Angnakak: Thank you, Mr. Speaker. Families are still suffering as they look for traces of their relatives. A lot of my colleagues here spoke of this today in the House this morning because their relatives were taken away after being diagnosed with tuberculosis. Many were sent away on the hospital ship, the C.D. Howe, and a lot never came home. They are still missed every day. Some families do not even know where their loved ones are buried.

Can the minister clarify how the government works with regional Inuit

associations to assist families in accessing the records and the histories of those who have passed away in the south while being treated for tuberculosis? What funding is available to enable them to go and visit their relatives' final resting places? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Premier Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. I can't speak to exactly what our government does in terms of working with the Inuit orgs to help find family members that never came back and were never found, but we fully support the process and we will help in any way we can.

When you lose a loved one, whether it be your parents or your sisters or your kids, you want to take them home. You want to bury them and you want to have closure. That's our society. We place people in the ground; we have burial services or whatever, a final act to put our mind at ease and so we can close that chapter of our lives and get on with it.

I fully support anything we can do to help family members that have not located their loved ones. I believe NTI and Inuit orgs have been working on that and we support them in that process. Thank you, Mr. Speaker.

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

Ms. Angnakak: Thank you, Mr. Speaker. I do appreciate your response. I hope that a mechanism of some kind can be identified of how people can get

additional help from the Government of Nunavut to do this.

Mr. Speaker, diseases such as tuberculosis do not exist in isolation. In fact the spread of such diseases is often facilitated by such social factors as overcrowded living situations, poor nutrition, lack of economic opportunities, and the like.

I do recognize that the federal government has made specific financial commitments towards the eradication of tuberculosis and through the construction of more housing and labour market development. However, efforts in these and other areas must be sustained for Nunavut to break free of the legacy of its history.

Can the Premier update this House on what issues he will be raising with the Prime Minister to ensure that historical mistakes are not repeated? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Premier Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. I met with the Prime Minister last month and one of the topics or subjects I brought up was our lack of housing here in Nunavut. I told him that we're so far behind in our [entire] infrastructure in Nunavut, but one of the main ones was housing.

I told him that due to overcrowding in houses, there's nothing good that comes out of an overcrowded house; there are a lot of bad things. I explained to him that if you want to tackle anything, almost all of those problems come down to an overcrowded house, whether they be

students not attending school, food insecurity, family violence, and just being stressed and health. All those issues are partially related to overcrowding in a house.

I conveyed to him and explained to him that if you want to tackle TB, which is one of the topics that they want to emulate, then you have to tackle it as a whole. You can't just target the TB portion; you have to target the whole process. I tried to convey that and explained to him as best as I could that we have to tackle this as a whole. If you want to tackle TB, well, you've got to go to the root causes of it. I believe he understood that and it was a good meeting that I had with him.

As to make sure that we don't repeat that stuff that were done to the people of Nunavut in the past, I would hope that the federal government and our government have learned from mistakes that were made in the past and we can turn the page and go on and come up with a better system for dealing with stuff instead of just saying, "We are the government and this is how it's done." We talk to the people and say, "Okay, here's the problem. How can we fix it?" We work together.

I think we have gone to the next step now and we are way more inclined as the Government of Nunavut and as the federal government to work with the people to get to the end results that we want. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Kugluktuk, Ms. Kamingoak.

Question 413 – 5(2): Support for Harvesters and Hunters and Trappers Organizations

Ms. Kamingoak: *Koana*, Mr. Speaker. My questions today are for the Minister of Environment.

As the minister is aware, his department administers a number of programs that provide support to harvesters and wildlife co-management partners, including the Fur Assessment and Advance Program and the Fall Incentive Program.

The department's policies to administer these programs were last updated in May of 2017, just under two years ago.

Can the minister indicate the extent to which these programs have been adequate in meeting the needs of our Nunavut hunters? *Koana*, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. The programs that the member just talked about, all our programs are ongoing and being evaluated and making sure they're targeting the people we want to benefit them. The Fall Incentive Program and the fur harvesters program, I believe, are working very well for the people who use them.

What we're engaging and trying to do now is getting more people involved in the fur industry so that they can take advantage of the programs we have. The number of trappers in Nunavut has slowly been declining and there are less and less trappers now. It's a resource

that's out there, a renewable resource that's out there for the people of Nunavut to benefit from. We are trying to make people more aware and trying to get people more into trapping and harvesting furs so they can benefit from that. Thank you, Mr. Speaker.

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

Ms. Kamingoak: *Koana*, Mr. Speaker. I thank you for that response. The Department of Environment provides core funding to Nunavut's hunters and trappers organizations. Earlier this month the federal Canadian Economic Development Agency announced \$216,000 in funding to help Nunavut hunters and trappers organizations to "update their governance systems" and "support the development of training material...to focus on accounting, human resources and governance." Can the minister describe the extent to which his department will be involved in this initiative? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. The federal government decided that that's what they were going to do and I myself am not very familiar with exactly what they're going to do. I know they say they're going to help them and train them, but through the secretariat we do provide money too and training is provided through the Nunavut secretariat to all the HTO managers. I imagine that they will just enhance the training that is available for the HTO managers right now. I'm not that familiar exactly how this funding source

is going to flow, but I can foresee that it would go through the secretariat and down on to provide training for the HTO managers. Thank you, Mr. Speaker.

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

Ms. Kamingoak: *Koana*, Mr. Speaker. As we all know, the Nunavut Association of Municipalities holds an annual general meeting at which mayors from all of Nunavut's communities can gather in one place to share concerns and exchange ideas. Can the minister indicate if support is provided to hold a similar event for Nunavut's hunters and trappers organizations? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. If the request came from all the HTOs and there was a need and a pressing issue that had to be discussed and it was common between all of them, I could see that and it's done at times. For example, last fall when they had the Nunavut polar bear management meetings with the Nunavut Wildlife Management Board, there were two representatives from each HTO here in Iqaluit for the meeting, so it does happen. When there's a Nunavut-wide issue, the Department of Environment pays for HTO representatives to come here and meet about what the topic may be at that time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Aggu, Mr. Quassa.

Question 414 – 5(2): Accessing Federal Tuberculosis Funding

Mr. Quassa (interpretation): Thank you, Mr. Speaker. This morning I would like to direct my question to the Minister of Health on the issue we're talking about this morning. I'll speak English as I was also taught to speak English.

(interpretation ends) Mr. Speaker, I would like to, again, as I said, direct my question to the Minister of Health.

Mr. Speaker, the federal government's 2018-19 budget allocated \$27.5 million over five years towards the eradication of tuberculosis in Inuit Nunangat.

Can the minister provide an update on exactly how much of that federal funding has been provided to the Government of Nunavut to address tuberculosis activities during the current fiscal year? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Health, Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. Today is a great day to bring forward how the Government of Canada through ITK, or Inuit Tapiriit Kanatami, are working with Nunavut and Inuit Nunangat regions to address TB. I appreciate the member's question. It's very appropriate for today with the upcoming announcement from the Prime Minister.

Just to answer directly to the member's question, in 2018-19 there was just under \$1.6 million proposal that was submitted to ITK and we received funding, I believe, of \$1,583,000. Thank

you, Mr. Speaker.

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

Mr. Quassa (interpretation): Thank you, Mr. Speaker. (interpretation ends) I recognize that for our government to access the federal funding allocated for addressing tuberculosis in Inuit Nunangat, proposals must be submitted.

Can the minister provide an update on how many proposals to address tuberculosis screening, treatment, prevention, and other tuberculosis initiatives were submitted for federal funding during the current fiscal year and how many of them were approved? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Hickee.

Hon. George Hickee: Thank you, Mr. Speaker. I don't have that level of detail, although we do work, again, with our federal partners through our Territorial Health Investment Fund, our Northern Wellness Agreement, as well as allocated monies from our own budget line, including in this upcoming budget where we have submitted a case for six specific TB positions to work within the territory. Unfortunately I just don't have the exact number of proposals that were submitted. I would have to check on the status of how many and what the status of those proposals is. Thank you, Mr. Speaker.

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

Mr. Quassa (interpretation): Thank you, Mr. Speaker. I also thank you for that

explanation. We will expect that information once he has it.

(interpretation ends) Mr. Speaker, tuberculosis is a disease that has devastated generations of Inuit and it still lies hidden in our population, threatening the health of future generations. I understand that there is a plan to work towards the elimination of tuberculosis across Inuit Nunangat by the year 2030.

Can the minister provide an update on what specific plans or proposals are being considered to access tuberculosis-specific federal funding over the upcoming years? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Hickee.

Hon. George Hickee: Thank you, Mr. Speaker. I welcome the question from the member. To date, as members are very well aware, it has been highly publicized as well as spoken in the House here on doing community-wide screening. We started off in Qikiqtarjuaq, went to Whale Cove, and are currently in Cape Dorset, the largest community to date where we have initiated a community-wide screening project.

We're taking the analysis of that information to see what the impact of it is, how many cases are increased treatment versus what percentage of the population is getting screened, and the impact. We're analyzing that information and when the Cape Dorset screening is complete, we will take a look at all the impacts of what we have learned to date and that will help us

move forward in our strategy of working with our partners with Nunavut Tunngavik Incorporated, Inuit Tapiriit Kanatami, and the federal government through Indigenous Canada and Health Canada and with members here.

We want to make sure that we're working together with all the partners to do what's going to work. We don't want to set things up for any further challenges. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Netsilik, Mr. Qirngnuq.

Question 415 – 5(2): Territorial Parks

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I say “good morning” to my colleagues, our Premier, as well as my fellow residents of Kugaaruk and the residents of Taloyoak. Let's have a good day.

Mr. Speaker, my question today is for the Minister of Environment. The reasoning behind this question relates to an earlier statement last week about the establishment of territorial parks in our communities.

(interpretation ends) In his statement the minister indicated that the first stage in the process is to “assess if there is local support for an area of interest to become a territorial park.” Mr. Speaker, I understand from my discussions with the local leaders in Taloyoak that there is an interest in the community. Can the minister clarify how they start the process of work with the department to begin the next step, which is a feasibility study? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. The process would be if a community wants a territorial park within their vicinity, then they can write a letter to the Department of Environment. The process would be started to initiate all the work that has to be done, and a feasibility study is part of the process in order to get a park. The community has to want a park and has to support that, and then we will start the process. It's quite a lengthy process, but we will start the process to do it. Thank you, Mr. Speaker

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

Mr. Qirngnuq: Thank you, Mr. Speaker. In his recent statement the minister discussed the role of joint planning and management committees in establishing territorial parks. Can he clarify who nominates and appoints the members of these committees? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. Some of the members would be appointed by Environment. It is joint, so some of them would be community members. It's a joint committee that would decide what direction the park would be going in. They first have to have a joint management committee in order to go to the next process to start the process of that area becoming a park. Thank you, Mr. Speaker.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I didn't hear a direct response to my question, but I look forward to asking more questions on that.

This is my final supplementary. (interpretation ends) I understand and recognize that the establishment of new territorial parks does not happen overnight. Can the minister indicate approximately how long the process is to establish a new territorial park? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. The member is correct in saying that the process is long. It's not a defined date; it depends on how quickly the process goes. The process is the same for each park, but the challenges, obstacles, or stuff that we have to study that come up in the feasibility study might take longer for it to become an official territorial park. I can't give a time frame. We have some communities that have been working on their parks for over five years now and they're still not to the point where it is a park. I can't give a firm commitment on how long it takes, but I can say it generally takes a while. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towntongie.

Question 416 – 5(2): Allowance Rates for Medical Travel Clients

Ms. Towntongie (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health.

On occasion Inuit who travel out of the territory to receive medical care do not stay in a boarding home and at times they are placed in hotels. In these cases they are often provided with a daily meal allowance. (interpretation ends) Mr. Speaker, the meal allowance benefit is included in the Non-Insured Health Benefits program which is administered by the federal First Nations and Inuit Health Branch and is provided to Inuit medical clients through our Department of Health.

Can the minister inform us: what is the current rate for the daily meal allowance provided to Nunavut Inuit on medical travel? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Health, Minister Hickers.

Hon. George Hickers: Thank you, Mr. Speaker. It depends on where the patients are staying. As an example, if the patients are in Winnipeg in southern Canada, those rates are negotiated with the boarding homes with Health Canada and ourselves, and I believe the rate right now for southern Canada is \$42 a day. Thank you, Mr. Speaker.

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

Ms. Towntongie: Thank you, Mr. Speaker. It has been brought to my attention that the daily meal allowance

rate is different for First Nations clients when compared to Inuit clients. I have been told that First Nations clients on medical travel receive a daily meal allowance of \$25 while Inuit clients receive \$16.95. This is not a lot of money to buy your daily meals, especially when you are ill and a healthy diet is crucial. I appreciate that the difference in rates may not be based on whether a client is First Nation or Inuit. It may be based on what region they come from.

Can the minister clarify how his department works with the federal First Nations and Inuit Health Branch to negotiate benefits under the Non-Insured Health Benefits program for Inuit travelling from the Nunavut region for medical treatment? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. I'm not aware of any difference in rates. The member spoke to a \$25 a day rate. That is a standard. After 21 days of being out of territory, it goes to that rate. People are generally staying at the boarding homes. If there is overflow and they get moved to a hotel, they still can access the food services from the boarding home, and if they do not wish to have that, the food can be delivered to them.

If they don't want to take that opportunity, they are provided with a meal allowance. The \$16.95 rate that the member quoted, if I recall correctly, that is how much is provided for breakfast. Depending upon how people are staying down there, they may receive a full day

allowance or a per meal allowance depending upon when their appointments are and when their departures are. That's where the variations would come. I would have to confirm, but I don't believe there is a difference in rates. It's a southern Canada rate, but I would have to confirm that. Thank you, Mr. Speaker.

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

Ms. Towtongie: Thank you, Mr. Speaker. It is important that Nunavut Inuit have enough money to buy healthy and adequate food while they are out of the territory to receive medical care.

In fact the NIHB Medical Transportation Policy Framework was updated in 2017 as an interim measure. It was just an interim measure to clarify existing policies in some areas. This is identified through joint review discussions to date. Further revisions to this policy framework are anticipated.

However, my question to the minister is: will the minister commit to working with his federal counterparts to negotiate an increase in the daily meal allowance rate provided to Inuit medical clients travelling from the Nunavut region? Thank you, Mr. Speaker

Speaker (interpretation): Thank you. Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. First just before I proceed with my response, I would like to clarify an earlier response. It's not \$46; it's \$48 a day outside of Nunavut for medical travel.

Mr. Speaker, our negotiations with the federal government with Indigenous Services with regard to NIHB funding is ongoing right now. I don't want to taint any of those negotiations, but one of the issues that do come up is how much food allowances are. That would be a natural part of the negotiations that are proceeding as I stand here today. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Gjoa Haven, Mr. Akoak.

Question 417 – 5(2): Solid Waste Management

Mr. Akoak: Thank you, Mr. Speaker. (interpretation) I say “good morning” to the people from Gjoa Haven, especially elders. Let's provide support to all the elders.

(interpretation ends) Mr. Speaker, I realize this morning is not Friday, but I will be talking garbage.

>>Laughter

Mr. Speaker, my questions are for the Minister of Community and Government Services and they concern the issue solid waste management in Nunavut communities, including Gjoa Haven.

As the minister will recall, he informed the Legislative Assembly at its sitting on May 28, 2018 that his department was addressing solid waste management through a number of “funding bundles.”

Mr. Speaker, in July of 2018 his department issued a request for proposals for a solid waste management feasibility study in Gjoa Haven. It is my

understanding that the feasibility study began in the fall of 2018.

Mr. Speaker, can the minister confirm at what stage the study is presently at? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Good morning and thank you to my colleague for his question. The issue of solid waste in Nunavut, I agree that it's being addressed at different levels, with some more urgent than others. His community is still a work in progress. I don't know exactly where it's at right now, but I know that as we proceed forward, I can update him where it is. Thank you, Mr. Speaker.

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

Mr. Akoak: Thank you, Mr. Speaker. Can the minister commit to ensuring that the findings of the Gjoa Haven solid waste management feasibility study are shared with the municipal council and tabled in the Legislative Assembly? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. Where the community is under a solid waste management feasibility study, most of the work is done with the hamlet lands department as we work with both the administration and councils as they are the most familiar with their local landfills. They are usually well-versed in

the repairs needed or changes required to make improvements.

This also includes knowledge of the surrounding area where the best landfill sites are located. We work with the hamlets on these types of issues and it's obvious that what we find out from the hamlet's landfills will include the information coming out of this study. All this information will be included, with updates added as projects are completed, so the hamlet will get the landfill information for their community, Mr. Speaker. Thank you.

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

Mr. Akoak: Thank you, Mr. Speaker. It is my understanding that federal funding to help modernize Nunavut's solid waste management and infrastructure has been provided under a number of programs, including the Small Communities Fund and the Gas Tax Fund. Mr. Speaker, can the minister provide an estimate of the total cost of modernizing solid waste management and infrastructure in our 25 communities? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. We are studying this landfill issue Nunavut-wide for a solid waste management system in every community, to determine the extent to which we need to make repairs, improvements, as well as planning a future replacement, as each landfill site has its own particular challenges. They have to investigate minute details related to these landfill sites. It is only after the study has been completed that we can

then formulate a plan to repair, replace, or fix any issues as that will be the only time we actually then make cost estimates for the work.

We are currently just reviewing each site in this study to see what needs to be done. It is only after the study is done will the member's question be answered. As soon as we can answer his question, we will inform the House. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Arviat North-Whale Cove, Mr. Main.

Question 418 – 5(2): Attendance Management in the Civil Service

Mr. Main (interpretation): Thank you, Mr. Speaker. I rise to direct my question to the Minister of Finance, particularly regarding human resources.

Mr. Speaker, I live in the community of Arviat, so I will use it as an example. There are many places to get employment in the community, which includes the LHO, the Northern, and the hamlet. They have the most employees locally, so I will use them as examples. When their employees go to work, they have to punch their time into a clock. They are required to punch-in their start of work at 9:00 or 8:30. After they finish their work, they have to punch out their time sheet.

However, within Arviat it seems there are discrepancies when you compare the local bodies with our government offices. From what I understand, there is no time clock requiring a punching in of the start of your work or at the end, and there seems to be no way to determine if

the employees are late, if they are at home or sick.

How does the Government of Nunavut keep its 3,500 employees accountable without this type of stamping a clock? I wonder if this would assist the government as I am not sure if it would help. I want to first ask the minister why the government doesn't have some sort of punch clock system for employees. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Finance, Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. I appreciate the member's question. Attendance management is obviously a very important part of performance management when it comes to our civil service.

I have said here in the House and I'll say it again. Every member of our civil service has a role to play. They're serving all Nunavummiut, their friends, their neighbours, their family. We are here working hard, especially the last few days with the hours we have been putting in on making sure that we're here working for Nunavut and working for Nunavummiut. I think it's very important that every member of our civil service realizes that no matter what their role, they have a very important part to play in making sure that we're fulfilling our obligations and expectations.

With regard to a time clock, I know it's something that we haven't initiated, to my knowledge, anywhere. Maybe some offices may have implemented something like that that I am not aware of, but I have to say that I echo the member's concerns that there are some

offices that anecdotally have more concerns than others. Smokers are also anecdotally a big issue that comes to my attention, where people are in and out all day long. We have negotiated work conditions with our unions and with our civil service of what our expectations are.

A time clock may work in some offices; may not in others. A lot of staff, depending on what level they are at, are in and out of the office attending different meetings, maybe meeting until noon somewhere and then going straight home. A time clock may not necessarily work in all instances, but it is something that I'm aware of and we're looking at different options. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you Mr. Speaker. (interpretation ends) Thank you, minister. In the minister's response I'm hearing that there is some interest. As for the smoking issue, that's a red herring, Mr. Speaker. We will just put that to the side for what it is; save it for another day, perhaps, like a butt that is shoved into somebody's pocket.

>> *Laughter*

The issue at hand being attendance and performance, this is something that if you look at the number or the size of the civil service, 3,500 employees, that is a large workforce. I still don't understand why we don't have this in place already. It seems like a very basic thing. It seems like a thing that almost all private sector employers have. The private sector is very good at controlling its costs and is

very good at or maybe better than government in general in terms of controlling their compensation and benefits costs.

Now, I'm just curious: what is stopping us from implementing this across the government? Do time clocks in every government office go against the *Public Service Act*, or what is the barrier to implementing this? (interpretation)

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. Usually I am the curious one.

Mr. Speaker, there is not a barrier *per se*. Like I explained a little bit earlier, there are different offices and different routines in offices where time clocks would work, where some it obviously wouldn't work for certain positions. I think the thing that is missing here is how important the managerial oversight, making sure the employees are living up to their expectations, and the employers are living up to our expectations.

We are working on some automated systems to track attendance. We are hoping to pilot it sometime this year. I can assure the member that it is something that we are aware of and I am sure very much will get carried on with the new Department of Human Resources.

Just with regard to time clocks, I know there are different methods that are used in the corporate world. You log in to your computer in the morning and it tracks it. There are different ways of actually physically hitting the type. I

have done that in the past in previous lives that I've had.

I believe the most effective way is just simple performance management. If you're responsible for staff, if you're a manager or a director, ADM, the levels of authority as they increase need to make sure that their staff are made aware of the expectations and that it is communicated. If somebody is habitually late or leaving early or that time of thing, there are performance management issues that do take place. There are fact-finding meetings. There is coaching. There are a number of steps that are taken before disciplinary measures are taken.

Right now there is nothing stopping us, from my knowledge, on initiating time clocks. I think there are other methods that we are using that do have the benefit of being more hands-on, I guess we will say. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) Thank you, minister, for that response. I understand the issue of performance management is important, yes, but the implementation of these automated attendance devices is just another tool in the performance management toolbox.

Thinking of issues that my constituents bring up to me: phones not being answered, government employees observed gambling during working hours and being outside of the office. I should mention that we have so many skilled and dedicated public service employees. I feel that this would be,

perhaps, an important tool in the performance management toolbox.

Will this be something on the table during collective bargaining with the Nunavut Employees Union in terms of the position that the government is putting forward? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Hickey.

Hon. George Hickey: Thank you, Mr. Speaker. I don't think this is a necessary part of negotiations. When we negotiate with the NEU or other union entities, we're establishing our expectations of a work day. How the GN or how any of our agencies or Crown corporations enforce that is something that each individual department or organization would have the ability to implement something like this if they felt it was of value. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Pangnirtung, Ms. Nakashuk.

Question 419 – 5(2): Government-wide Supports for Seniors

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker. Good morning. I would like to direct my question to the Minister responsible for the Seniors' Advocate, who is the (interpretation ends) Premier.

Mr. Speaker, the government has a number of programs which provide different supports to seniors. Under the Department of Community and Government Services, seniors are exempt from property taxes. Under the

Department of Family Services, seniors can apply for a fuel subsidy.

Can the minister clarify how information on Nunavut seniors are collected, compiled, and coordinated to ensure that there is a comprehensive database of all seniors in the territory that can be used to make sure that our elders are getting all the supports they are eligible for? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister responsible for Seniors, Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. All the data that is collected for the Government of Nunavut is collected by the bureau of statistics that we have in the member's hometown there. Any statistics that is needed or wanted goes through there. That's one method. Another method is to just get a survey out or get any kind of specific information we want.

One way specifically for elders that was done, the previous government had put out a seniors' handbook and it was quite well received. It was colourful; the fonts were really big so that all the seniors who may have reading glasses could see them clearly. That handbook was very well received and it was very helpful. It was all the contacts of senior services, I should call it, in each community and where they could call to get information for any information they want on any senior programs. Thank you, Mr. Speaker.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker. Different organizations such as Nunavut Tunngavik Incorporated, our northern airlines and even some local stores, have different programs for seniors. In some cases a resident has to be over 60 years old to be considered a senior while in other cases they have to be over 65 years old, and in others 55 is considered a senior.

Can the minister confirm that all Government of Nunavut programs for seniors use the same age criteria for program eligibility and tell us what that age is? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Yes, there are independent organizations that collect this type of information such as the age of elders or even at which age the passengers qualify as elderly passengers. Each airline has discretion to set their own limits, much like the stores and Nunavut Tunngavik Incorporated has a different one as that is their prerogative.

We as the government, based on the information I have, set the senior age at 60 years old in Nunavut. This is the eligible age for the senior fuel subsidy of 60 and over. The programs usually list 60 as the age when you become eligible to benefit from the program. The government sets the age limit while some other bodies set it at 55.

The Nunavut Elders Committee represents all of Nunavut. I met with them previously and they have made the statement that once an Inuk reached 50

years of age, they have attained the age of a senior. There are differences. The federal government sets the age for seniors at 65 years. There are many slight differences, but we as the Government of Nunavut use 60 years old. Thank you, Mr. Speaker.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker. I also thank him for explaining that. The final question which I want to ask is based on his earlier statement and it's obvious that some organizations have different age limits for eligible seniors.

Why do the two levels of government have different age limits? Programs offered by each government have different ages, although it feels as if the age limits should be complementary, especially when you look at the pension and elders' subsidies.

Will the Minister responsible for Seniors commit to compiling a comprehensive database of seniors residing in Nunavut that can be shared by different departments to ensure that all seniors can receive all the program supports and subsidies that they are eligible for?

Can the government send a directive to their institutions to set an age limit that is the same across the board? Perhaps if I were to say it this way: (interpretation ends) will the Minister responsible for Seniors commit to compiling a comprehensive database of seniors residing in Nunavut that can be shared by different departments to ensure that all seniors can receive all the program

supports and subsidies that they are eligible for? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. As a government and all the departments, it is their duty to make sure that seniors are aware of what programs, subsidies, and help that they are eligible for. I will make sure that the seniors do know what they're entitled to.

As for the age stuff, I think it's all 60. If not, then it should be uniform just to make it simpler for us, for the GN, if we have one age for the programs that are administered by the Government of Nunavut.

We will look at maybe making another seniors' handbook out there with all the programs that are available for the seniors here because, like I said earlier, that handbook was very well received. I'll look at maybe if we can come up with another handbook like that for the seniors that's more up to date and more current. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Uqqummiut, Mr. Keyootak.

Question 420 – 5(2): Defining a Male Caribou

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. Good day to the people of Clyde River and Qikiqtarjuaq who are watching and listening to the proceedings, as well as my colleagues.

Mr. Speaker, I have asked this question

previously to the Minister of Environment, which is who it is directed to.

Mr. Speaker, my colleague enquired about seniors and the age limits. My subject again will revolve around caribou and how we describe them.

We don't share the same dialect, which I believe is the problem, as the people of Baffin region and people of the Kivalliq region don't have the same terms when it comes to certain animals or descriptions. Here in the Baffin region, the only time we call a male caribou a *pangniq* (bull caribou) is during the summer season when the bull caribou have a fully grown rack, as we don't call the males that term in the winter. We differentiate between winter and summer as we just call them males as they don't have antlers.

When I had asked questions, the minister stated that we can only harvest bull caribou and some people in the Baffin region automatically understand that they can only go after summer season bull caribou, so some hunters are now thinking they can only harvest the pre-rut bulls when they can hunt in the summertime.

Can the minister clarify: based on his knowledge, at what age is the caribou called a bull? Thank you, Mr. Speaker.

>> *Laughter*

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Now, in our

dialect we call any male adult caribou a bull caribou. Hopefully that is clear now. Even with or without antlers, the male caribou are called bulls even if it is a male on the cusp of becoming a bull or if it is an adult, and it doesn't matter if it is summer or winter, antlerless or antlered.

I can't say exactly at what age a male caribou would become a bull and when they become an adult bull caribou, but it is when the males are capable of impregnating cows and start fighting for them during the rut season, so when they become sexually mature. Elders have a lot more knowledge on the differentiations. As a hunter, when I look at a caribou, I can tell whether it's a bull caribou or not. Thank you, Mr. Speaker.

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

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. As to the age of the caribou when it actually is a bull, it can't be identified here, Mr. Speaker.

I wonder if this can be clearly relayed to the communities in a clear written format to each HTO and conservation office so that they can provide this written information to the hunters as to what type of caribou can be harvested. This would show young hunters what caribou to hunt since we don't call them a bull caribou during the winter. It should state at which age the caribou can be harvested or at what age they can be harvested.

At what stage of their growth can they be harvested so that people on Baffin Island will not think they can only harvest in the summertime? Some people think they can only harvest them

in the summertime. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. I know it isn't funny Friday, but I smile when I hear my colleague speak about this matter.

>> *Laughter*

Yes, I will get the information specific to the sex of the caribou that can be provided using the minimum language of only male caribou can be harvested. If the caribou is a female, then they are not to harvest it. I believe hunters would know exactly the age when a male caribou is a bull, but I'll reiterate that only male caribou are allowed to be harvested on Baffin Island. Thank you, Mr. Speaker.

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

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. Indeed, although today isn't Friday, the viewing audience also state many times that the MLAs are always looking stern and overly serious.

>> *Laughter*

We hear that when we are on television, members are always so serious and rarely crack any smiles. Sometimes on occasion we should laugh at ourselves and cut the tension away.

>> *Applause*

Mr. Speaker, if the minister will be

putting together an information package, will he send this information to the local HTOs so that they can work with their local hunters to ensure they are aware of the requirements? Perhaps if it is sent to each HTO manager and copy it to the HTO boards, it would suffice. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. I thank my colleague, Mr. Keyootak, for his injection of humour that lit us up. Although the subject matter is an intensely important matter, he purposefully made it humorous and I thank him for that.

Yes, when we are preparing the document in question, it will be sent to the HTO boards using the Baffin dialect to ensure that they know that only the male caribou can be harvested, and we will make it very clear that the harvested caribou has to be a male. Thank you, Mr. Speaker.

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

Question 421 – 5(2): Municipal Mobile Equipment Program

Mr. Mikkungwak: Thank you, Mr. Speaker. My questions are for the Minister of Community and Government Services.

Can the minister clarify how this section of the policy for mobile equipment fleet...? As the minister is aware from my member's statement, the fire that

occurred in Baker Lake...for the equipment fleet to be brought back up to full strength by end of the 2019 calendar year? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. He just read the little line of a document. I can't understand exactly what it is he's asking me to clarify, Mr. Speaker. Maybe I could get some clarification as to what he's talking about. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Mr. Mikkungwak, please clarify. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Speaker. I thank the minister. As the minister will recall, I made a statement earlier in our winter sitting concerning the recent fire in Baker Lake that resulted in the destruction of a number of pieces of critical mobile equipment, including sewage, garbage trucks, loaders, and a dozer.

As the minister is aware, section 3(a) of his department's Municipal Mobile Equipment Policy provides that "Major maintenance and emergency requirements beyond the level of block funding...may be dealt with on a case by case basis through the Community and Government Services Capital program." Can the minister clarify how this section of the policy is being used to ensure that Baker Lake's mobile equipment fleet will be brought back up to full strength by the end of the 2019 calendar year? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Thank you for the clarification. Minister Kusugak.

Hon. Lorne Kusugak: Mr. Speaker, I appreciate the clarification.

Mr. Speaker, our department has been working very closely with the municipality on this very urgent matter. In fact we have expended quite a bit of funds to ensure that the mobile equipment needed was transported to the community. We continue to work with the municipality. As I have stated before, this is not something that we can rectify overnight.

The investigation is continuing, there are insurance issues that have to be dealt with. All that work still has to go on before we can get down to finite details of how that mobile equipment will be replaced through insurance and through other means. Until we get to that stage, I can't give you the detail that you're looking for because we also are working on getting that detail, Mr. Speaker. Thank you.

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

Mr. Mikkungwak: Thank you, Mr. Speaker. As I noted in my member's statement, the community has very much appreciated the support that it has received to date from the department and other partners. Can the minister indicate if funding under the Municipal Mobile Equipment Policy or his department's budget for small and minor capital projects can also be used to fund the replacement of the mobile equipment garage that was destroyed by fire in

Baker Lake? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I appreciate the concerns and questions on this line item. Mr. Speaker, the Mobile Equipment Fund is distributed equally throughout all municipalities. That happens just shortly after it's approved through this House, so that's already earmarked for all those municipalities.

Again, I just ask for a little bit of patience from my colleague. The fire happened when this session started and we're still in this session and we're still trying to finalize exactly what kind of money we need to replace funds and what kind of funding is going to be allocated through the insurance policy. Until we get those kinds of details in terms of the cost of the equipment, availability of the equipment, and what kind of money is being covered through insurance policies and other policies, we can't get that kind of detail in terms of what we can and can't do.

I know they're very patient and I ask for a little more patience because it has only been a couple of weeks. We are working with the municipality on trying to find out exactly what's wrong and where can we get the funding because they need this equipment for the community to stay healthy at least in the mobile equipment and warehousing facilities and storage. Thank you, Mr. Speaker.

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

Mr. Mikkungwak: Thank you, Mr. Speaker. I thank the minister for his response. The Municipal Mobile Equipment Policy expires on May 31, 2020, just over a year from now. Can the minister indicate what specific changes, if any, his department is looking to make to the policy? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak: Mr. Speaker, we are looking at the policy. I think we have discussed in this House on a number of occasions where we may be able to make some changes and additions.

We have heard constituents in this House talk about the need for more funding into the Mobile Equipment Fund because it lacks the ability of communities to increase the amount of mobile equipment they have and/or replace the existing ones. We have heard discussions where they need more funding to be able to build equipment shelters with this fund.

We're looking at all those options and I'm hoping that I will be able to share that information at an opportune time, but those are some of the things that we're looking at when we're talking about making additions or improvements to this Mobile Equipment Fund Policy. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. My colleagues, please note that the time for question period has expired and we will proceed with the orders of the day. Written Questions. Returns to Written Questions. Replies to Opening Address. Petitions. Responses to Petitions. Reports of Standing and Special

Committees on Bills and Other Matters. Tabling of Documents. Minister of Education, Minister Joanasie.

Item 13: Tabling of Documents

Tabled Document 141 – 5(2): Letter to Chesterfield Inlet District Education Authority

Hon. David Joanasie (interpretation): Thank you, Mr. Speaker. I am tabling the letter sent to the Chesterfield Inlet District Education Authority regarding the request for an extra teacher at the Victor Sammurtok School. The letter was sent on October 23, 2018. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Tabling of Documents. Notices of Motions. Notices of Motions for First Reading of Bills. Motions. Member for Arviat North-Whale Cove, Mr. Main.

Item 16: Motions

Motion 029 – 5(2): Extension of Review Period for Bill 1, Corrections Act

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) I will be moving this motion for the extension of the review period for Bill 1, *Corrections Act*.

WHEREAS Bill 1, *Corrections Act*, received second reading on March 20, 2018;

AND WHEREAS the bill has been referred to the Standing Committee on Legislation for consideration;

AND WHEREAS Rule 68(1) provides

that bills referred to a standing committee shall not be proceeded with until the Assembly receives the report of the committee or 120 calendar days pass from the day the bill was given second reading;

AND WHEREAS the standing committee has been giving careful consideration to the bill;

AND WHEREAS the standing committee requires additional time in which to complete its work;

NOW THEREFORE I MOVE, seconded by the Hon. Member for Rankin Inlet North-Chesterfield Inlet, that the period of time for the standing committee to report Bill 1 back to the House be extended by a further 120 days.

(interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): The motion is in order. To the motion. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) As the mover of the motion and the Chair of the Standing Committee on Legislation, I am pleased to take this opportunity to speak briefly in support of the motion that is before the House today.

Mr. Speaker, as I noted in my motion, Bill 1, the proposed new *Corrections Act*, was referred to the Standing Committee on Legislation for consideration following its second reading.

This is an important and complex piece of new legislation that should not be rushed into law.

The standing committee has been giving the bill detailed consideration and is engaged in an ongoing dialogue with the minister concerning areas where the bill would benefit from amendment.

This dialogue has resulted in progress, and I am hopeful that the standing committee will be in a position to provide a detailed report to the House during our spring sitting concerning amendments made to the bill.

At this time we are still working to reach a consensus in respect to some matters, which is why I ask all members to support the motion that is before us today. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. To the motion. All those in favour of the motion, please raise your hand. All those opposed. The motion is carried. Thank you.

Motions. Member for Arviat North-Whale Cove, Mr. Main.

Motion 030 – 5(2): Extension of Review Period for Bill 8, An Act to Amend the Workers’ Compensation Act

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) I’ll be moving this motion with regard to the extension of the review period for Bill 8, *An Act to Amend the Workers’ Compensation Act*.

WHEREAS Bill 8, *An Act to Amend the Workers’ Compensation Act*, received second reading on October 25, 2018;

AND WHEREAS the bill has been

referred to the Standing Committee on Legislation for consideration;

AND WHEREAS Rule 68(1) provides that bills referred to a standing committee shall not be proceeded with until the Assembly receives the report of the committee or 120 calendar days pass from the day the bill was given second reading;

AND WHEREAS the standing committee has been giving careful consideration to the bill;

AND WHEREAS the standing committee requires additional time in which to complete its work;

NOW THEREFORE I MOVE, seconded by the Hon. Member for Rankin Inlet North-Chesterfield Inlet, that the period of time for the standing committee to report Bill 8 back to the House be extended by a further 120 days.

(interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. To the motion. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) As the mover of the motion and the Chair of the Standing Committee on Legislation, I am pleased to take this opportunity to speak very briefly in support of the motion that is before the House today.

Mr. Speaker, as I noted in my motion, Bill 8, *An Act to Amend the Workers' Compensation Act*, was referred to the Standing Committee on Legislation for consideration following its second reading.

As the House is aware, the Workers' Safety and Compensation Commission is shared between Nunavut and the Northwest Territories. Both governments share responsibility for appointing members to the WSCC's Governance Council and both territories have pieces of legislation in place, the *Workers' Compensation Act*, which are substantively the same.

Mr. Speaker, the Legislative Assembly of the Northwest Territories is presently considering a parallel bill to the one that is before our House. Last week the members of the Northwest Territories legislature passed a similar extension motion in respect to their bill.

Mr. Speaker, it is important that both bills be harmonized to the greatest possible extent, and both standing committees have been in contact with each other during this process.

Mr. Speaker, I am hopeful that both standing committees will be ready to report the bills back to our respective Houses during our upcoming spring sittings, and I ask all members to support the motion that is before us today. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. To the motion. All those in favour of the motion, please raise your hand. Thank you. All those opposed. The motion is carried.

Motions. First Reading of Bills. Second Reading of Bills. Consideration in Committee of the Whole of Bills and Other Matters. Bills 13, 15, 16, 17, 18, 20, and 21 with Mr. Mikkungwak in the Chair.

In accordance with the authority provided to me by Motion 17 – 5(2), the committee will stay in session until it reports itself out.

Before we proceed to the Committee of the Whole, we will break for lunch and return at 1:30 p.m.

Sergeant-at-Arms.

>> *House recessed at 12:03 and Committee resumed at 13:31*

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

Chairman (Mr. Mikkungwak) (interpretation): Good day, people of Baker Lake and Nunavut.

I would like to call the committee meeting to order. In Committee of the Whole we have the following items to deal with: Bills 13, 15, 16, 17, 18, 20, and 21. What is the wish of the committee? Mr. Main.

Mr. Main (interpretation): Please wait a moment, Mr. Chairman.

Thank you, Mr. Chairman. We wish to continue with the review of Bill 15 and the 2019-2020 Main Estimates for Nunavut Arctic College, followed by the departments of Culture and Heritage and Finance, but there might be a change in the order in which they are dealt with, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. Does the committee agree that we first deal with Bill 15? Agreed?

Some Members: Agreed.

Bill 15 – Appropriation (Operations & Maintenance) Act, 2019-2020 – Nunavut Arctic College – Consideration in Committee

Chairman (interpretation): Thank you very much. (interpretation ends) I would like to ask Minister Netser: do you have officials that you would like to appear before the committee? Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. I most definitely would. (interpretation) Thank you.

Chairman (interpretation): Thank you very much. Does the committee agree to let the minister's officials go to the witness table? Agreed?

Some Members: Agreed.

Chairman (interpretation): Thank you very much. Sergeant-at-Arms, please escort the minister's officials in.

Thank you very much. For the record, Minister Netser, please introduce your officials and then proceed with your opening comments. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. To my right is our vice-president, Karsten Henriksen, and to my left is Rebecca Mearns, (interpretation ends) Dean of Education on Inuit and University Studies. (interpretation) I thank them for being able to be here.

(interpretation ends) Mr. Chairman, (interpretation) I am pleased to present to the members Nunavut Arctic College's 2019-2020 main estimates and business plan.

(interpretation ends) Nunavut Arctic College maintains the operations laid out in the business plan with a budget that is made up of a base contribution from the Government of Nunavut, third party funding contracts, and revenue from fee sources such as tuition. To that end, Nunavut Arctic College's total main estimates for base funding from the Government of Nunavut for the 2019-2020 fiscal year is \$38,695,000. This is an increase over the previous fiscal year of approximately \$561,000.

The bulk of this increase in funds will go toward the creation of a marketing, communications and recruitment team dedicated to connecting prospective learners with the program and courses offered at the college. We have heard concerns raised by members and from the public as to how the college markets and communicates its programs to the public. However, until the creation of this team, the college staff have had to rely on a single public affairs officer to manage all external communications, as well as oversee the creation of college promotional materials. Furthermore, program instructors have had to do what recruitment they can in addition to their teaching responsibilities. The marketing, communications and recruitment team will take on all of these responsibilities and will include a manager, a promotional materials specialist, and two strategic recruitment coordinators. The goals of this team will be setting and helping to meet enrolment targets for college programs, conducting market research on post-secondary trends both within and outside the territory, providing additional information on resources available to current and prospective learners, and communicating with prospective donors about Nunavut

Arctic College's fundraising efforts.

Mr. Chairman, as we are all aware, financial resources are at a premium in the territory. In order to further improve services without presenting additional fiscal hardship for the government, the college recently began discussions with the Department of Finance on ways the college can diversify its revenue sources. One critically underused area is donations from industry and the private sector. To that end, college staff are reviewing the policies and processes that will enable this type of fundraising with the goal of accepting donations in the 2019-2020 fiscal year. This effort will largely be led by the Nunavut Arctic College Board of Governors as they represent Nunavut Arctic College within each of the regions.

Mr. Chairman, I am pleased to note that I met with the Nunavut Arctic College Board of Governors during their first meeting in Iqaluit in early January. I expressed my support for their work and my hopes to further empower the board in their duties and responsibilities of providing administrative oversight to the college. I have also met with faculty and learners in Iqaluit and Rankin Inlet, and I will be travelling to Cambridge Bay to meet with college officials in the month of May.

Mr. Chairman, the board of governors is now engaged in the preparation of a ten-year strategic plan. This plan will chart the long-term direction of the college. This strategic plan is intended to work in conjunction with the college's recent announcement of the partnership with Memorial University of Newfoundland. Through this partnership, the college will leverage the resources of a larger

institution to expand the suite of post-secondary options available to Nunavummiut in their home territory and provide greater support to the college's learners and faculty. A team from Nunavut Arctic College is in the process of negotiating this memorandum of understanding, or MOU, between the two institutions and the final agreement will be reviewed by the board of governors and cabinet.

Finally, Mr. Chairman, I wish at this time to raise one last point. Since October of 2014, less than five years ago, the college has had three different ministers, five different presidents, and a high level of turnover at the top of the institution has made it difficult for forward momentum for the college. I am eager and committed to demonstrate considerable institutional growth at the college within the remaining mandate of this government.

Mr. Chairman, this concludes my opening comments and at this time my staff and I will be pleased to answer questions members may have. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Does the chair of the standing committee have any opening comments? Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Good afternoon. As the chair of the standing committee, I am pleased to make opening comments as we begin deliberations on the government's proposed 2019-2020 budget allocation for Arctic College.

(interpretation ends) Mr. Chairman, the college's total budget is made up of a

base contribution from the Government of Nunavut, third party funding, and revenue from other sources, such as tuition fees. The GN's proposed contribution to Nunavut Arctic College for 2019-2020 is approximately \$38.7 million. The standing committee notes that the college's overall budget for 2019-2020 is projected to be close to \$58 million. The standing committee encourages the college's board of governors in their efforts to identify additional funding opportunities for the upcoming fiscal year.

Mr. Chairman, the standing committee notes that the college's board of governors currently has a number of vacant seats and encourages interested individuals to put their names forward. Nunavut Arctic College plays an important role in training and education for Nunavut's professional and trades occupations, as well as offering opportunities for individuals looking to improve their skills and employment potential.

Mr. Chairman, standing committee members strongly encourage college officials to work closely with their counterparts in the Department of Education to ensure that high school students are more aware and better prepared to undertake post-secondary education. Strengthening the ability of learners to transition from high school to college will be critical to improving success rates in both academic and trades-related fields.

Members are pleased to note that Nunavut Arctic College will be entering a college-university partnership with Memorial University in the upcoming fiscal year and look forward to receiving

updates on programming and course offerings that may be added or enhanced as a result of the new memorandum of understanding between the two entities, as well as any new initiatives that will ensure that nationally accepted academic standards are being set and met.

Mr. Chairman, currently Nunavut Arctic College offers degree programs in the areas of education, nursing, and law in partnership with different degree-granting institutions. While members appreciate that a requirement for graduates from these programs to remain and work in Nunavut may not be enforceable, the standing committee encourages the minister and college officials to explore different options to provide incentives for graduates to stay in Nunavut and to continue to work in their field of study.

Mr. Chairman, it is important that Nunavut Arctic College work closely with communities to assess local needs and requests for program delivery at the community learning centres. Further, the standing committee encourages the college in its efforts to involve more elders in local program delivery. It has been noted that in some communities concerns have been raised with respect to the status of facilities where community learning programs are delivered. The standing committee looks forward to receiving a comprehensive update on the status of community learning centres across all 25 of the territory's communities.

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

Chairman (interpretation): Thank you very much. Before we begin, I would like to recognize sisters sitting in the Visitors' Gallery, Rosemary and Mona. Welcome. They are sisters.

>> *Applause*

Thank you very much. (interpretation ends) Do members have any general comments before we proceed to detailed questions? Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Welcome, minister and your officials. I would like to welcome your new official.

Very briefly, with respect to the need to have mine training in Nunavut, we did touch upon the subject yesterday. We are not up to par right now and we have to set up a sector council in Nunavut. For example, there's the training consortium here and I believe that Arctic College already has a lot of work to do to catch up with the opportunities in Nunavut.

Secondly, (interpretation ends) I think there needs to be a serious focus on the community learning centres across Nunavut. In many cases the community learning centres have not grown, they haven't had any extra classrooms added, and we have gone through a phase of investment in the regional campuses, for example, the new one here in Iqaluit. I'm not saying that regional campuses are not important, but I think we need to shift towards investing at the community level and that includes programming. I'm not just talking about the buildings themselves.

If you just look at the number of social assistance recipients, it says a lot about

where we could be making an impact in the non-regional centre communities where people desperately need education in order to find employment.

(interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. General comments? Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. My older sister Rosemary Sandy and my younger sister Mona, thank you for recognizing them.

I am very pleased that the minister went to the larger communities and also to Cambridge Bay. I also wish to remind the minister that it has been a long time since communities like Chesterfield Inlet were visited by the minister. I was told while I was hosting a radio phone-in show that they extend their welcome to you. The individual who works at the community learning centre is doing a lot of teaching, all the way from reading. That learning centre is overcrowded. I would like to welcome the minister to focus on and to visit the smaller communities. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. (interpretation ends) General comments? Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Good afternoon. I just wanted to start off by saying, although I did appreciate the minister's opening comments, I'm a little disappointed that the requested information hasn't been provided to the standing committee. During the standing committee meetings, we asked a lot of specific and detailed information, much of which the

minister was not able to provide a response to and had indicated that the standing committee would receive the information at a later date. I just wanted to express my frustration on the lack of receiving that information. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. General comments? (interpretation ends) I have no more names for general comments. We will now proceed to the page-by-page review of the departmental estimates, starting on page N-3. We will start the departmentals on O-I-2. O-I-2. Nunavut Arctic College. Headquarters. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman, and good afternoon. Before I start, Mr. Chairman, yesterday at the end of the day I complained that we were out of tea. I would like the Minister of Community and Government Services for having tea delivered to me today. I'll be okay for today.

>>Laughter

I have a few quick questions and it's regarding my own community. I have brought up in the House about the issues that they're having in our community with the community learning centre. I'll start off with asking: what courses are currently being offered in the community learning centre in Sanikiluaq? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister responsible for Arctic College, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. I don't really

deal with the courses being offered in Sanikiluaq, but perhaps the official on my right can answer the question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. Nunavut Arctic College is about to launch a 2019-2020 program guide that will highlight all programs in all communities. Staff have had a concerted effort this year to increase access and breadth of the programming across the territory, particularly at the community level. More information is forthcoming, but there will be a formal announcement and the release of a course calendar for March 31 or April 1 of this year. We will make sure that that is communicated to all members as well as members of the public. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. As I stated earlier, the college is currently operating out of the Nuiyak School and they have use of a couple of classrooms there. It's my understanding they may have to move back to their old location, which was a one-room school. Does the college have everything in place so that classes will begin in September without any interruptions? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. I'm told that yes, everything will be ready this fall

before school starts. The NTEP program is currently being delivered in Sanikiluaq. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Rumbolt.

Mr. Rumbolt: Thank you. I think the minister wants to clarify something, Mr. Chairman, please.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. This spring and June NTEP students will be graduating. I'm sure our fellow member will be there when they're graduating from that program. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. I am aware of the graduating class of this year. Aside from the NTEP program, I think the college has a PY and a half. I think it is one part time and one full time at the college. When they move back to the one-room school, will they maintain these 1.5 jobs or will the half-time job be eliminated? Thank you, Mr. Chairman.

Chairman (interpretation) Thank you very much. Minister Netser.

Hon. Patterk Netser: We intend to use both of the employees we have at Arctic College, Mr. Chairman. (interpretation) Thank you.

Chairman (interpretation): Thank you very much. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. I didn't hear the minister's response; his voice was very low over the system. If he could repeat his answer, please.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): If he thought I was speaking too quietly, I can speak louder, Mr. Chairman. The employees down in Sanikiluaq will continue once school starts in the fall. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. (interpretation ends) We are on page O-I-2. Nunavut Arctic College. Headquarters. Mr. Main.

Mr. Main (interpretation): Thank you Mr. Chairman. Perhaps I'll start with employees. If you look at the employees at Arctic College, I'm wondering how many casuals they have in the college system. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We have quite a few casuals and term employees. We can't respond to his question at this time, but we will get back to the member once we have the information. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Main.

Mr. Main (interpretation): Thank you Mr. Chairman. (interpretation ends) Just to clarify, the college currently does not know how many casuals they are employing right now. (interpretation)

Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. My acting president wants to answer that question. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you Mr. Chairman. I don't have that information accurately in front of me in terms of the exact number. What I will say is the college has approximately 35 percent vacancy rate. We have invested in building our HR team, as I said last year at this committee, with the goal of decreasing the number of vacancies that we have. Ultimately the more staff that we have working in either term or indeterminate positions the stronger we are as an institution and are in a better position to meet the needs of Nunavummiut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) This issue of casuals is coming up from department to department, so it is something I think the members will be following in terms of particularly, I guess, long-term casuals. That's a comment.

In terms of this new dean position that was created in Arviat, I am happy that the college is investing in that office, but what is the role of that dean? It is a new kind of focus or a new position.

(interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you Mr. Chairman. (interpretation ends) Going back to the member's questions on casuals, before I turn it over to my right here, I met with the staff in Rankin Inlet and one of the issues that they raised with me was that the instructors that they have on term contracts were concerned.

It's a two-year term contract and I see that as casual as well because, when you're on a term contract, you want something consistent. They have futures as well, the instructors that we have, and they're very valuable to Nunavummiut. At the end of the day they make graduates that will eventually take over these programs. One of the things that I committed to do was to have some of those instructors in indeterminate positions until we can start producing graduates that can start teaching these programs that we have.

As for the question, I would like, through you, Mr. Chairman, my assistant to answer the question. (interpretation) Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. The dean based in Arviat is responsible for a number of portfolios as a dean at a public post-secondary institution would be. That dean's portfolios include the creation of a centre for academic excellence, highlighting the institution's focus on academic

excellence. Another portfolio that the dean has is the community learning campus portfolios of the CLCs. The dean there is responsible for program delivery of the program delivery team of every CLC in the territory, as well as the continuing education team at the institution. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) That's good to hear. I hope that the creation of this position will improve what's being offered at the CLCs across Nunavut. As I mentioned in my comments, I think it's an area that needs attention and not just in Arviat and Whale Cove; across the whole territory.

If we look at the number of social assistance recipients here, Arviat, 1,150; Igloolik, 1,265; Gjoa Haven, 930; I see these numbers, I see a desperate need for more education for recipients. I'm interested: how does the college work with Family Services in terms of coordinating their programs for courses like adult basic education? (interpretation) Thank you, Mr. Chairman.

Chairman (Mr. Rumbolt): Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think this is a great day to be alive in terms of the opportunities that these young people have these days because, when I was young, there were hardly any opportunities like they have now. Arctic College is there to train people in our

programs.

For further elaboration, I would like Mr. Karsten to elaborate on that a bit more. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. At an operational level, planning for delivery at community learning centres happens in collaboration with the adult educators. The team of academic leaders at the institution, including deans, as well as an ongoing engagement at a community level and that is reflected in annualized planning.

Staff over the course of this last year have spent a lot of time building capacity to plan so we can ensure that Nunavummiut are aware of what is coming up at the local community learning centre, what is coming up in the territory, and we can have greater access to information so people can plan their lives.

In terms of our collaboration with the Department of Family Services, there are ongoing dialogues on a regular basis to ensure that we're collaborating and coordinating as best as possible. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Henriksen. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Thank you, minister and your official. (interpretation ends) When the Family Services office is sitting there with income support recipients, do they have a list or will they be given a list of

“Here are the upcoming courses that you can register, and here is the application form”? What I'm trying to get at is a seamless delivery and funnelling people towards these programs. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) To that question, I would like to ask, through you, for my assistant to answer the question. (interpretation) Thank you.

Chairman: Thank you, Minister Netser. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. Our hope is that this Assembly approves the increase in our operational budget to allow for the creation of the marketing, communications and recruitment team. Currently marketing and recruitment of learners and programs happens either by individual faculty members or programs or it is managed by our single public affairs officer for Nunavut.

If we can imagine, Nunavut Arctic College serves the largest post-secondary service region in the country and one of the largest in the world and we have one public affairs officer managing that communication. The intention is if the Assembly approves the increase in our budget and we can build this team, they will communicate on an ongoing basis with not only the K to 12 system but also the local family services staff. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Henriksen.

Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) When I look at the lines of business that the college has with the different areas of training, this is on page 9 of your business plan, education, health and wellness, trades and technology, business careers, Inuit language and culture, the different lines and the different amounts that are being invested in each line, how much of these decisions and these amounts is tied to the job market in terms of the available... ?

I'll use teaching for an example. We know there are a lot of job opportunities within teaching. We also know there are a lot of job opportunities within mining right now. How much of the decision-making in terms of what program is being offered in each community is driven by the job market? I know that there's a ten-year strategy that's being worked on right now and you're going to finalize it. (interpretation) When you're considering the jobs, I would like to know how it is connected to the job market. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We are working hard on the Teacher Education Program. It's very important and we have to protect the Inuktitut language via programs we offer in education. In mine training with mines up and running, there isn't much in Nunavut and we would like to work with the mining companies. I'm working with the Minister of Economic Development and

Transportation on training and education. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) In terms of the job market and how it's factored into what programs go where, I would like to understand what the process is there. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The official to my left would like to respond to that, Mr. Chairman, if you will allow her, Ms. Mearns.

Chairman: Thank you. Ms. Mearns, please go ahead.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. (interpretation ends) Part of the process that we conduct for identifying programming within our communities is through community needs assessments that are conducted through our community learning centres.

As we're moving forward in improving how we do these needs assessments, one is expanding the programs that we have available but also looking at how that ties to labour market needs based on the community wants and needs and in comparison to the labour market needs as well. It's something that we're keeping aware of and it's something that we're working more or so into our needs assessments. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Mearns. Please, if you could slow down when you're speaking for the help of the interpreters.

Mr. Main, you have another question? Please go ahead.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm looking at the program delivery summary that you have on page 27 of your business plan where it talks to Nunavut teacher education, it talks to nursing programs, and then the trades programs.

I guess I'll just focus on the nursing and the teaching. These are two positions that we know we need more nurses and teachers. What is stopping us from turning out more of them? Right now I believe the numbers that people are graduating is barely keeping up with the numbers of people retiring. What is stopping us from educating more of them in terms of barriers?
(interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) We offer the nursing programs and the NTEP program in our college, but it's up to the individual which program he or she wants to attend. We cannot tell this person, "I want you to go to our college so you can become a nurse" or "I want to ask you to become a teacher." We give that choice to the student that wants to apply and it depends on... . Some years we have more applicants and some

years we don't. We can't force the student to learn this specific trade.
(interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) In terms of the barriers that are getting in the way of graduating more, I understand that we don't require people to go into any career, but we all know that we need more teachers and we need more nurses. It's affecting the education of our children; it's affecting the health of our communities, the lack of these positions.

What is it? Do we need to put more money into these line items? Would that help, or is it that we don't have enough students who are qualified to walk out of grade 12 and go into these programs? What are the barriers? What is getting in the way of producing more?
(interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. I think one of the barriers that have been brought to my attention is that some of the students who have applied, the housing shortage for our learners is one of the reasons why, perhaps, we are not producing like we want to. Nunavut Arctic College, whoever attends our college, at the end of his or her term, she or he is employable across the nation. Certainly we would like to see a lot more

of that. That's one of the barriers. Student accommodation is one of the big issues that we are facing. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister. If you look at teacher education, that's currently being offered in Arviat. Has the Nursing Program ever been offered outside of a regional centre? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. I'm not really aware of where else the program should be offered in the communities. If Mr. Henriksen can respond to the question, I would appreciate it. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. When we deliver specialized programming such as nursing, that program requires access to resources such as simulator labs and nursing labs that are costly to develop, similar to our trades programs. There are regulatory requirements in terms of the instructional space and we have to meet those needs in order to deliver a recognized program. There are some instances, such as nursing, where program delivery will have to happen in one particular centre. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Henriksen. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm assuming that money is the issue there. If you wanted to deliver it outside of a regional centre, you need more money. Right now we're training lawyers here in Iqaluit roughly at the cost of \$200,000 something per student over the life of that program. In terms of financial issues, I'm trying to get through my questions here, Mr. Chairman.

In terms of the partnership that you have with Memorial University, there are going to be degree programs. Is there a cap on the amount per student that the college will pay to have programs delivered? I'll use that example, \$200,000, probably closer to \$300,000 per student. Is there a cap or any guidelines to determine yes, we can do it here in Iqaluit or we should be sending our students south to an institution because we don't have enough economy of scale here? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) The college is very excited to be able to work with the university. I think it's very exciting to do that. In terms of the question, that will open up doors for other programs too as well and partnering with a university is really good for the college in terms of producing more learners.

As for the question, I would like Mr. Karsten to elaborate more on that.

(interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. First off, I'm assuming they're watching us; a delegation from Memorial University is actually on the Nunatta Campus at this very moment as part of our ongoing negotiations. The ten-year intergenerational partnership agreement that we're developing with Memorial University not only speaks to the development of new programs but also capacity at the institution. We're very excited to be negotiating that contract, but as the contract is still under negotiation or the MOU is still under negotiation, we're not free to discuss the details at this time. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Henriksen. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. I wasn't aware that it's under negotiation. (interpretation ends) Right now in your priorities under Trades and Technology, that's where mining would fall, I look at the priorities for this year and I don't see any...I mean there's pre-apprenticeship cook. For this year and then the next year it talks about formal sector advisory groups. I know that ED&T is working towards creating a Nunavut mine training society which would take on a lot of that work. Is the college in support of that work in terms of letting that body, if it is formed, take the lead in coordinating mine training in Nunavut? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser: I missed out some of the question. Could he repeat them? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main, could you please repeat your question?

Mr. Main: Is the college in support of the creation of a Nunavut mine training society and would the college allow that society to take the lead in mine training in the territory if it's created? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser: *Itsivautaaq*, we're looking at that model right now, but as for creating a society, we're not coming into that at the moment. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's something that's needed in the territory and, as I mentioned, the college has lots to do already. On page 15 of your business plan it says, "Explore funding options for Fisheries and Marine Training programs." Does that mean that the college is trying to take over these from the consortium that's handling those types of training right now? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. My deputy would like to respond to that question. Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. If I may, with regard to the development of training capacity in the mine training sector, the significant challenge with regard to the development of mine training capacity in the territory is one of resourcing instructors. There is an intergenerational change happening in that sector, in higher education. The college is working in a concerted effort to fill a significant number of vacancies within the Trades and Technology Division of the institution.

For the record and for transparency, learners enrolled at the Nunavut Fisheries Training Consortium are actually Nunavut Arctic College students currently. The fisheries training consortium operates under the college's Transport Canada licence and the college is a partner with the fisheries training consortium, as is the Marine Institute at Memorial University in Newfoundland and Labrador. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Henriksen. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. Welcome, minister and your officials.

I understand what the minister was saying, that Nunavut Arctic College has had many different ministers and senior officials. Baker Lake has been really

affected by the community learning centre. They have to wait for a whole month for money and even at payday sometimes the staff do not get paid.

The question I have is: the day-to-day operational budget of the centre, is there any way to send the salary money directly to Baker Lake instead of being administered in Iqaluit? That's my first question. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) I wasn't aware of the issue that the member is raising. We certainly will fix the problem. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. It was before you became a minister that this occurred. I'm bringing it up again so that it can be improved.

On top of that, there is something in Baker Lake that is under Nunavut Arctic College, which is Piquusilirivvik based in Clyde River, I believe, that cultural school, but Baker Lake is one of the satellite communities along with Igloolik. These two communities are considered satellite campuses for training. They make a proposal in Baker Lake for their day-to-day operational budget and then that proposal goes up there, it goes to Piquusilirivvik, and then it goes to Iqaluit, and then from Iqaluit it goes to, I think, Rankin Inlet and then

finally to Baker Lake. I believe that should be improved.

I asked previously if the budget can go directly from Iqaluit to Baker Lake. Is there a way to move the budget directly to Baker Lake? There are many students who attend the Piqqusilirivvik satellite campus. I want to make sure nobody misunderstands about this and that's why I'm asking. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) I understand there are clarifying processes for payments and we are working with employees to ensure that these payments are received on time. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. This will be my final question. I stated previously that Piqqusilirivvik has a stand-alone school and Baker Lake is a satellite community. Now, is there any way that Nunavut Arctic College can consider...? For example, in the Kivalliq region there are many people teaching Inuit culture and traditions in the schools and by the Kivalliq Inuit Association and Nunavut Arctic College under the Piqqusilirivvik program. I think it should be combined into one. It might be more beneficial to the people of Nunavut and the students. Is there any way that can be considered for the future? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We will put that into consideration. Thank you for the question from the Member for Baker Lake. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Netser. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I guess I'll start off with continuing my opening comments and the frustration that the standing committee was in due to the lack of response to the commitments the minister had made during the standing committee meetings. I see now that the minister's response has been delivered, so I would like to thank you for providing this information. Unfortunately after a quick review, it doesn't really contain much information and definitely does not contain the information that we had requested.

I guess I'll just move on. My next question, last year the current minister had suggested to the previous minister that they consider assuming the management of FANS under Nunavut Arctic College. As was stated, it would be run better and the students would have [fewer] concerns. I would like to ask the current minister if he still believes that FANS should be run under Nunavut Arctic College. Thank you, Mr. Chairman.

Chairman (Mr. Mikkungwak) (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. I've had a brief chat with the Minister of Family Services, but we didn't get too far. I would also like to have Karsten Henriksen to respond to that too, Mr. Chairman.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. The student financial assistance is actually managed by another portfolio, the Department of Family Services. They currently hold that portfolio and I would note that Family Services also manages financial support through that program for students going to multiple different institutions. I would suggest that Family Services would be the best department to provide a response to that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. My next question is going to be regarding the annual report of Nunavut Arctic College. I understand that it has been past practice to table it in March. I would like to ask when the 2017-18 annual report for the college will be tabled. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. We will be tabling that. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm fully aware that it will be tabled, but I asked when it would be tabled. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. If it's not impossible, please be aware that we have interpreters. Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. I will table that as soon as we possibly can. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Looking at previous annual reports of the college, the financial statements have been signed off and the audit has been completed in September each year. I was curious why it takes so long to table the annual reports after the completion of the year-end audit. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. The college year-end is in June and it takes several months to tally up all the reports and all the financial statements. That's one of the reasons why it takes a while for that date, but I would like Karsten to also elaborate more on that. (interpretation) Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. As the minister stated, the college's fiscal done end June 30. I can say that the college has undergone its

audit and the audit has been signed off. There was a little bit of a delay in, quite frankly, printing the annual report. I'm sure it will be available very shortly. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm aware that the year-end is in June, and I'm also aware that the year-end audit is completed in September of every year. I'm just curious why the annual report isn't tabled in the fall sitting after the completion of the audit and why must we wait so many months before the annual report is tabled. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. Karsten just explained to the member why it has been delayed in tabling the document. There were some issues with what Karsten alluded to. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. (interpretation ends) For clarification, Minister Netser, can you confirm the last name of the person to your right? Minister Netser.

Hon. Patterk Netser: My apologies, Mr. Chairman. It's Henriksen. (interpretation) That's it.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Assuming prior year practice, I'm going to assume that the annual

financial audit was completed in September, which was six months ago, and as Mr. Henriksen had stated, the annual report has yet to be tabled due to printing issues. I would just like to point out that it has been six months' time since September and that's quite a substantial amount of time to put the fault on printing-related issues.

I'll move on to my next question. Last year the previous minister had identified that the college was using accumulated surplus to fund some additional programming. Considering that we don't have the annual report to review, I would like to ask: what is the current position of the college and is the college sitting on a substantial amount of accumulated surplus, and is the college using that accumulated surplus to run additional programming? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: The current surplus is in NAC's business account and these surpluses are used up in the Environmental Technology Program up in Pond Inlet and part of the leases of the old Hotel Arctic. (interpretation) Thank you.

Chairman (interpretation): Thank you very much. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. My next question is: what are these surpluses due to and how much does the college surplus every year? That's my first question. What is the college's current surplus and what is the surplus due to? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. I understand the surplus varies year to year and we try to use that surplus or we use that surplus very wisely to other programs we have within the college, and we are accountable to it through the auditing process. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to ask this specific question: what is the main contributing factor to the college having such substantial surpluses every year? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) The surplus is mainly due to vacancy rates from July to September 2018. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'll switch topics here. In the business plan under Inuit employment, it appears that the department is projecting no change. As of last September the department had 87 and the projected Inuit employment for the end of next year is also 87 employees. I would like to ask why the college isn't doing more or doesn't plan on increasing their Inuit employment. Thank you, Mr. Chairman.

Chairman: Thank you. Minister of Nunavut Arctic College, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) For that question through you, Mr. Chairman, I'll ask my person on the right, Mr. Henriksen, to answer the question. (interpretation) Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. In the 2018-19 fiscal year the college is actually working to recruit Inuit employees as well as to build the capacity of individuals who are currently working within the institution.

One of the things that we're doing is we're working collaboratively with Memorial University on a number of programs that we're hoping we will be able to announce to increase the capacity of the institution while also increasing the number of Inuit employees throughout the institution.

For example, we're working to increase the level of the number of Inuit faculty members that are Inuktitut language speakers. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm going to continue on the table on page 6 of the business plan that shows the Inuit employment projections. It also shows a significant vacancy in senior management. Five of the nine senior management positions were vacant as of last September. The projections still show that those five

positions will be vacant. I'm curious how the department functions with 56 percent of their senior management positions vacant and on top of that, why there are no plans in place to fill those. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. That goes to show you how good the staff we have at college are operating really well with the vacancies, but we plan to fill those vacancies. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Might I ask: what are those five senior management positions that are vacant? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Bear with us a moment. Ms. Mearns is going to answer that question for you, Mr. Chairman.

Thank you, Mr. Chairman. We don't have that information at the moment, but we promise to follow up with the member on his question. (interpretation) Thank you.

Chairman (interpretation): Thank you very much. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I do hope that the minister will follow up on that specific bit of information.

One figure that was requested during the standing committee meetings was the total number of graduates who have completed the nursing and teacher education programs, of which it wasn't provided in the minister's follow-up. Would the minister be able to update us today on what those numbers are? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We get a lot of graduates from the Teacher Education Program. My deputy minister would like to respond to that question if you will allow him. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. First, I would note that this year the college is celebrating its highest number of enrolled learners in the Nunavut Teacher Education Program. I think that is a testament to faculty and staff that work within that program and the learner services support team that supports the delivery of the program.

Mr. Chairman, we will get that information to the member. It is taking us longer than we would like to collect that information as the student information system is currently being transitioned [from] a paper-based system to an electronic system so we can get that information in a [timelier] manner in the future. It's a very substantive project that the college has been undertaking. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm very glad to hear about the increased number of NTEP participants and I congratulate all of you on that achievement.

My next question is regarding the enrolment at Nunatta Campus. In the most recent annual report it showed that full-time enrolment in our campus has significantly decreased in the last three years. I would like to enquire if that trend has increased into 2018 and why that campus has seen such a decrease in recent years. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. (interpretation) I don't deal with the day-to-day operations, but my deputy minister is there on a daily basis, so I would like to refer this question to him with your permission, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. If I can take a moment, as I'm sitting here, I'm reflecting on our current president, Pauloosie, who is ill and not being able to be with us today. I'm thinking of him as we sit here.

That being said, with regard to enrolment at the college, the college has seen a decline in enrolment and a trend in declining enrolment in the territory. The college is aware of it and there a number of reasons for it.

The first is academic planning and academic planning systems, which we

have made a concerted effort to improve over the course of the last 16 months at the institution. I know the academic deans had an opportunity to have a mini retreat just to focus on academic planning.

Most significantly and I think what we're very excited about is the creation of the strategic recruitment and retention team, which will allow the college to have the capacity to engage with potential learners, both young and old, and middle-aged learners to access college programming and make them aware of college programming and all the opportunities that are prevented to Nunavummiut across the territory. We're really excited about that and we look forward to seeing that trend change in the future. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. One really extremely important part of getting ready for employment, of course, is resumé writing. I would like to enquire if every Arctic College program includes a resumé writing course. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: I understand that that is not offered in every program that we offer at the college, but there is some help available for those who want it, I understand. (interpretation) Thank you.

Chairman (interpretation): Thank you very much. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. The purpose of continuing education, of course, is getting the skills and qualifications necessary to enter the workforce, but that is extremely difficult to do if you don't have a proper resumé to do so. I would like to request the minister to commit to ensuring that, going forward in future years, resumé writing will be incorporated into every program that the college offers. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) We can commit to that, and I agree with the member that we need good resúmes to sell our product to the possible employers that we apply for. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. We are on O-I-2. Next name on my list, Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman, minister and staff. My question is, one of the challenges faced by the college is in identifying qualified Inuit for instructional and management positions. What success have you had to date in identifying candidates for these types of roles within the college? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. I think the person on my left is a great success story. The past president, who is the deputy minister for the new department that we created, HR,

is a great success story. The former Minister of Education, Peter Kilabuk from Pangnirtung, is a great success story. I think Arctic College is going down the right path in producing excellent employees for Nunavummiut. I would like to rest on that. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman and minister. Also, what about within the Kitikmeot Campus? Are there such success stories in that area too? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm sure there are a lot of success stories over in the Kitikmeot, and one of the persons that come to mind is the dean over in the Kitikmeot. She's a great success story. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Akoak.

Mr. Akoak: Thank you. My colleague was talking about some people... . Too many people are on income support and they're looking for jobs, and I think we do need to stress that we have to find them work. In your business plan on page 28, NAC-28, there's a whole bunch of...especially in the Kitikmeot Campus, there's no training in the apprenticeship carpenter, housing maintainer, electrician, oil heat services pre-apprenticeship. There's nothing in there. Are there any plans to get any programs for those in the Kitikmeot Campus?

Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Yes, there are programs we are offering in the Kitikmeot, and I would like Mr. Henriksen to elaborate a bit more. (interpretation) Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. I'm very excited that we're moving towards the construction of a new Kitikmeot Campus. With the development of the Kitikmeot Campus, we will be increasing the breadth of trades and apprenticeship programs, beginning with Nunavut's first Red Seal Culinary Arts program. We're very excited to do that and to bring that program to Nunavut.

We continue to leverage the resources that we can at a community level, but I would note one of the challenges that we have as an institution in the territory is the challenge of recruiting qualified trades and apprenticeship instructors in a national environment where the labour force is undergoing change. It's a highly competitive market in terms of recruiting faculty. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Thank you for the response. I'm excited on that too because just the other day I was asking the housing minister if they would find more funds to recruit more maintenance people. They are really very short of that in my community. There is more housing stock and more

houses being built, and they're behind already and it causes the maintenance people to... . Whenever they get a call, they would say it's emergency only. We do need more maintenance people, and programs like this would help.

Oil heat services would help because it's cold this time of year. As well, we need electricians up here, and I believe there is a retiring electrician over in Cambridge Bay that can provide training if he was approached. That was just a comment. Thank you, Mr. Chairman.

Chairman: Thank you. (interpretation) He said that was just a comment. (interpretation ends) O-I-2. Nunavut Arctic College. Headquarters. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Welcome. I have a variety of questions. Sometimes I'll speak Inuktitut and sometimes I'll speak English, but I'm sorry that I probably won't ask any questions in French.

First of all, in Igloolik... . Mr. Chairman, I'm not sure if my questions are on the right page, so you will have to correct me if I'm wrong.

We have an (interpretation ends) oral history project (interpretation) in Igloolik which has been ongoing for a long time. I mentioned late Leah Ottak, who we remember. She was a very dedicated employee. I wanted to say that first.

I would like some information. The project is important and the centre has created a lot of material. They have collected stories and history from elders, they have collected *pisiit*; *ajaaajaa* songs.

It should really be dedicated for the whole territory. Where and how are these materials collected for the (interpretation ends) oral history project? (interpretation) That's my first question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) We have an oral divisional staff who works closely with researchers and provides access to traditional knowledge relevant to research topics and research funding. Interviews are shared by the researchers and are entered into the archival database. (interpretation) Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. He didn't answer my question. I know what he's talking about regarding those materials that are collected. What I'm asking about are oral history projects. It's probably not only for Igloodik but for all of Nunavut. Is there a collection of elders' stories and research across Nunavut and in which communities? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Mr. Chairman, I'm sorry, but I didn't quite understand it the first time. The official to my left, Ms. Mearns, says that she can respond to the question as she has good knowledge about the project in

question. Thank you.

Chairman (interpretation): Thank you very much. Ms. Mearns.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. (interpretation ends) I agree. It's a very important project that has been ongoing for a number of years now and has created a database. We are also working in other communities.

Currently our NAC Media Division here in Iqaluit is working on much the same, working with elders, conducting interviews, and they are looking at expanding to other communities. Part of Piquisilirivvik's work as well is to collect interviews and the knowledge from elders and instructors that they have who work with the Piquisilirivvik program. This is being used to develop curriculum and programming for the college.

As we move forward, I'm also working with my staff to identify how we can further share all this wealth of information that we have. There have been a number of publications to date through NAC Media, most of them in written format, but we are discussing ways that we can share in other media formats as well, beyond just the written publications that we currently have. (interpretation) Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I also thank you for the response. That's a good response. To go further down this line of questioning, some of the material for the Arctic College curriculum and for the

Department of Education classroom purposes, I think some of this material...is it being used in the schools, not just to Arctic College but to actual schools across the territory? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. Perhaps the Minister of Education would be better able to answer this question, but with respect to what the member is asking about, they are available to everyone. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. A while ago the college was teaching pastors in collaboration with the (interpretation ends) Arthur Turner Training Centre. (interpretation) I know that this was stopped. I'm asking the minister if Arctic College officials have reconsidered this. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Mr. Chairman, at the moment, no. We did meet with them yesterday and they're requesting a facility for their prospective students, but we have other priorities at this time, so we didn't agree to their request and that's unfortunate. Thank you.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I just want to ask further

into the subject, have you thought, looking forward, whether you need to strategize about this area and provide a variety of training options available? Looking into the future, is this something that can be considered further? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. (interpretation) We are not considering that right now. Thank you.

Chairman: Thank you. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I'll speak in English.

(interpretation ends) The college's funding for language programs, including interpreter/translator diplomas, has not increased significantly in a number of years.

Given the ongoing need for trained and certified language specialists across the government, what steps are being taken to recruit learners and expand the delivery of Inuit language programming across Nunavut? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We are in front of you asking for appropriations for courses that we want to deliver. If our budget is approved, we will be creating positions for a (interpretation ends) recruitment coordinator and one promotion specialist (interpretation) for the courses that are going to be delivered. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. (interpretation ends) The college's 2019-2020 draft business plan indicated that a summer institute program will be developed at Piquusilirivvik. What is the status of this initiative and how many students will be participating when it begins? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. The person on my left is well versed to answer that question, Ms. Mearns. (interpretation) Thank you.

Chairman: Thank you. Ms. Mearns.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, we are looking at the opportunity of a summer institute to ensure the use of our facilities in times that Piquusilirivvik students aren't there. Right now we are working with our university partner and with other stakeholders to identify what the summer institute would look like, what the focus would be, and identifying the numbers that we could potentially house and the types of programming we would offer. It is in the preliminary stages and hopefully we will be able to share more information soon. (interpretation) Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you. This is very good to hear. As we are all

aware, Piquusilirivvik is not utilized much in the summertime. I think they're just waiting for programming. That is good news to hear.

Also, this is related to my colleague's question. Igloolik and Baker Lake are satellite communities. (interpretation ends) For a number of years the college has indicated that satellite Piquusilirivvik programs will be delivered in community learning centres. To date, how many communities have delivered these satellite programs and in which specific communities will they be delivered next? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) We will follow up with the member on that question. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I didn't quite understand that. I don't think he fully answered the question. They should have an idea on that by now. I will just move on.

(interpretation ends) One of the college's priorities for 2019-2020 involves evaluating the elder-in-residence program. How many elders are currently employed in this program and what successes has it achieved? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. (interpretation) Sometimes I work with... . When we go through difficult times, we rely on elders in our workplace, especially the younger elders. College students have elder advisors and it provides a lot of help to the students.

The person on my right would like to elaborate on that if you will allow him, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. We have one elder in residence out at the Nunatta Campus. The impact that he has had on the learning community at Nunavut Arctic College - I will say that he travels around the territory - has been tremendous. He is not only a support for our learners, but he's a support for our staff and our leaders.

Speaking from a personal level, our elder-in-residence is somebody who I talk to on a regular basis, and I know my colleagues do with the deans on a regular basis. He is somebody who helps ground us and helps us keep looking forward and focusing on the important things in our lives. This week the college is dealing with a loss and he has been a centrepiece in helping the college deal with that loss. Many of you will note that the college's flag is at half-mast today.

With that being said, we have been spending a lot of time talking to our elder-in-residence about what the structure for an elder-in-residence would look like. We want to hear from him. He is an elder. He understands the

challenges that he faces and we hope to learn from him. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I also heard that the Nunavut Teacher Education Program is moving along quite well and that's good to hear. My question is: are the students at the NTEP program trained in Inuktitut instruction with an Inuk instructor? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We have to protect our language and we're trying to protect it and we will not be losing it, Mr. Chairman. To the member's question, we provide instruction in Inuktitut. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. This will be more of a comment. If our students are going to be taught properly in Inuktitut, our teachers need to be fluent in Inuktitut. I would just like that to be carried on and more effort put on that. I know we are capable of providing Inuktitut teachers. If we could have English-speaking teachers, we can have Inuktitut-speaking teachers. Our students can learn proper Inuktitut.

Lastly, as with my colleague, the FANS program for students, I am aware that it is under the responsibility of Family Services, but there have been problems

for people who want to attend college. They arrive here, they have to go to another department to get funding, and that becomes a real problem. If the college can be responsible for the student assistance program, I fully support what my colleague stated earlier. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. When I was first elected, that was brought up continuously by my constituents. I talked to Minister Sheutiapik on that issue and we will be having more discussions on how we can improve that program and resolve the problems they are having. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Interpreters and my colleagues, we will take a 10-minute break. Thank you.

>>Committee recessed at 15:16 and resumed at 15:30

Chairman (interpretation): Thank you very much. (interpretation ends) I call the committee meeting back to order. Next name on my list, Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Good afternoon, minister (interpretation ends) and staff.

(interpretation) The first question I would like to ask, in your opening comments you mentioned (interpretation ends) the high staff changeover within NAC. (interpretation) I would like to understand first of all how many in the leadership management course where

they work in a job and learn at the same time. Do you have that at Arctic College? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister responsible for Nunavut Arctic College, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) We're looking at that with the partnership with Memorial University. We hope to do something about that down the road. (interpretation) Thank you.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you. Another question I have is: as all communities have a community learning centre, do they all have instructors now? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): As to how many staff that we're lacking in the community learning centres, we're working on that, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you. He didn't really answer my question. (interpretation ends) I was curious, when we have community learning centres in all the communities, if there are adult educators in all the training centres. That's my question. It would be good to know if all the centres are operating or filled. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): I'm sorry I didn't understand the question when she first asked it. Some of the community learning centres lack educators and there may not be any educators in some of them. I would like my deputy to respond to that as he is more knowledgeable about that. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. Overall I would speak to the college's vacancy rate, which is approximately 35 percent and those positions are spread across the college as an institution in CLCs as well as on the campuses. The college is aware and has a goal of decreasing its vacancy rate. To address that, we have actually built significant capacity in our human resources department and have a significant number of advertisements forthcoming.

I would encourage anybody listening here today to keep their eye out on the Government of Nunavut HR site as well as the Nunavut Arctic College website for information on employment opportunities. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) The reason I was asking about running CLCs in the communities was to determine... I'm pretty sure you don't know if you're going to have instructors in those learning centres. It would be

kind of hard to determine what programs would run in those communities. That was one of my main reasons.

When we're talking about the NTEP and how much it is needed in the communities, and we're always lacking teachers in the communities, how does the department determine how many NTEP programs would run in the communities? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): The person on my left can definitely respond to that question, (interpretation ends) Mr. Chairman. (interpretation) Thank you.

Chairman: Thank you. Ms. Mearns.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. (interpretation ends) As far as, for instance, the NTEP program, this is based on the funding that we receive. There are two streams of funding for NTEP. We have some of the offerings that are base funded through the base fund we have at the college and then some of the community-based programs are funded through a contribution agreement through the Department of Education. Currently I believe we have eight communities, including Iqaluit, where the NTEP program is being offered.

As far as the human resource aspect, although we do hire a PY for the community that we're offering, our instructors for the NTEP program do travel to different communities, so they're not always in the same

community. They get to travel to different communities based on the module or course that is being delivered at that time and the expertise of our faculty. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you. (interpretation ends) It's great to hear that there are at least eight NTEP programs running at this moment.

Do you know if there will be an additional eight or in different communities in the next semester or in the next school year? I just want to know also how you determine where you're going to give these NTEP courses. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. Whenever our students at Arctic College graduate, they are able to work anywhere in Canada, whether they're going to be a teacher or an electrician and those types of professionals. Mr. Chairman, I would like the person on my left to expand the answer on this, if you will allow it. Thank you.

Chairman: Thank you. Ms. Mearns.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. (interpretation ends) We currently have four communities that will be graduating from the NTEP program this year and there will be four additional programs starting in September. We will maintain the same

number of course offerings at this time.

As far as identifying communities, we're working on improving the process, but we do collaborate with our community learning centres through the community needs assessments to identify interest for our programs, such as NTEP. We do reach out to stakeholders within the community to assist us in identifying those who are interested attending a program such as NTEP. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The (interpretation ends) Makigiaqta Inuit Training Corporation (interpretation) that was created recently, and we work with Nunavut Tunngavik Incorporated. (interpretation ends) Nunavut Arctic College is working with Nunavut Tunngavik Incorporated through the establishment of the Makigiaqta Inuit Training Corporation. This collaboration will bring unique opportunities to Inuit and will provide additional pathways for Inuit to attain higher education or specialized training. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think that that is great to know, hearing from Ms. Mearns that four will be starting in the new fiscal year. I'm just wondering: has Pangnirtung come forward in wanting to have this program run in the community? I know they were collecting names to see if they have enough participants or interest in the

community to start that program. I know it was quite successful a few years ago.

I'm just curious to know if those four communities will be...or do you know which communities the course will be at? (interpretation) Thank you.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Yes, the communities are Pangnirtung, Coral Harbour, Cambridge Bay, and Iqaluit. The person to my left has more she would like to add. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Mearns.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. (interpretation ends) To answer your question, yes, Pangnirtung did approach us and it is one of the communities that we will be offering the NTEP program in starting in September. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's great to know that NTEP will be given in Pangnirtung. Are you aware of any other programs that would run in the community as well? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The person on my left can also answer that question. Thank you.

Chairman: Thank you. Ms. Mearns.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. (interpretation ends) Adult basic education will also be offered in Pangnirtung in this coming 2019-2020 academic year. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) Another question I wanted to ask was the social work program that runs in Cambridge Bay, and I know that Iqaluit was going to be offering the first year. Has there been any discussion on other communities that could use the same program in their community? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The person on my right says that he can respond to the question, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. We were very pleased to be able to work with our stakeholders to launch the delivery of the social work diploma program here in Iqaluit this year and we will be proceeding to year 2 in the fall. We will also be introducing a year 1 cohort of the social work diploma in Cambridge Bay in September of 2019.

We are currently in discussions with

stakeholders and our new university partner on options for program expansion. There will be more information forthcoming as we finalize our MOU with Memorial University. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) I understand that the social work program is quite successful and very much needed in Nunavut. It would be great to see this program expand because, as you stated, NAC has been lucky with the stakeholders, but to grow that and give that as well in the other communities, I think, is also very beneficial.

The reason I state that is when one of my colleagues mentioned about the Arthur Turner training program, I know it only ran one time through Nunavut Arctic College and it's kind of disappointing that there's no consideration being done to run the program again. I'm just curious to know: with that one, what was the success rate? Did you have a good number of graduates from that program?

If there's no classroom space in the regional centers, is there any consideration that it could be given...? I mean you stated for Iqaluit centre. Is there any consideration outside of Iqaluit? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Could she clarify her question as to whether it's for the

Arthur Turner or social worker program? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess my question was: has there been any consideration with expanding social work outside of Cambridge Bay and Iqaluit? Also, the minister had stated that the Arthur Turner Training one was not going to be considered here in Iqaluit. Are there any talks about or considerations at least to other regional centres to provide that program? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The person on my right would like to answer that question. Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. With regard to social work, as I commented in my previous remarks, we are working with stakeholders on the future of social work. I think we would all like to see increased access to social work programming in the territory and there are a number of ways that we can do that. We are currently working again with stakeholders to find the most cost-effective way to do so while at the same time creating and supporting a learning environment that ensures learners' success.

The second point, if I may, Mr.

Chairman, is to provide some clarification with regard to the Arthur Turner school. The Arthur Turner program was not a Nunavut Arctic College program. I think it's important to be mindful that that was not a Nunavut Arctic College program. There was access to learner accommodation by Arthur Turner in Iqaluit. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): I will then go to another subject. (interpretation ends) Has there been any determination as to where the Environmental Technology Program will be held in the next school year and how many communities will be taking that program? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently there's one up in Pond Inlet and here in Iqaluit. That information, I understand, will be released in June. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser: My apologies, April 1. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for that information. I am

guessing a lot of the program delivery notifications will be put out on April 1. Have there been any plans to improve the... ? I know that in my community and I know that in the smaller communities there was always the issue of not knowing what programs will run until the summer came. The school year was like a month away. Has there been any work in trying to get program outlines to the communities before the summer? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. When I first became minister, I asked my officials to inform our students who will be graduating and would like to attend Arctic College of the courses that we offer. (interpretation ends) A course catalogue for all programs that the college offers will be released on April 1. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation ends): Thank you, Mr. Chairman. This is going to be my last question. You made reference to the elder-in-residence program for students and staff at Arctic College here in Iqaluit. I wonder if there are any plans to expand the program. It was said that the elder-in-residence travels to communities. Are there any plans to have elders from the communities to be elders-in-residence? Thank you, Mr. Chairman. That's my last question.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The elders are our foundation in all aspects of life and it's going to be something that we will seriously consider on how we can increase the number of elders working in our college. Thank you, Mr. Chairman.

Chairman: Thank you. The next name on my list, Ms. Kamingoak.

Ms. Kamingoak: *Koana*, Mr. Chairman. Welcome, minister and your officials.

For clarification, when was the community learning centre closed in Kugluktuk and why was it closed? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) We don't have that relevant information at the moment, but we will get back to the member on that, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. Ms. Kamingoak.

Ms. Kamingoak: Thank you. I look forward to hearing about the reason because it's not benefiting my constituents and not offering programs right now, but I encourage your department to look into what other programs they will be offering in Kugluktuk as well because it's often said that my constituents would like other programs offered other than adult basic education learning.

When do you expect for the learning centre to be reopened? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) Whenever there is a community that wants to see some type of program taking place in their community, then we work with the community learning centre or instructor as to how we can proceed with the programs, but we will work with the member on her question on when it will reopen. (interpretation) Thank you.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. Welcome, minister and your officials.

I really want to ensure I understand this matter about this facility that I can't translate into Inuktitut, so I will use the English term, (interpretation ends) Nunatta Campus. (interpretation) It is currently undergoing construction which will lead to an opening in the future. When the addition is finalized and in use, will this result in more staff? I wanted to clearly understand this area, hence my question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We are now using the new extension that was just built here in Iqaluit. We were going to

open it today, but we have delayed it because we lost one of our staff, which is regretful. It will be officially opened on June 1. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. With regard to this expansion, will more staff be required? Once you have the official opening, will more staff positions be created during June or is that ongoing? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Mr. Chairman, we had used different buildings to provide the training programs, but with the expansion, we have brought them all under one roof. I hope that answered your question. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. Since this is a collection point for various programs, which programs required a larger venue resulting in this addition? It's just for my understanding, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. First of all, there was fire damage to the old Ukiivik Residence and they moved to the new part of the campus. The programs that were provided at the old Ukiivik

Residence will be transferred to the new part of the building. We do have a mine simulator which was brought up and it will be put in the new part of Arctic College. The (interpretation ends) Fur Production Program (interpretation) will be reinstated at the new location as well. We're very pleased, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I want to clearly understand this, so I'll ask it again. What I'm trying to ask in English is: (interpretation ends) will any additional staff be hired? (interpretation) I hope that was understandable, Mr. Chairman. Thank you.

Chairman Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. We will try to fill the vacant positions once the new addition is officially opened, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. Do you envision that happening during this current year, or in what year can we expect the new addition to be in use? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. (interpretation ends) Talking in terms of filling up the vacancies question, job

vacancies, is he asking that question, Mr. Chairman? (interpretation) I didn't quite understand his question because of the difference in dialect. Thank you. I do apologize.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I'm asking in what year we can expect to see more staff at the facility once it is open. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): We're going to be filling up the vacant positions. We will also be working on the retention program because we value our staff. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. Moving on to another subject, on page NAC-9 of the business plan, it lists the budget. There is no amount listed for, to say it in English as I don't know the term in Inuktitut, (interpretation ends) "Excellence." (interpretation) I wonder what that is called in Inuktitut, *takuminaqtuq* or *hanatsiaqtuq*. The other one is "Development." There is no budget listed for those two. I want to understand, hence my question. Thank you.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The person

on my right wants to answer it. Thank you.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. What about the answer?

Chairman (interpretation): I'm sorry. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. If I understood the question, it relates to the role and the purpose of the portfolio of Communities and Academic Excellence. The academic excellence portfolio is responsible for the creation of curriculum as well as the development of instructional capacity for our new and current faculty members and instructional leaders at the institution.

Work is underway with our interim dean of communities and academic excellence to fill some vacancies in that portfolio and to work collaboratively with stakeholders, including our cultural school in Clyde River, our satellite campuses in the territory, as well as our faculty and staff in all 25 community learning centres and campuses in the territory. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I also thank you for that clarification. There is also no amount listed under "Development." I'm asking for clarification on that, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. In terms of what he read, (interpretation ends) “Business Careers & Workforce Development,” (interpretation) it is to support employees that work in that field. That’s what it means. Thank you.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. That is what it means. Since no work is occurring now, does that mean there are no requests for funding? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Netser.

Hon. Patterk Netser: Mr. Chairman, (interpretation) I didn’t understand the question, so if he could ask again. Thank you.

Chairman (interpretation): Please ask your question again, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. With no employee to push for that at the college and with vacant positions, does it mean there are no requests for funds under this field? I hope that is understandable, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. We really apologize from this table here. Could he elaborate that question in an international language, in the English version? (interpretation) Thank you. We don’t understand his

dialect. I apologize. We are very sorry.

Chairman: Thank you. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. (interpretation ends) Under Development in the budget plan, I don’t see any figures. Is there no PY under this development plan? (interpretation) I hope that was understandable, Mr. Chairman. Thank you.

Chairman Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you for the clarification. We apologize to you, Mr. Qirngnuq. That is on one line under (interpretation ends) Business Careers & Workforce Development. (interpretation) That is to the right of the figure, \$1,680,000. Thank you, Mr. Chairman. We apologize for taking a while to understand. Thank you.

Chairman (interpretation): Thank you very much. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I feel inadequate in not being understood.

>> *Laughter*

Moving to another subject, in the minister’s opening comments regarding Arctic College you mentioned that “...the college has had three different ministers, five different presidents...” My colleague from Arviat already referred to this matter regarding the funding request process in light of these continual changes poses in itself a barrier. In thinking of this challenge, we need solutions in the immediate future

that eliminate these barriers and I wonder if plans are in place for that scenario. Mr. Chairman, I really want to be clear in my understanding and the reason for my question. Thank you.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Chairman. The person on my left says she can answer it, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Mearns.

Ms. Mearns (interpretation): Thank you, Mr. Chairman. This was mentioned earlier. This is part of our business plan and in the plan we are looking at a ten-year span. If and when this is set up, Arctic College will use this in terms of planning forward.

(interpretation ends) Maybe I can express better in English, but to have that ten-year strategy will allow us to maintain forward motion. Understanding that there is going to be change from time to time, but with that ten-year strategy, hopefully it will support us in maintaining forward movement in the work that we are doing. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. I have no more names on this information page. We will flip onto the next information page. O-I-3. Nunavut Arctic College. Nunavut Research Institute. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. I just have a couple of questions. One of the college's past priorities was to collaborate with the Canadian High Arctic Research Station in Cambridge

Bay. Have any opportunities for research or employment been provided to Nunavummiut through this initiative? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. My acting president has the file in control and would like to respond to that question. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. Thank you for the question. Nunavut Arctic College has an ongoing dialogue with Polar Knowledge Canada, which operates the Canadian High Arctic Research Station. We work with them on an ongoing basis in terms of maximizing the utilization of resources particularly in Cambridge Bay, but also work collaboratively together to further a very diverse research agenda in research, particularly applied research in the territory.

I would also note that we are currently working with our intergenerational university partner, Memorial University, to look at ways to build research capacity at Nunavut Arctic College to ensure that Nunavummiut are not only engaging in research activity but also developing and leading research activities.

We like to say that we are committed to research in the Arctic for the Arctic by the Arctic. That is something that we are very committed to as a team and work collaboratively with Polar Knowledge Canada and the team at the Canadian

High Arctic Research Station to do.
Thank you, Mr. Chairman.

Chairman (interpretation) Thank you very much. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. The college's draft 2019-2022 business plan indicates that recommendations for revisions to Nunavut's *Scientists Act* will be brought forward. What areas of the Act need to be revised? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Netser.

Hon. Patterk Netser (interpretation): To that question, Mr. Chairman, my deputy would like to answer that question. (interpretation) Thank you.

Chairman: Thank you. Mr. Henriksen.

Mr. Henriksen: Thank you, Mr. Chairman. First off I would note that the *Scientists Act* is an older piece of legislation and a lot of development has happened and there is a lot more interest in more dynamic research, I guess I would say, in the territory. We are working through the legislative process and we will follow the legislative process to work with our stakeholders to identify and present changes to the *Scientists Act* moving forward.

The college is working not only in Nunavut but is on the international stage. Nunavut is on the international stage. Big research globally is happening in Nunavut and we want to ensure that our communities are being engaged appropriately, that Inuit language and culture are being respected and honoured in that research process, and we're

ensuring that the appropriate subject matter experts are being connected with. Thank you, Mr. Chairman.

Chairman: Thank you. We are on O-I-3. Nunavut Arctic College. Nunavut Research Institute. I have no more names on my list. We will now flip to O-I-4. Nunavut Arctic College. Regional Campuses. I have no names listed. Back to page N-3. Department Summary. Nunavut Arctic College. Total Operations and Maintenance, to be Voted. \$38,695,000. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would just like to point out that due to weather, the way that this budget has been considered isn't too fair and to the regular members, there was a number of the regular members here who had to leave due to weather and safety concerns. Whether we approve this or not, I would like it on the record that they were not here and they could not be here due to safety issues.

I don't appreciate the way that this is being done here. I think we should maybe take a break at this point and decide whether we want to defer this or whether we want to shut down this committee meeting and come back. I do believe we have an opening on Saturday that we could use to continue to finish our work. (interpretation) Thank you, Mr. Chairman.

Chairman: Okay. Thank you. We will take a 10-minute break.

>> *Committee recessed at 16:17 and resumed at 16:29*

Chairman (interpretation): Thank you

very much. (interpretation ends) I call the committee meeting back to order.
Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I move to report progress. (interpretation) Thank you, Mr. Chairman.

Chairman: There is a motion on the floor and the motion is not debatable. All those in favour of the motion, raise your hands. All those opposed. The motion is carried. I will now rise to report to the Speaker.

(interpretation) I'm sorry. Sergeant-at-Arms, please escort the minister's officials from the witness table.

Speaker (interpretation): Report of the Committee of the Whole. Mr. Mikkungwak.

Item 20: Report of the Committee of the Whole

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. Your committee has been considering Bill 15 and the 2019-2020 main estimates and would like to report progress. Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you. There is a motion on the floor. Is there a seconder? Thank you, Mr. Hickes. (interpretation ends) Thank you. (interpretation) The motion is in order. All those in favour of the motion, please raise your hand. Thank you. All those opposed. The motion is carried.

Third Reading of Bills. *Orders of the Day*. Mr. Clerk.

Item 22: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. *Orders of the Day* for March 8:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Responses to Petitions
12. Reports of Standing and Special Committees on Bills and Other Matters
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 13

- Bill 15
- Bill 16
- Bill 17
- Bill 18
- Bill 20
- Bill 21

20. Report of the Committee of the
Whole

21. Third Reading of Bills

22. Orders of the Day

Thank you.

Speaker (interpretation): Thank you.
This House stands adjourned and in
accordance with the authority provided
to me by Motion 17 – 5(2), we will
resume our meeting on Friday, March 8,
at 10:00 a.m.

Sergeant-at-Arms.

>>*House adjourned at 16:34*

