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**The Honourable Jeannie Marie-Jewell, Speaker**

MEMBERS PRESENT

Mr. Allooloo, Mr. Antoine, Hon. Silas Arngna'naaq, Mr. Ballantyne, Hon. Nellie Cournoyea, Mr. Dent, Mr. Gargan, Hon. Stephen Kakfwi, Mr. Koe, Mr. Lewis, Hon. Jeannie Marie-Jewell, Hon. Don Morin, Hon. Richard Nerysoo, Mr. Ng, Mr. Ningark, Hon. John Pollard, Mr. Pudlat, Mr. Pudluk, Hon. John Todd, Mr. Whitford, Mr. Zoe

ITEM 1: PRAYER

---Prayer

**MADAM SPEAKER:**

Thank you. Good afternoon. I wish to inform the Assembly that I have received the following message from his Honour, Commissioner Norris: "I wish to advise that I recommend to the Legislative Assembly of the Northwest Territories the passage of Bill 13, Supplementary Appropriation Act, No. 3, 1993-94, during the Fifth Session of the 12th Legislative Assembly. Yours truly, D. L. Norris." The letter is dated February 24, 1994.

Item 2, Ministers' statements. The honourable Member for Keewatin Central, Mr. Todd.

ITEM 2: MINISTERS' STATEMENTS

Minister's Statement 24-12(5): Cessation Of The Izok Lake Project

**HON. JOHN TODD:**

Thank you, Madam Speaker. Madam Speaker, this Monday, Metall Mining informed the GNWT that they will not be proceeding with the development of the Izok Lake project at this time. The company will be stopping the feasibility study, as well as the negotiations with the Kitikmeot Inuit Association on a benefit agreement and the environmental review process. Metall states that the current metal prices, primarily for zinc, are too low and the cost of transportation are too high for the deposit to be economic in the near future.

There appears to be little the government can do to deal with the economic factors that have stopped the project. Metal prices are set on the world market. The price of zinc is close to record lows with large stockpiles.

This delay is deeply disappointing given the large expenditure the company and its investors have made in the project. It is also disappointing given all the hard work the company and the Inuit had put into developing a benefit agreement. This agreement was near completion and would have guaranteed northerners badly needed jobs.

It is important to realize that all the work and effort has not been for nothing. The project can be revitalized when economic factors change. Although this is a setback to the mineral industry in the NWT, the mineral potential that Izok Lake represents remains. This deposit will be one day mined in a way that hopefully contributes to the north's development. Thank you, Madam Speaker.

**MADAM SPEAKER:**

Thank you. Item 2, Ministers' statements. The honourable Member for Mackenzie Delta, Mr. Nerysoo.

Minister's Statement 25-12(5): Towards Excellence, Improving Student Achievement

**HON. RICHARD NERYSOO:**

Thank you, Madam Speaker. Madam Speaker, I believe that most of the Members of this Assembly are aware that the Department of Education, Culture and Employment is taking part in the school achievement indicators program, a national assessment program coordinated by the Council of Ministers of Education, Canada. Over the next few years, 13 year old and 16 year old students across the country will be assessed in the areas of mathematics, reading, writing and science. These subject areas are key to a student's success in a future that will be marked by complex information and technology.

Madam Speaker, one of the greatest benefits of participating in this program is that it improves the department's ability to monitor the success of school programs and to plan for improvements. Assessments will be done in each of the key subject areas in a regular cycle, allowing us to measure the improvements of students and the school system over time.

In December, we received the results of the first mathematics assessment. A group comprised of 13 year old and 16 year old students were tested on their understanding of mathematical content and on their

problem-solving skills. The percentage of NWT students achieving at the highest levels was similar to the national results, while a smaller proportion achieved at the middle levels. However, more NWT students achieved at or below the lowest level than their counterparts across Canada.

Madam Speaker, needless to say, I do not find these results acceptable, nor does the Department of Education, Culture and Employment. The department has already developed an initiative to improve the performance of NWT students with the goal of having students achieve at or above the Canadian average by 1997, when the next national mathematics assessment is conducted. This initiative, called "Towards Excellence," focuses on improving students' numeracy and literacy skills and will become a key component of the department's educational quality indicators project.

The first part of the project will focus on improving mathematics skills in kindergarten to grade six, in order to lay a strong numeracy foundation for students. A similar plan of action for improving literacy will be developed along with the administration of the reading and writing assessment, which will be held in April of this year.

Some of the activities under this initiative will be new, while others will involve putting a renewed emphasis on activities and

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procedures that are already in place. For instance, department staff will review the results of the current mathematics assessment, as well as past assessments, information on student health and other pertinent documents. They will use this information to develop a profile of NWT students to identify areas for improvement. In addition, a new survey for teachers and students regarding the NWT math curriculum will be developed and administered.

Support for standards in mathematics will be strengthened by activities such as facilitating the use of the student evaluation handbook developed by the department and keeping current with developments across Canada and the world.

Teachers play a critical role in providing quality instruction in mathematics. To ensure that new teachers are well prepared to teach math, the department will work with Arctic College to provide support in the area of curriculum, effective teaching

strategies and use of resources. Teachers already working in the school system will be offered opportunities for increased training in teaching mathematics and will be kept up to date on the use of technology and other resources in teaching math. The department intends to make use of distance education technologies already in place, such as Television Northern Canada and the north of 60 electronic bulletin board system to accomplish much of this work. In addition, a symposium for mathematics leaders from each board is scheduled for the fall of 1995.

Teachers who contribute significantly to the improvement of math instruction will be recognized and their methods shared with other teachers. With the participation of teachers, the department will assist schools and boards in the development of short and long-term goals and strategies to improve numeracy and literacy skills of students. With the help of our partners in education, the department also plans to establish in-school numeracy and literacy teacher councils for kindergarten to grade three and grades four to six.

Madam Speaker, in light of the results from the school achievement indicators program, I am asking my department and the divisional boards of education to place a renewed emphasis on the amount of classroom time spent on mathematics and language arts. Departmental guidelines specify that 18 per cent of the school day should be spent on math, while 21 per cent is spent on the language of instruction and nine per cent on another language. School programs and outcomes will be closely monitored to ensure these guidelines are followed.

Madam Speaker, NWT students must be prepared for the challenges of post-secondary education and training and for the work place of the future. It is only through a renewed emphasis on key subject areas such as mathematics, reading, writing and science that students will be prepared for the future. I am confident that my department's numeracy and literacy initiative will play an important role in improving students' skills in these important areas. Thank you, Madam Speaker.

---Applause

**MADAM SPEAKER:**

Thank you. Item 2, Ministers' statements. Item 3, Members' statements. The honourable Member for North Slave, Mr. Zoe.

### ITEM 3: MEMBERS' STATEMENTS

#### Member's Statement On Dogrib Treaty 11 Council's Land Claims Negotiations

##### **MR. ZOE:**

Thank you. Madam Speaker, the Minister responsible for Intergovernmental and Aboriginal Affairs, the Honourable Stephen Kakfwi, pointed out in the opening statement to his ministry's O and M budget that the Dogrib Treaty 11 Council will begin its first formal land claims negotiations this week in Rae Lakes. Madam Speaker, I am pleased to inform the House that the Dogrib Treaty 11 Council began its first formal land claims negotiation session with the federal government today.

---Applause

Madam Speaker, for the Dogrib people this is an historic milestone in our long struggle to gain back control over our traditional land. Through this process, I am very optimistic that we can reach a deal that the Dogrib people can live with. We are also pleased that the new Liberal government in Ottawa is committed to changing the comprehensive claim policy to allow for a one-track approach respecting land claims and self-government negotiations.

Madam Speaker, this means our entire self-government agreement, as opposed to the previous case, where it was only the self-government framework agreement, can be constitutionalized. This is very exciting and will be a great step forward. We trust the Minister of Indian and Northern Affairs can keep his bureaucracy onside and fulfil his commitment to change the claims policy.

Madam Speaker, you can be assured that the Treaty 11 Council's negotiating team will be guided by the Minister's commitment to reform the comprehensive claim policy.

Madam Speaker, as a general rule, the Treaty 11 Council intends to hold all negotiating sessions in one of the four Dogrib communities. The negotiating team intends to speak in a Dogrib language during these negotiations. This protocol may not seem that important to outsiders, but the Dogrib people at the community level must be intimately involved in all negotiations, every step of the way, and understand fully the negotiations and decisions made at the table.

Madam Speaker, I would like to close by wishing the Treaty 11 negotiating team the best of luck, knowing

that they have worked very hard in preparing themselves for this first session of claims negotiations. Thank you.

---Applause

##### **MADAM SPEAKER:**

Thank you. Item 3, Members' statements. The honourable Member for Yellowknife Centre, Mr. Lewis.

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#### Member's Statement On The Role Of Banks In Today's Economy

##### **MR. LEWIS:**

Thank you, Madam Speaker. Much has been written, Madam Speaker, about the new economy. Mr. Martin, the federal Minister of Finance, referred to it in his budget speech a few days ago. A recent visitor to Yellowknife and Hay River, Mr. Mazankowski, the former federal Minister of Finance, also referred to the fact that we are living in changing times. We have to look at economics in a new way. Many economists today believe, Madam Speaker, that banks have an important role to play in the transition from an economy based on resources and manufacturing to one based on knowledge and information. It is not only because banks control capital, Madam Speaker, but they have an important role to play. They are a major part of our Canadian culture.

Unfortunately, despite this, banks in the Northwest Territories are, at best, an alien system that is very much on the periphery of many of the things that affect people's lives. We have been unsuccessful, in my opinion, in developing financial institutions, with which you can have a viable economy.

So if there is one thing we do need it is to address the very first recommendation that our Special Committee on Northern Economy made about four years ago, we have to come to terms with the banking problem. Our government has not responded to that in a way that is going to make much difference. Banking is not going to be part of people's lives and until you get personal economy and access to institutions which control, not just capital, but information, we are not going to get a very good economy.

Many of us last night, including Mr. Todd, went to visit with the directors of the Arctic Co-op. They have been pushing for some years to look at the Credit

Union system. I urge the government to have another look at it to see if there is one way in which we could support that happening.

**AN HON. MEMBER:**

Hear, hear.

---Applause

**MADAM SPEAKER:**

Thank you. Item 3, Members' statements. The honourable Member for High Arctic, Mr. Pudluk.

Member's Statement On Financial Situation Of Resolute Bay

**MR. PUDLUK:**

(Translation) Thank you, Madam Speaker. I want to make a statement today regarding the hamlet of Resolute Bay and its deficit situation. I am informed that the hamlet of Resolute Bay and the Department of Municipal and Community Affairs are currently working on a debt-recovery budget. I want to address how this debt came into being and suggest that the Government of the Northwest Territories is partly to blame for the financial problems. Madam Speaker, the Department of Public Works and Services provides the repair and maintenance service for the hamlet. I will offer a few examples of irresponsible use of public funds by DPW in the course of carrying out their service for the hamlet.

About three years ago, the main water line froze up in Resolute Bay. DPW went ahead and did \$238,000 worth of repairs. Equipment and parts were shipped from the south as priority freight, whereas it would not have made a difference to repair if they were on regular freight, although much cheaper. DPW wanted to charter a 748, which is a plane that can carry 52 passengers from Iqaluit to Resolute Bay to ship about 300 pounds of equipment and three people. The hamlet managed to talk them down to using a smaller plane for the 1,000 mile trip.

Madam Speaker, I seek unanimous consent to proceed with my statement.

**MADAM SPEAKER:**

The honourable Member is seeking unanimous consent. Are there any nays? There are no nays. Please proceed, Mr. Pudluk.

**MR. PUDLUK:**

(Translation) Thank you, Madam Speaker and colleagues. The hamlet managed to talk them down to using a small plane for the 1,000 mile trip. However, if they had waited one more day, the equipment and personnel could have arrived on a scheduled flight at a fraction of the cost. The hamlet estimates that \$30,000 to \$50,000 was spent unnecessarily on the frozen water line affair.

Smaller projects, such as printing and cleaning buildings, are done in elaborate government fashion and billed to the hamlet at the highest rate possible, plus administration and GST charges. My point is that especially in times of financial restraint, the government must work more closely with the hamlet to keep costs down as much as possible. I will be pursuing this matter with the government during this session. Thank you, Madam Speaker.

---Applause

**MADAM SPEAKER:**

Thank you. Item 3, Members' statements. The honourable Member for Yellowknife South, Mr. Whitford.

Member's Statement On Inukshuk Housing Cooperative In Yellowknife

**MR. WHITFORD:**

Thank you, Madam Speaker. Madam Speaker, the Inukshuk Housing Cooperative in my riding was built in 1988-89 to provide affordable housing options to its 50 members. The co-op is run by a board of volunteers from its membership, ordinary people like you and I, on a non-profit basis. Rents are assessed according to their overall costs of operation, with little surplus accumulated except for planned, specific projects and emergencies. Part of the assigned rent is set aside for the payment of the yearly property and school taxes levied by the city and is based on MACA's assessment classification.

In the first year, Inukshuk was assigned an assessment of class one, that is single-family dwellings, the same as other co-ops in the neighbourhood. Sometime during 1991, MACA arbitrarily

changed the assessment class from one to class four, that being multi-family dwellings. The city then assigned its mill rate accordingly and the home owners dutifully paid their taxes, unknown to them that a major change had occurred. There was never any consultation with the co-op and its members or the city. Simply put, someone in MACA made the changes in error.

When the question was raised, no explanation was given except to advise them of payment deadlines. Being civic-minded, they paid the taxes they were assigned. Under new board management, the error was recognized and challenged through letters to the city and to the department. Madam Speaker, in a letter, MACA agrees that Inukshuk should be class one, single-family dwellings, not class four, multi-family dwellings, but appears to be reluctant or unable to redress the problem.

It appears, then, that until a better explanation is received, the 50 home owners of Inukshuk will be forced to pay an additional \$500 a year for three years of this error. I will conclude by thanking MACA for changing the classification back to single-family dwellings for this upcoming tax year. I will have some questions to ask the Minister later on.

---Applause

**MADAM SPEAKER:**

Thank you. Item 3, Members' statements. The honourable Member for Kitikmeot, Mr. Ng.

Member's Statement On Metall Canada's Postponement Of Development At Izok Lake

**MR. NG:**

Thank you, Madam Speaker. As we've all heard, Metall Canada has recently announced the indefinite postponement of plans to develop their lead/zinc/copper property at Izok Lake. Metall representatives cited low-base metal prices and high infrastructure costs as the main reason for the sudden decision. They also announced that, with the postponement of development, they were also withdrawing from the regional environmental review committee process and the Inuit impacts benefits agreement negotiations process with the Kitikmeot Inuit Association.

The RERC and federal government officials have recently requested information from the company's feasibility study. According to News/North on

February 21, project manager, Mr. Ken Hill responded to those requests, "whether the government gets a copy may depend on whether it, too, comes in as an investor." The IIBA had also developed a possible major obstacle in that KIA was attempting to negotiate an equity participation into the Izok Lake project which company negotiators were having difficulty in dealing with.

Other recent developments have had environmental groups, such as Ecology North and the Canadian Arctic Resources Committee, become more visible and vocal in raising concerns respecting the proposed Izok Lake project. And, as many of us know, Metealesellshaft, the parent company of Metall Company Incorporated, is in financial difficulty. Madam Speaker, as Metall progressed towards finalizing the regulatory approval requirements, more and more attention has been focused on their efforts and progress. Even while all these concerns were developing around the financial viability of the Izok Lake project, company officials continued to maintain to KIA that everything was on course, with minor delays and setbacks.

In fact, as recently as last Wednesday, February 16, at the KIA annual general meeting, Metall spokesmen advised the delegates that the feasibility study would be completed by March, taken to the Metall board for approval by June, with the intent to begin construction of mine facilities in 1995.

Since the very start of discussions between Minnova, which is the company purchased by Metall Canada Incorporated and KIA, there have been doubts raised about the viability of the project. Since that time, all the other potential detriments to the viability of the project had surfaced, including the parent company's financial situation, increasing base metal prices, less regulated deposits in other countries owned by Metall and high infrastructure costs.

Madam Speaker, I seek unanimous consent to conclude my statement.

**MADAM SPEAKER:**

Thank you. The honourable Member is seeking unanimous consent. Are there any nays? There are no nays. Please proceed, Mr. Ng.

**MR. NG:**

Thank you, Madam Speaker. Even with all these issues surfacing, the company negotiators continued

to promote the idea of developing the project to KIA representatives. My question is, why? Did Metall officials not know of these issues? Unlikely. Did they choose not to acknowledge them or even try to neutralize them? Or, did the company want to continue promoting the project in order to generate interest, which may have drawn in other potential investors, such as the government? We will never know the answer. However, what I do know is that there are many disappointed groups and individuals in my constituency and the NWT as a result of the sudden decision to indefinitely shelve this project.

Metall has continuously stressed their excellent progress in negotiating the IIBA with KIA throughout the development of the project. It would have been appropriate for Metall representatives to have recognized and addressed outright the possible deterrents to the development of a mining operation at Izok Lake in order to minimize creating any false expectations, which is exactly what they did.

Madam Speaker, the indefinite suspension of developing the Izok Lake property, although a disappointment to all of us, is certainly not a catastrophe. The ore reserves are still there and continue to be one of the richest in North America. At some point in time in the future, it will become economical to develop these reserves. I certainly hope that the manner in which Metall handled the negotiations with KIA, by not advising them of potential problem areas in developing the project, is not indicative of the manner in which other mining companies will treat other native claimant groups in the future. Mahsi Cho.

**MADAM SPEAKER:**

Thank you. Item 3, Members' statements. The honourable Member for Amittuq, Mr. Allooloo.

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Member's Statement On Lack Of GNWT Services In Hall Beach

**MR. ALLOOLOO:**

Thank you, Madam Speaker. Today I would like to speak about the current situation in Hall Beach. This is a community with a population of 526. These 526 people feel that they have been forgotten by the Government of the Northwest Territories.

**SOME HON. MEMBERS:**

Shame, shame.

**MR. ALLOOLOO:**

The people of Hall Beach are not untouched by the many economic and social problems that exist in our northern communities. They are problems that require immediate attention, but what makes this community stand out is its appalling lack of services which would otherwise enable the people to take advantage of opportunities, obtain information and cope with their problems. I must say, Madam Speaker, I cannot blame this community for feeling neglected by the Government of the Northwest Territories.

At the moment, they do not have a social worker, a renewable resource officer, an economic development officer, an outreach worker or an adult educator.

**SOME HON. MEMBERS:**

Shame, shame.

**MR. ALLOOLOO:**

Although the economic development officer from Igloodik makes occasional visits, this is absolutely not acceptable for a community of this size. Also, Hall Beach does not have an arena and their community hall is badly in need of repair. This situation has gone on far too long already and it is time for the Government of the Northwest Territories to face immediate action to address these urgent needs.

I will be pursuing this matter vigorously during this session.

---Applause

**MADAM SPEAKER:**

Thank you. Item 3, Member's statements. The honourable Member for Deh Cho, Mr. Gargan.

Member's Statement On Exemption Of Elders From Cigarette Taxation

**MR. GARGAN:**

Thank you, Madam Speaker. Madam Speaker, yesterday in committee of the whole, I made some observations about the tobacco tax situation. The purpose of this Member's statement is to qualify my position on this issue. I am in full support of our

government's raising of taxes on cigarettes to discourage the younger generation from smoking.

However, Madam Speaker, with this tobacco tax, the Northwest Territories will pay the highest price in Canada for cigarettes, and, unfortunately, not spend enough.

Even with the announced federal funding on anti-smoking education, if we are going to make this tax grab, we should be prepared to spend and access revenue realized on anti-smoking programs.

The federal government has announced an assault on Canada's social programs. At the very least, Madam Speaker, I can see old age pensions being frozen at their present levels for awhile. As with any government austerity programs, it is the poor and those on fixed incomes who suffer. Madam Speaker, I remain convinced that we should not charge seniors the extra tax that we are proposing to add to tobacco. The elders of these territories grew up in a different time, a time when smoking was considered a social necessity. We must remember, Madam Speaker, that most institutions up here, at the turn of the century, encouraged smoking. Tobacco was a cheap, light trade good, so, of course, Madam Speaker, the traders and the Hudson's Bay Company did everything they could to get our forefathers hooked on tobacco. Let us not penalize our older citizens, the majority of whom are on fixed incomes, by raising the tax on tobacco for them. Madam Speaker, we must remember that they are a product of a different time. I encourage the Minister of Finance to offer an exemption of this tobacco tax to our elders. Mahsi cho.

---Applause

**MADAM SPEAKER:**

Thank you. Item 3, Members' statements. The honourable Member for Inuvik, Mr. Koe.

Member's Statement On Northwest Territories Statistics

**MR. KOE:**

Mahsi, Madam Speaker. Normally, this would be a statement for Friday, but I am not going to be here tomorrow, so I will make this today.

Yesterday, in the mail, we received a copy of the Statistics Quarterly, a document from the Bureau of Statistics, and it reports as of December 1993. In a

cursory review of some of the statistics, I find some very interesting facts and numbers. I would like to go through some of them.

I note that our population as of June 1991 is 57,650, and of this population, 33 per cent of our population is under 14. Another interesting note is that three per cent, or 1,605 people, are 65 years and over.

Continuing on in the document, I note that our school enrolment has gone up from 1992 to 1993-94 by some 630 students, and of these, 17 per cent are in senior high school. Compared to that, though, the graduates who are graduating from senior high school are only about ten per cent of our students that enter senior high. Another little fact here is that our student assistance for post-secondary education has gone up, but I note that the mix from 1991-92 to 1992-93 has changed, whereas, more people are now going to university than there are going to technical school.

Another interesting fact is that federal old age security statistics show that, as of June 1, 1993, there were 1,668 people age 65 and over that were receiving some sort of old age security, and I find that interesting because when we look at the population it shows that we only have 1,605 people that are 65 years and over. There is a difference of some 63 people. Another interesting note...

**MADAM SPEAKER:**

Mr. Koe, your time has lapsed for Members' statements.

**MR. KOE:**

Madam Speaker, I seek unanimous consent to conclude my statement.

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**MADAM SPEAKER:**

The honourable Member is seeking unanimous consent to continue. Are there any nays? There are no nays. Continue, Mr. Koe.

**MR. KOE:**

Mahsi. I note that in people sentenced to federal custody -- these are normally people sentenced to two years plus -- if you take an average of each two years, it shows that we have at least 40 to 60 people in our federal penitentiaries in any given year.



Another statistic I find interesting is our average personal incomes, and I note that the highest average incomes seem to be in the regional centres, but the highest average incomes are earned by people living in two, what I deemed, single resource communities. Nanisivik is the highest with an average income of \$53,505, and in Norman Wells, where it is \$40,168.

Another fact is the consumer price index, and I note that, from January to November of 1993, in all categories that the consumer price index is divided into, there have been increases across the north. More significantly, in Yellowknife, the highest increases occurred in the city of Yellowknife in all categories.

Finally, one that I find really interesting is the category on drivers' licenses, and this was the number of licenses issued in the Northwest Territories. In 1985-86, there were 25,057 licenses issued, but the next year, in 1986-87, there were only 14,054 licenses issued. Similarly, in 1989-90, there were 18,287 licenses issued, and in 1990-91, we dropped down to 13,465. I am sure there are good reasons for this, but I don't think we had an out-migration of people in the territories because I checked the statistics on migration and nobody seemed to have left the territories in those numbers.

The point I wish to make is that statistics are nice, it is a nice, fancy document that is printed, but I think when we print documents like this, there should be qualifications and some explanations of why some of these numbers are there and why there are some significant changes, because it raises a lot of questions, a lot of unnecessary questions, and it would probably prevent people like me from standing up and speaking about them. Mahsi.

---Applause

**MADAM SPEAKER:**

Item 3, Members' statements. Item 4, returns to oral questions. The honourable Member for Kivallivik, Mr. Arngna'naaq.

**ITEM 4: RETURNS TO ORAL QUESTIONS**

Return To Question 99-12(5): Fire Fighting Systems Used In NWT Municipalities

**HON. SILAS ARNGNA'NAAQ:**

I have a return to an oral question asked by Mr. Ng on February 15, 1994, on fire fighting systems used in

NWT communities. In response to the honourable Member's question and further discussions with the Member, I would like to offer the following response.

The Department of Municipal and Community Affairs does have standards for fire fighting systems and equipment. These standards are detailed in the department's capital program standards and criteria manual, copies of which have been provided to Members.

The department also provides unconditional funding for operations and maintenance costs related to the servicing of these systems as part of the hamlet funding formula. Individual communities, however, are responsible for the maintenance and upkeep of their fire systems and equipment. Since this funding is unconditional, communities may make their own decisions on how these funds are to be spent. The Minister does have the option of responding to special cases that may warrant extraordinary assistance.

The fire marshal's office has informed the Department of Municipal and Community Affairs that he has already directed his staff to evaluate existing fire alerting systems in all communities during 1994-95 community inspection visits. Thank you, Madam Speaker.

**MADAM SPEAKER:**

Thank you. Item 4, returns to oral questions. Item 5, oral questions. The honourable Member for Yellowknife South, Mr. Whitford.

**ITEM 5: ORAL QUESTIONS**

Question 195-12(5): Classification Of Inukshuk Housing Cooperative

**MR. WHITFORD:**

Thank you, Madam Speaker. Madam Speaker, in my Member's statement I outlined a problem that was occurring in my riding dealing with the Department of Municipal and Community Affairs and the Inukshuk Housing Cooperative. I incorrectly referred to it as multi-family, and it should be multi-residential, for the record.

Madam Speaker, I have a question for the Minister. It appears that MACA officials arbitrarily decided to reclassify the cooperative from single-family to multi-family, after the city had already agreed upon its designation. Can the Minister advise me why a

decision like that of such consequence would be made without any consultation?

**MADAM SPEAKER:**

Thank you. Minister of Municipal and Community Affairs, Mr. Arngna'naaq.

Return To Question 195-12(5): Classification Of Inukshuk Housing Cooperative

**HON. SILAS ARNGNA'NAAQ:**

Thank you, Madam Speaker. I am aware of the situation the honourable Member is raising. I sympathize with the Member and the people who are involved. I would like to say that the decision to change the classification for these units was not arbitrary, rather it was a change which was made in the categorization of these units by the city. Everywhere else in the Northwest Territories, the categorization of these units would have been multi-residential. In this case, the departmental staff made the mistake of classifying these units as multi-residential following what they normally do in other NWT communities. Thank you, Madam Speaker.

**MADAM SPEAKER:**

Thank you. Supplementary, Mr. Whitford.

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Supplementary To Question 195-12(5): Classification Of Inukshuk Housing Cooperative

**MR. WHITFORD:**

Thank you, Madam Speaker. I think the Minister got right to the point. I think it was on an assumption. There was never any indication by the city that this should be reclassified from one to four. It was with the advisement of the city that this was designated as class one to correspond to yet another cooperative in that neighbourhood. Condos are fairly new to the territories, so there may be some confusion. The decision was never made in conjunction with anyone, but the department. The department admitted this in a letter that was sent to the members of the cooperative. I would like to know, now that the error has been discovered and brought to their attention, is there any provisions for redress to an error that was caused by the department? Are there any provisions for rectifying this problem?

**MADAM SPEAKER:**

Thank you. Minister of Municipal and Community Affairs, Mr. Arngna'naaq.

Further Return To Question 195-12(5): Classification Of Inukshuk Housing Cooperative

**HON. SILAS ARNGNA'NAAQ:**

Thank you, Madam Speaker. Madam Speaker, I should clarify that the process currently followed, at the present time, is the department makes assessments of properties in the city of Yellowknife, which are then forwarded to the city of Yellowknife offices. To my understanding, these are then checked over by the city and their officials. In fact, I believe they hire an independent person to review these assessments. That is the second stage where a mistake like this could have been caught. They are then forwarded on to the property owner. So there are three stages that this mistake could have been caught.

I should also clarify that the taxes paid for these units are made to the city, rather than the government. So I think this is an issue that should be raised between the property owner and the city. Thank you.

**MADAM SPEAKER:**

Thank you. Supplementary, Mr. Whitford.

Supplementary To Question 195-12(5): Classification Of Inukshuk Housing Cooperative

**MR. WHITFORD:**

Thank you, Madam Speaker. The city based their mill rate on the advice of the Department of Municipal and Community Affairs' assessment of their property. That is what they base their mill rate on. They don't do this by themselves. If MACA makes an error, we have no way of knowing there is a mistake made. When it was brought to the attention of officials by this voluntary board, they were just soothed and were told that was just a normal tax increase. There are deadlines to be met so that people pay their taxes. When it was officially recognized and brought to their attention officially, they were told nothing could be done. I want to know whether there are any provisions in the act to redress errors that have been made, to recognize these errors have been made?

**MADAM SPEAKER:**

Thank you. Minister of Municipal and Community Affairs, Mr. Arngna'naaq.

Further Return To Question 195-12(5): Classification Of Inukshuk Housing Cooperative

**HON. SILAS ARNGNA'NAAQ:**

Thank you, Madam Speaker. I don't know whether there is redress with regard to this particular act, so I am not able to respond to that. But I would be willing to commit that the staff of the department will meet with the officials of the city and the Inukshuk Housing Cooperative and come to a resolution on this matter. Thank you, Madam Speaker.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. The honourable Member for Natilikmiot, Mr. Ningark.

Question 196-12(5): Decentralization Of GNWT Programs To Kitikmeot Region

**MR. NINGARK:**

Thank you, Madam Speaker. Madam Speaker, my question is directed to the Premier of this government. A few years ago, the government had a decentralization project in every region, and one of those regions was the Kitikmeot region. When I talked to the people in the three communities I represent, mainly the hamlet councils, they were saying they were unfairly treated within the initiative of this government to transfer government services and programs to communities. I think Coppermine and Cambridge Bay were getting the most out of the program. I would like to ask the Premier if she can revisit and review the initiative that took place many years ago and get input from the hamlet councils of Pelly Bay, Gjoa Haven and Taloyoak to see what departmental programs the communities are interested in? Thank you, Madam Speaker.

**MADAM SPEAKER:**

Thank you. Madam Premier.

Return To Question 196-12(5): Decentralization Of GNWT Programs To Kitikmeot Region

**HON. NELLIE COURNOYEA:**

Thank you, Madam Speaker. The honourable Member did pose part of that question to me two or three days ago. I am getting the information gathered to see how the decisions were made. As well, at the time some of the decentralization took place, there was some part of offices that were in Cambridge Bay

that moved to Coppermine. I recall, that for some reason, because there were questions raised at that time by the eastern part of the Kitikmeot region, the whole phase of decentralization came to a halt. But, I will continue to try to fast-track the information and bring forward some areas that the communities have already identified that they are interested in, particularly in community transfers. Thank you.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. The honourable Member for Kitikmeot, Mr. Ng.

Question 197-12(5): Airport Upgrading Project In Coppermine

**MR. NG:**

Thank you, Madam Speaker. My question is to the Minister of Transportation. Residents of Coppermine raised the concern over the past couple of days while I was up there with regard to their airport upgrade project. They are concerned about the possibility of it being jeopardized because of the withdraw of Metall Canada from developing the Izok Lake

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property. I would like to ask the Minister at this time if it is still one of the main priorities of his department to ensure that the airport upgrade project to upgrade the air service in Coppermine is going to be carried out.

Thank you.

**MADAM SPEAKER:**

Thank you. Minister of Transportation, Mr. Todd.

Return To Question 197-12(5): Airport Upgrading Project In Coppermine

**HON. JOHN TODD:**

Thank you, Madam Speaker. Yes, the honourable Member is correct, we are moving the \$3.1 million out of Coppermine and into Gjoa Haven. I'm just kidding.

---Laughter

A little humour, Madam Speaker. I know it's lacking today.

---Laughter

Anyway, under the strategic transportation initiative which we negotiated with the federal government, it was very project-specific. In other words, the designation of the capital dollars is for specific projects. The Coppermine project will go ahead, as planned and on schedule. Thank you.

**MADAM SPEAKER:**

Thank you, Mr. Todd. Supplementary, Mr. Ng.

Supplementary To Question 197-12(5): Airport Upgrading Project In Coppermine

**MR. NG:**

I would like to ask the honourable Minister, would he ensure that significant local benefits are derived as a result of carrying out this project in the community of Coppermine? Thank you.

**MADAM SPEAKER:**

Thank you. Minister of Transportation, Mr. Todd.

Further Return To Question 197-12(5): Airport Upgrading Project In Coppermine

**HON. JOHN TODD:**

No, Madam Speaker.

---Laughter

Yes, Madam Speaker. The Department of Economic Development has sent in a consultant to work with the community in an effort to try to put together some coalition of business and community interests to see if there's a possibility of either negotiating or partially negotiating to ensure that there's significant northern input into this \$3 million plus expenditure in the expansion of the Coppermine airport. Thank you.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. The honourable Member for Amittuq, Mr. Allooooloo.

Question 198-12(5): Guidelines For GNWT Services And Positions For Communities

**MR. ALLOOLOO:**

Thank you, Madam Speaker. Earlier today, I made a Member's statement with regard to one of my communities being neglected by the Government of the Northwest Territories. I would like to ask the

Premier if there are guidelines regarding recreational facilities and community size and whether there are also guidelines for key government positions like renewable resources and social services, relative to the size of the community? Thank you.

**MADAM SPEAKER:**

Thank you. Madam Premier.

Return To Question 198-12(5): Guidelines For GNWT Services And Positions For Communities

**HON. NELLIE COURNOYEA:**

On the first question, Madam Speaker, the Minister of Municipal and Community Affairs works under a set of guidelines on size and population of communities with regard to recreational facilities. With regard to the renewable resource positions being in specific communities, I don't believe there's an actual formula available. I'm aware that in some communities where there is a small population but a lot of activity, there is a renewable resource officer. Perhaps that can be directed at the Minister of Renewable Resources. Thank you.

**MADAM SPEAKER:**

Thank you. Supplementary, Mr. Allooooloo.

Supplementary To Question 198-12(5): Guidelines For GNWT Services And Positions For Communities

**MR. ALLOOLOO:**

Thank you, Madam Speaker. I'm not just asking about renewable resource positions, I'm asking about key government positions that communities have that are around the same size of Hall Beach, which has about 550 people. There seem to be inadequacies here. I am asking if the government has a formula to have a social worker in this community because of the resident size and the job that has to be done there. I want to know if that position is placed there because of demand? Thank you.

**MADAM SPEAKER:**

Thank you. Madam Premier.

Further Return To Question 198-12(5): Guidelines For GNWT Services And Positions For Communities

**HON. NELLIE COURNOYEA:**

Madam Speaker, in the matter of resources to communities, I would assume that in Education there is a formula for teachers and service by MACA is provided according to a deal worked out with the community. It varies. I don't know that anything is exactly the same. I know that in MACA we calculate the amount of work, length of roads and type of services that are required. Then the hamlet is allowed a particular amount of dollars to facilitate that. I would say that in other areas it would be based on need and demand and also requests. I don't know, perhaps the community that the honourable Member is concerned about is a very independent community.

They have 500 people and perhaps they have survived without these resources. I don't think any of us here can say why, but what we could do is check on that community and assess the

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population and their needs to see where they are. I can't stand here and say if a position is not there or if it is vacant, hasn't been filled or if it has been moved somewhere else. We can do an assessment of the community and attempt to answer the questions on the basis of what has happened historically and what is planned for the community. Thank you.

**MADAM SPEAKER:**

Thank you. Supplementary, Mr. Alloo.oo.

Supplementary To Question 198-12(5): Guidelines For GNWT Services And Positions For Communities

**MR. ALLOOLOO:**

Thank you. If there are guidelines with respect to recreational facilities relative to the size of the community, would the government be willing to table that and also any other formula they use to man posts, whether it is for the Executive, Social Services or Renewable Resources? If there is anything at all, would the government be willing to table that in the House? Thank you.

**MADAM SPEAKER:**

Thank you. Madam Premier.

Further Return To Question 198-12(5): Guidelines For GNWT Services And Positions For Communities

**HON. NELLIE COURNOYEA:**

Madam Speaker, what I will attempt to do is speak to the honourable Member to see just exactly what are the areas he would like to provide documentation on. I'm sure that if we had all our policies relating to that, it's an awful lot of material to table. So, I will table what is requested from the Minister and talk to the Member to see exactly what is required at this time. Thank you.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. The honourable Member for Natilikmiot, Mr. Ningark.

Question 199-12(5): Transfer Of Funds For Gjoa Haven

**MR. NINGARK:**

Thank you, Madam Speaker. My question is directed to the Minister of Transportation. Since the Minister is now on record saying that \$3 million will be moved from Coppermine to Gjoa Haven, I would like to know what fiscal year he's going to do that in? Thank you.

---Laughter

**MADAM SPEAKER:**

Thank you. Minister of Transportation, Mr. Todd.

Return To Question 199-12(5): Transfer Of Funds For Gjoa Haven

**HON. JOHN TODD:**

I guess that, Madam Speaker, is what you would call a "gotcha." I would think perhaps in the next election, we can give it serious consideration. Thank you.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. The honourable Member for Deh Cho, Mr. Gargan.

Question 200-12(5): Cabinet Consideration Of Evergreen Forestry Contract

**MR. GARGAN:**

Madam Speaker, I would like to direct my question to the Minister of Renewable Resources. In November of last year, the Minister indicated they were negotiating with Evergreen Forestry in my constituency on a contract that they were working on. I would like to ask whether this contract is now in

place, or is it now in front of the Cabinet? Has there been any decision made on that?

**MADAM SPEAKER:**

Thank you. Minister of Renewable Resources, Mr. Kakfwi.

Return To Question 200-12(5): Cabinet Consideration Of Evergreen Forestry Contract

**HON. STEPHEN KAKFWI:**

Madam Speaker, the issue that the Member is referring to will be considered by Cabinet in the next couple of weeks. Thank you.

**MADAM SPEAKER:**

Item 5, oral questions. The honourable Member for Yellowknife North, Mr. Ballantyne.

Question 201-12(5): Block Funding Agreement Re Yellowknife Sewer System

**MR. BALLANTYNE:**

Thank you, Madam Speaker. My question is to the Minister of Municipal and Community Affairs, and it deals with the block funding agreement between the Government of the Northwest Territories and the city of Yellowknife. Yellowknife MLAs fully supported that agreement and acknowledge the efforts of the Finance Minister, Mr. Pollard, and the then Minister of MACA, Mr. Patterson, in closing this very progressive arrangement. It was understood that there were some extraordinary repair requirements that would be kept outside of that arrangement, and they included the central business district, the sewer and water system in the central business district, and also the School Draw area. There have been negotiations between the government and the city over the past couple of years, and my understanding is FMB has said they want to negotiate it on a year-by-year basis and not a long-term deal. I wonder if the Minister could enlighten me as to the progress of those negotiations.

**MADAM SPEAKER:**

Thank you. Minister of Municipal and Community Affairs, Mr. Arngna'naaq.

**HON. SILAS ARNGNA'NAAQ:**

Madam Speaker, I have not been briefed on this particular matter, so I will have to get back to the Member and take this question as notice. Thank you.,

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. The honourable Member for Deh Cho, Mr. Gargan.

Question 202-12(5): Eligibility For Seniors' Fuel Subsidy Program

**MR. GARGAN:**

Thank you, Madam Speaker. I was going to direct my question to the Minister of Social Services, but Madam Speaker we never received any notice of her absence in the House so I will direct my question to the Government Leader. My question is with regard to fuel subsidy, Madam Speaker. I want to thank the Minister, first of all, that she did

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respond but I didn't get the letter. I would like to ask the Minister, even though it says subsidies are given to people who turn 60 years of age, before they are eligible, is it 60 years of age during that year which makes them eligible, or is it on their birthday they receive five cords of wood in front of their door? I would like to know whether there is some flexibility so a person who is going to be 60 in December is eligible to get wood in the fall.

**MADAM SPEAKER:**

Thank you. Madam Premier did indicate to the House that the Minister of Social Services was going to be away for two days, attending the Pauktutit annual general meeting. Madam Premier.

Return To Question 202-12(5): Eligibility For Seniors' Fuel Subsidy Program

**HON. NELLIE COURNOYEA:**

Madam Speaker, in my recollection and my understanding of when this was put in place, it was during the year that the person was going to be 60 so there was some flexibility. Thank you.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. The honourable Member for Kitikmeot, Mr. Ng.

Question 203-12(5): Status Of Privatization Of Power Corporation

**MR. NG:**

Thank you, Madam Speaker. My question is to the Minister responsible for the NWT Power Corporation, Madam Premier. At one time, the Minister was promoting the sale of the Power Corporation to generate a one-time revenue. I and many others opposed such a move because of the possible potential detriment to some of our communities. I would like to ask the Minister at this time, is it still the intention of the government to privatize this Power Corporation or have they indefinitely put this plan on hold now? Thank you.

**MADAM SPEAKER:**

Thank you. Madam Premier.

Return To Question 203-12(5): Status Of Privatization Of Power Corporation

**HON. NELLIE COURNOYEA:**

Madam Speaker, it is the intention to bring forward the necessary information for discussion on the privatization of the Power Corporation. The proposal will be put forward, leading to discussion on the matter. Thank you.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. Supplementary, Mr. Ng.

Supplementary To Question 203-12(5): Status Of Privatization Of Power Corporation

**MR. NG:**

I would like to ask the Minister when this proposal will be coming forward for discussion. Thank you.

**MADAM SPEAKER:**

Thank you. Madam Premier.

Further Return To Question 203-12(5): Status Of Privatization Of Power Corporation

**HON. NELLIE COURNOYEA:**

Madam Speaker, I am hoping that I will have a proposal ready before the end of this session to be tabled for discussion. Thank you.

**MADAM SPEAKER:**

Thank you. Item 5, oral questions. Item 6, written questions. The honourable Member for Amittuq, Mr. Allooloo.

ITEM 6: WRITTEN QUESTIONS

Written Question 10-12(5): Inequity In Services

**MR. ALLOOLOO:**

Thank you, Madam Speaker. I have a written question to the Premier. There seems to be an inequity in the services available to NWT communities of the same size. Would the Premier provide this House with the following information for each community with a population of less than 550:

-the number and type of government positions; and,

-the number and type of recreational facilities (for example, community centres and arenas).

Thank you.

**MADAM SPEAKER:**

Thank you. Item 6, written questions. The honourable Member for Kitikmeot, Mr. Ng.

Written Question 11-12(5): Dollars Spent As A Result Of Mineral Development

**MR. NG:**

Thank you, Madam Speaker. My question is to the Minister responsible for Economic Development and Tourism. The north has seen an upsurge of exploration activity as a result of increased interest in the mineral development. Can the Minister responsible for the Department of Economic Development and Tourism answer the following questions based on 1992 and 1993 activity:

1. How many dollars were spent on goods and services, wages and benefits by mineral exploration companies for work performed in the NWT?
2. How much of the total dollars spent is going to NWT businesses and individuals?
3. How much of the total dollars spent is going to aboriginal businesses and individuals?

Thank you.

**MADAM SPEAKER:**

Thank you. Item 6, written questions. The honourable Member for Amittuq, Mr. Allooloo.

Written Question 12-12(5): Information On Meetings Held In Europe

**MR. ALLOOLOO:**

Thank you, Madam Speaker. I have a written question to the Minister of Renewable Resources. On Friday, February 11, the Minister of Renewable Resources gave

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a Minister's statement which talked about his recent meetings with the European politicians, bureaucrats and non-government organizations. Can the Minister provide the following information for each meeting he attended on his trip, either in Europe or in Canada:

- the purpose of the meeting;
- the participants in the meeting;
- date of meeting;
- length of meeting; and
- whether the Minister stayed for the entire meeting.

Thank you.

**MADAM SPEAKER:**

Thank you. Item 6, written questions. Item 7, returns to written questions. Item 8, replies to opening address. Item 9, petitions. Item 10, reports of standing and special committees. Item 11, reports of committees on the review of bills. Item 12, tabling of documents. The honourable Member for Keewatin Central, Mr. Todd.

ITEM 12: TABLING OF DOCUMENTS

**HON. JOHN TODD:**

Thank you, Madam Speaker. I wish to table the following document. Tabled Document 26-12(5), the Report to the Legislative Assembly for 1993 on the Transportation of Dangerous Goods Act (1990). Thank you.

**MADAM SPEAKER:**

Thank you. Item 12, tabling of documents. The honourable Member for Nahendeh, Mr. Antoine.

**MR. ANTOINE:**

Mahsi, Madam Speaker. Yesterday, in my question I made reference to a letter that was sent to Members from the Honourable Stephen Kakfwi, titled European Market for Wild Fur. I would like to table that as Tabled Document as 27-12(5). Thank you.

**MADAM SPEAKER:**

Thank you. Item 12, tabling of documents. Mr. Clerk.

**CLERK OF THE HOUSE (Mr. Hamilton):**

Madam Speaker, in accordance with section 183(4) of the Elections Act, I wish to table Tabled Document 28-12(5), the candidates return respecting the election expenses and contributions for Mr. Keith Pederson, from the May 10, 1993 by-election in the electoral district of Kitikmeot.

**MADAM SPEAKER:**

Thank you. Item 12, tabling of documents. Item 13, notices of motion. Item 14, notices of motions for first reading of bills. The honourable Member for Hay River, Mr Pollard.

ITEM 14: NOTICES OF MOTIONS

FOR FIRST READING OF BILLS

Bill 13: Supplementary Appropriation Act, No. 3, 1993-94

**HON. JOHN POLLARD:**

Thank you, Madam Speaker. Madam Speaker, I give notice that on Monday, February 28, 1994, I shall move that Bill 13, Supplementary Appropriation Act, No. 3, 1993-94, be read for the first time. Thank you, Madam Speaker.

**MADAM SPEAKER:**

Thank you. Item 14, notices of motions for first reading of bills. Item 15, motions. Motion 13-12(5), appointment of Member to the advisory committee on social housing. Mr. Lewis is not in the House. It will stay on the order paper. Item 15, motions. Item 16, first reading of bills. Item 17, second reading of bills. Item 18, consideration in committee of the whole of bills and other matters: Bill 1, Appropriation Act, No.



2, 1994-95; Committee Report 2-12(5), Review of the 1994-95 Main Estimates; Minister's Statement 5-12(5), Session Business; Tabled Document 1-12(5), Towards an NWT Mineral Strategy; Tabled Document 2-12(5), Building and Learning Strategy; Tabled Document 3-12(5), Towards a Strategy to 2010: A Discussion Paper; and, Tabled Document 11-12(5), First Annual Report of the Languages Commissioner of the NWT for the Year 1992-93, with Mr. Ningark in the chair.

ITEM 18: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

**CHAIRMAN (Mr. Ningark):**

Thank you. The committee will now come to order. Yesterday, we were doing the consideration of the Department of Health. What is the wish of the committee? Mr. Dent.

**MR. DENT:**

Mr. Chairman, I would recommend that we continue with consideration of Bill 1, Appropriation Act, No. 2, 1994-95; Committee Report 2-12(5), Report of the Review of the 1994-95 Main Estimates; and that we be prepared to bring in Tabled Document 3-12(5), Towards a Strategy to 2010: A Discussion Paper, very shortly.

**CHAIRMAN (Mr. Ningark):**

Mr. Dent, are you suggesting that we continue with the Health review?

**MR. DENT:**

That is correct, Mr. Chairman. I was recommending we continue from where we left off yesterday.

**CHAIRMAN (Mr. Ningark):**

Thank you. Do we agree with Mr. Dent that we will deal with these?

**SOME HON. MEMBERS:**

Agreed.

---Agreed

Bill 1: Appropriation Act, No. 2, 1994-95

Committee Report 2-12(5): Review of the 1994-95 Main Estimates

Department Of Health

**CHAIRMAN (Mr. Ningark):**

Yesterday, when we concluded, there was a motion on the floor from the Standing Committee on Finance. The motion will be distributed to Members. To the motion. Is the motion being distributed, Mr. Clerk?

**CLERK OF THE HOUSE (Mr. Hamilton):**

It is done. Perhaps Mr. Dent could read it for the record.

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**CHAIRMAN (Mr. Ningark):**

Yes. For the record, Mr. Dent, would you read the motion again, please?

Committee Motion 9-12(5): To Adopt Recommendation 20, Carried

**MR. DENT:**

Certainly, Mr. Chairman. Mr. Chairman, I move that this committee recommends that the Department of Health develop a concrete plan for implementing the recommendations of the following groups: The Auditor General of Canada; the Standing Committee on Public Accounts; the Special Committee on Health and Social Services; the Standing Committee on Agencies, Boards and Commissions; and the Standing Committee on Finance.

The committee further recommends that the department report on how they plan to improve policy development capability within the department.

**CHAIRMAN (Mr. Ningark):**

Thank you. The motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

Question is being called on this particular motion. All those in favour of the motion, please signify. Opposed? Abstaining? Thank you. The motion is passed.

---Carried

**CHAIRMAN (Mr. Ningark):**

Department of Health. Mr. Dent.

Motion To Defer Department Of Health's Budget,  
Defeated

**MR. DENT:**

Mr. Chairman, I move that we defer further discussion of the 1994-95 main estimates of the Department of Health at this time.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Dent. That was a motion. The motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

Question has been called. The motion is in order. Perhaps people want to talk to the motion here.

**SOME HON. MEMBERS:**

Question.

**CHAIRMAN (Mr. Ningark):**

There seems to be a little discussion going on over there. Mr. Pudluk.

**MR. PUDLUK:**

Shut up, okay?

---Laughter

**MR. PUDLUK:**

Mr. Chairman, I am a little confused. Can we have a copy of that motion, please? Thank you.

**CHAIRMAN (Mr. Ningark):**

It is not general practice, but the motion is being circulated. Mr. Dent's motion basically said "Mr. Chairman, I move that we defer further discussion on the 1994-95 main estimates of the Department of Health, at this time". That is the principle of the motion. I think we are ready for question here, are we? Are we ready for question?

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

All those in favour? All those opposed? The motion is defeated. That is what it is.

---Defeated

**SOME HON. MEMBERS:**

(Microphones turned off)

---Laughter

**CHAIRMAN (Mr. Ningark):**

Since the motion is defeated, we will continue with the review of the Health department. General comments on this particular budget. We are on Health. We are reviewing the Health budget. This is 14-9. General comments, Mr. Koe.

**MR. KOE:**

There are so many discussions going on, I would suggest we take a brief time-out.

**CHAIRMAN (Mr. Ningark):**

Thank you. We will take a 15 minute break. Thank you.

---SHORT BREAK

**CHAIRMAN (Mr. Ningark):**

I call this committee to order. We are in the process of reviewing the Department of Health. What is the wish of the committee? Mr. Pollard.

**HON. JOHN POLLARD:**

Mr. Chairman, perhaps in the interests of consensus government, at this time I would respectfully request the indulgence of the committee in standing down the Department of Health. Thank you, Mr. Chairman.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Minister. What is the concurrence of the committee? Agreed?

**SOME HON. MEMBERS:**

Agreed.

---Agreed

**CHAIRMAN (Mr. Ningark):**

Thank you. What is the wish of the committee? Mr. Antoine.

**MR. ANTOINE:**

Mr. Chairman, we can go onto the next department, Education, Culture and Employment.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Antoine. Do we have the agreement of the committee that we go onto the next department that is fourth on the list, Education, Culture and Employment, and Tabled Document 3-12(5)?  
Agreed?

**SOME HON. MEMBERS:**

Agreed.

---Agreed

Department Of Education, Culture And Employment

**CHAIRMAN (Mr. Ningark):**

Thank you. Mr. Nerysoo, do you have opening remarks for the committee?

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Introductory Remarks

**HON. RICHARD NERYSOO:**

Thank you, Mr. Chairman and committee Members, I would like to introduce the 1994-95 O and M estimates for the Department of Education, Culture and Employment.

Governments across Canada are currently undergoing many organizational and program changes to meet the challenges of today's economy. My department, through consolidation, has found a number of ways to improve efficiency and service to the public. The department continues to work to provide increased leadership in the areas of education, culture and employment.

One of the department's major initiatives in this area is the development of a strategic plan, which will guide our programs and services for the next ten to 15 years. During the fall session of the Legislative Assembly, I tabled a copy of the discussion paper which resulted from the first round of public

consultation. As requested, I will make a presentation on the strategic plan in the committee of the whole, which will be followed by a debate on directions for education.

The development of a new Education Act which reflects the current need of students, parents and other partners in education, is an important initiative in providing leadership. The department conducted an initial round of consultation on the act in 1990 and more than 50 submissions were received. Four main directions emerged from these responses. They are:

-that the needs and strengths of our students must be our priority;

-that a strong foundation for education can only be built together with families and communities;

-that the direction to empower people to be responsible for and to direct the delivery of education in schools and communities must continue; and,

-that education programs must be based on the languages and cultures of the north.

The department has developed a second public consultation document based on these directions, which is currently in the printing process and will soon be distributed. After further consultation, a new act will be prepared for tabling and discussion in the Legislative Assembly this fall and introduced for debate in the spring of 1995.

Improving the education system so that it is more relevant for students, communities, employers and other partners in education is a key area in which the department is showing leadership. I believe aboriginal educators have had a significant impact on the number of students choosing to stay in school and return to school across the Northwest Territories. They provide a direct link to culture and language and are important role models for students, showing them what they can accomplish and what kinds of job opportunities are available to them if they stay in school.

In order to increase the number of aboriginal educators in the NWT, the department has set a goal of 50 per cent aboriginal educators in the Northwest Territories by the year 2000, has developed a plan to get there and is aggressively pursuing it. In order to make progress towards our goal, we must take bold steps. These steps are showing results. For

instance, in the Baffin Divisional Board, 49 per cent of all staff are aboriginal.

The department has developed a community-based teacher education program which has run in the Dogrib, South Slave and Keewatin regions. Similar programs are now being operated in the Baffin, Kitikmeot, and Beaufort-Delta regions. Subject to approval of this budget, I have approved a teacher education program for Yellowknife, the NWT community with the largest aboriginal population. It will start April 1, 1994. These programs have provided improved access to teacher education for many people whose family and community commitments mean they can not attend campus-based programs.

The success of the teacher education programs has led to this model being used to provide access to nursing. We are currently completing a legislative proposal to provide for the registration of nurses in the NWT Nursing Professions Act. The access year for the registered nursing diploma program is already under way, and the first year of nursing training will begin in the fall of 1994. A total of 42 students were accepted for enrolment; 20 of these people come from communities outside of Yellowknife and 33 are aboriginal.

One of the key approaches to improving the education system and seeing more NWT students graduate from grade 12 is the extension of senior secondary grades in the communities. These extensions are being guided by the senior secondary schooling policy, which was approved by Cabinet last July. The policy is now being implemented by all boards and divisional boards of education, which have developed plans to introduce higher grades into their regions. The department has gathered information on the capital requirements for grade extensions from all of the divisional boards of education and is working to fully integrate these requirements into the capital plan for 1995 and onward.

There are a number of grade extensions planned. Last June, when the operational plan was being developed, the extensions identified were:

-Grade ten for communities of Fort Liard, Taloyoak, Aklavik, Fort McPherson, Fort Franklin and Norman Wells.

-Grade 11 for Arctic Bay, Cape Dorset, Clyde River, Hall Beach and Tuktoyaktuk; and,

-Grade 12 for Sanikiluaq, Coral Harbour, Coppermine and Cambridge Bay.

Good planning is always important to make the best possible use of resources. However, in the current era of financial restraint, planning is absolutely essential. My department is undertaking a number of planning initiatives that will examine ways of increasing our effectiveness and ensuring that resources are distributed to boards in a fair and consistent manner.

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For example, the department is developing capital standards and criteria for elementary and secondary schools, gymnasiums and child day care. These standards will be circulated to our partners in program delivery for input, reviewed by the Financial Management Board and then implemented.

Another of these planning initiatives is the school financing review. As you know, a supplementary estimate was brought forward in the last session of the Legislative Assembly, dealing with termination benefits, administration costs and funding student transportation based on consistent age and distance criteria.

The department has also conducted an inclusive schooling survey. When completed, the report will give the department the information necessary to identify student needs and develop a strategy in cooperation with the departments of Health and Social Services.

To help improve our ability to monitor the success of our school programs and to plan for improvements, the department is taking part in the school achievement indicators program, coordinated by the Council of Minister of Education, Canada. Earlier, I indicated and gave the Members of this Assembly an assessment of the work that needs to be done in this area. Mr. Chairman, I believe it is fundamental that we deal with core subject areas in our school systems.

As you are aware, we have recently received the results of the first mathematics assessment, conducted last spring. As I indicated, 13 year old and 16 year old students were tested on their understanding of mathematical content and on their problem-solving skills. The percentage of NWT students achieving at the highest levels was similar to the national results while a smaller proportion

achieved at the middle levels. However, more NWT students achieved at or below the lowest level than their counterparts across Canada. As I indicated, my department is developing a strategy to improve the performance of NWT students. The first reading and writing assessment of the school achievement indicators program will be carried out this coming spring, while the first science assessment is planned for 1995.

Another area in which the department is working to provide leadership is the child day care program. The child day care program was transferred to my department on April 1, 1993. While continuing to operate and administer the existing program, staff have been conducting a program review which will give a detailed account of the patterns of program funding since 1989 and will help to confirm or identify problem areas in funding.

In late September, the department held the first ever symposium. I must say to Members in this House that the original symposium was scheduled for July. As a result of consultations with the child day care operators, their advice was that we should defer the symposium from July to September.

It is planned to make the casual day care program officer position in Iqaluit, serving the Baffin and Keewatin regions, an indeterminate position. This position assists subsidy clients in

processing applications and potential day care centre operators in establishing their programs.

Some of the recommendations from the symposium are long-term in nature and will be considered in the development of the department's strategic plan. These kinds of long-term recommendations include such issues as early childhood program development and the construction of child care facilities. Other recommendations will be considered in the development of a permanent early childhood care development program policy in the Northwest Territories.

Mr. Chairman, I know that some Members of the Legislative Assembly have been disappointed by the length of time it has taken to develop this new program policy, and while I would have liked all the changes done by now, I am satisfied with the review and the consultation that has taken place and the plans to complete the development of this new program. Based upon our consultation and research, the new policy will introduce a number of elements

that are not part of the current one, such as early intervention programs to identify children at risk, pre-school programs and parenting workshops. As a result, it is taking time to complete the research and develop this program area.

Mr. Chairman, there are many adults in the Northwest Territories who need opportunities for further education and training in order to find jobs and to pursue satisfying careers. Despite the fact that the federal government is reducing its expenditures on skills training, it remains a priority for this government. To offset the federal government's reduction and to improve access to the job market for social assistance recipients, my department is working with the Department of Social Services to develop the investing in people initiative. This initiative, which has been endorsed by Cabinet, will offer support to people receiving social assistance who are employable. We are currently working to resolve the question of how to fund this initiative in a time of restraint and are negotiating with our federal partners to cost-share this particular initiative.

This initiative responds to one of the recommendations of the Special Committee on Health and Social Services. As well, our government continues to work on the broader issue of social security reform. My department and the Department of Social Services have cooperated extensively to develop an agenda for reform, and we plan to release a joint discussion paper on the issue in late March or early April of this year.

Another major initiative is the division of Arctic College, the amalgamation of Arctic College with the Science Institute and the development of a funding allocation system for Arctic College. The funding allocation system will deal with the proposed accountability framework which details reporting required by legislation, college operations and department support of activities. The framework also includes a system of indicators to measure the effectiveness of each college program.

The amalgamation of Arctic College and the Science Institute would establish one institution within Nunavut and one within the western territory, and would be completed by July of 1994. I am proposing that the legislation providing for decentralization be on the legislative agenda for this Assembly.

While I realize, Mr. Chairman, that these remarks are long, it indicates to you that we have done, as a department, a lot of work, and even though we still have a lot of work, it shows that we have been proactive and constructive in trying to respond to the needs and wishes of Members of the Assembly and to the people of the Northwest Territories. Thank you very much, Mr. Chairman.

**CHAIRMAN (Mr. Ningark):**

Thank you, the Honourable Mr. Nerysoo. Do we have the introductory report from the Standing Committee on Finance? Mr. Ballantyne.

Standing Committee On Finance Comments

**MR. BALLANTYNE:**

Likewise, our report is long and it shows the hard work and dedication that the committee put into their report.

The committee believes strongly that the education of northerners is one of the most important responsibilities of the government. In fact, the Standing Committee on Finance would like to see the government explicitly state that its highest priority is education.

There are many new initiatives coming from this department that suggest the government is taking this responsibility seriously. However, given the department's lack of strategic planning -- or probably, to put it more fairly, the lack of completion and implementation of a strategic plan -- and the apparent size and bulk of the education bureaucracy, we have concerns that the department may not be able to implement these initiatives in a timely and effective manner. For this reason, and because similar concerns have been identified elsewhere throughout the government, the committee is recommending that a prioritized list of initiatives, with resource requirements and time frames, be developed for each department.

School-Based Youth Service Model ("Partners for Youth")

Committee Members described a pilot project being implemented in an Edmonton junior high school, based on a model called "Partners for Youth". With this model, developed in San Diego, a social services team is put together in the school. In the Edmonton example, at Wellington Junior High School, the ten-member team includes a nurse, a police constable, a

social worker, a probation officer, a therapist, and so on. The goal of the project is to ensure that at-risk and potentially at-risk students and their families will have a school-based, single entry point access to a range of community services.

While our schools and communities may not be able to implement such a project on the same scale, the concept of a school-based single entry point is a sound one in the opinion of committee Members. The program is designed to require no extra funding; rather, existing resources are reassigned. We feel that this project deserves serious consideration by the government as a possible means of helping the youth and their families in the communities of the Northwest Territories.

Recommendation 11

The recommendation that I will make at the appropriate time will read that: The committee recommends that the Department of Education, Culture and Employment, in cooperation with the departments of Social Services, Justice and Health, examine the "Partners for Youth" model and implement pilot projects based on that model in one school in each region for the 1994-95 school year.

Teaching Days

The committee is glad to see that the department has considered increasing the number of teaching days in the proposed new Education Act. A preliminary assessment of how Canada rates in comparison with other countries in the duration of the elementary school year indicates that we fall somewhere in the low to mid-range. The committee encourages the department to pursue this comparison further by reviewing practices and corresponding results in other countries.

Staff Housing

Committee Members are concerned that the failure to build or lease new staff housing, especially in level II and III communities, along with the recent changes in the staff housing policy which have seen some sales of the government's limited staff housing stock in these communities, might well prove to be a barrier in hiring new teachers in smaller communities where there is little or no private housing market. We encourage this department to work closely with the Financial Management Board Secretariat, Personnel and the Housing Corporation to ensure that adequate housing is available for the teachers and other

government employees in these communities. We are especially concerned about housing for the significant number of new teaching positions identified in the main estimates for the Department of Education in 1994-95. When the department presents its budget, the committee will require a plan for meeting the housing needs of each new employee on a community-by-community basis.

#### Special Needs

Many northern students have special needs that require extra resources. Committee Members are looking forward to the release of the final special needs assessment survey being completed by the department. The committee expects that, once the report is released, the government will see fit to ensure that adequate resources are provided to schools and other agencies to provide for NWT students with special needs. The department is encouraged to develop innovative approaches to special needs, including special schools if necessary.

#### Recommendation 12

The committee recommends that the government commit to allocating sufficient resources to the Department of Education, Culture and Employment for the 1994-95 school year to meet the special needs of northern students.

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#### Arctic College

The committee expressed serious concern about financing the various campuses of the college. It appears that campuses which have been the most imaginative, proactive and successful in attracting third-party funding for their programs have been penalized in this year's budget. This strikes committee Members as being counterproductive. Given the government's limited resources, any initiatives which enable more and better programs to be provided without using more government funds should be encouraged, not discouraged. We encourage the Minister to develop a formula which will reward, not punish, the most innovative and successful campuses.

#### Recommendation 13

The committee recommends that the funding formula for campuses of Arctic College be designed to encourage innovation and success in attracting third-party funding.

The committee has a more general concern. The college budget is being reduced at a time when demands are rising. There are a number of factors contributing to this increased demand, including land claims implementation, mining developments, and planning and training for constitutional development. The department indicated that the new investing in people program will absorb some of this demand but the committee is very concerned that the one year lead time required for planning and implementation of this new program will cause a serious gap in the availability of training opportunities at a time when public expectations and demands on the college are very high.

#### Recommendation 14

The committee recommends that the Department of Education, Culture and Employment provide a detailed report on the anticipated impact on programs of the reduced 1994-95 budget allocation to the college. The committee further recommends that this report be provided prior to the department's main estimates being considered in the committee of the whole.

#### Income Security Reform

The Ministers of Social Services and Education, Culture and Employment presented a new income security reform proposal to the committee during the budget hearings. This proposal along with the committee's comments are discussed under the Department of the Executive, executive offices on page 40. I think that has already been reviewed by this committee.

#### Achieving Excellence

The committee was gratified by the Minister's statement today as a first step towards recognizing excellence as a fundamental underpinning of the educational system. Committee Members are concerned that there is not enough emphasis on excellence in our schools. The youth of today will be the leaders of tomorrow. If today's youth are taught only mediocrity and "getting by," what leadership choices will we have tomorrow?

With the emphasis on reducing the dropout rate and working merely to keep children in school, we can sometimes lose our focus on achievement. School should not be a place where children learn to "just get by;" it should be a place where they learn to excel.

It is the responsibility of all -- and we emphasize all -- participants in the education system, including teachers, board members, bureaucrats, parents and especially students, to raise their standards, to do their best and not merely what's "good enough." Teachers and school administrators must be encouraged to be frank with students and their parents. If a child is having difficulty, the problem must not be ignored with platitudes and indiscriminate passing from one grade to another. Rather, the school, the student and the parents must work together to address the difficulty as early as possible before moving on to other areas. A new attitude of excellence will make a tremendous difference in the way students and teachers feel about their schools.

#### Recommendation 15

The committee recommends that the Department of Education, Culture and Employment adopt a focus on excellence as the fundamental principle of the educational system and implement a plan by the 1994-95 school year to monitor the achievement of northern students and to continually strive to help northern students achieve excellence in their studies.

#### Standardized Testing

Again, we were glad to hear the positive response by the Minister's statement today to the results of standardized testing. In recent standardized achievement tests administered across the country, students from the NWT generally scored the lowest. These are unfortunate results. The committee is concerned not only by the results themselves but even more so by the reaction to those results. The reaction to a poor performance in standard tests should not be defensive. Rather, attention should be focused on developing ways and means to help our students achieve as well as or even better than other Canadian youth. As I said, the Minister's statement today is living up to the principle that we recommended.

One of the more undesirable spin-off effects of these results is that they imply to educators across the country that, for example, an NWT grade 12 diploma isn't as valuable as a grade 12 diploma awarded elsewhere. Committee Members believe that if education we provide our youth isn't portable, it isn't very valuable. It means that we are preparing our students only for life in their home communities but not for life in Canada and in the world. This is not acceptable.

So, when these tests tell us our students are behind their fellow Canadians, we shouldn't point fingers or try to lay blame. What we should do is sit down and say, "How can we improve? What do we have to do?" And then we should do it.

#### Recommendation 16

The committee recommends that the Department of Education, Culture and Employment make a commitment to undertake the following:

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-To continue to participate in standardized testing and examine the results of the tests;

-To objectively compare northern students to the national average and determine the reason for any significant differences; and,

-To develop strategies to help students achieve at levels comparable to other students in Canada.

Further, the committee recommends that the department respond to the Standing Committee on Finance with an analysis and initial strategy by January 1, 1995.

#### Video Production

A recommendation which covers the need to provide a cost-benefit analysis for in-house video production is contained in the Executive section of this report, under the Financial Management Board Secretariat. I would like to thank the Minister for providing a briefing, in coordination with the Department of Renewable Resources in the area of video production. The committee is still analysing the results of that briefing and will report to the House when we have finalized our recommendations.

#### "Stay In School"

The committee is glad to see that the department has implemented a community-based "stay in school" strategy. The education of today's northern youth is critical to the future of the north and any strategy that is effective in convincing young northerners to stay in school and complete their education is a worthwhile one. We encourage the department to continue developing this strategy and incorporate measures by which its success can be gauged.

#### Day Cares And Schools



In keeping with the department's "stay in school" strategy, the committee was glad to hear about the department's plans to incorporate day care spaces into schools. Not only will this give young mothers a chance to attend school without major inconvenience to their children, it could also provide the opportunity for schools to teach courses in parenting skills. Opportunities to learn parenting skills could be available both to young mothers and fathers, as well as to other youth who should be prepared for eventual parenthood.

Committee Members do suggest, however, that the department avoid disrupting existing community day care facilities. Where possible, day care spaces should be developed with the cooperation of existing facilities. If the opening of a school day care would cause the closing of a community day care, then alternate arrangements should be developed. The committee encourages the department to be flexible and innovative in this important area.

That completes the report of the Standing Committee on Finance on the Department of Education, Culture and Employment. I am prepared to move motions. The chairman is prepared to allow me to move motions. Thank you.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne, for a well detailed introductory report on behalf of the Standing Committee on Finance. With regards to Mr. Ballantyne's request for motions, do we have the concurrence of the committee that Mr. Ballantyne will get into the motions? Do we have a quorum? We will proceed. Agreed?

**SOME HON. MEMBERS:**

Agreed.

---Agreed

**CHAIRMAN (Mr. Ningark):**

Thank you. Proceed, Mr. Ballantyne.

Committee Motion 10-12(5): To Adopt Recommendation 11, Carried

**MR. BALLANTYNE:**

Thank you, Mr. Chairman. With regard to recommendation 11, I move that the committee recommends that the Department of Education,

Culture and Employment, in cooperation with the Departments of Social Services, Justice and Health, examine the "partners for youth" model and implement pilot projects based on that model in one school in each region for the 1994-95 school year.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. Your motion is in order. To the motion. We don't have a quorum here, so we will ring the bell. Thank you. The motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

Mr. Ballantyne, your other motions.

Committee Motion 11-12(5): To Adopt Recommendation 12, Carried

**MR. BALLANTYNE:**

Thank you, Mr. Chairman. With regards to recommendation 12, I move that the committee recommends that the government commit to allocating sufficient resources to the Department of Education, Culture and Employment for the 1994-95 school year to meet the special needs of northern students.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. The motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

Question has been called. All those in favour? All those opposed? All those abstaining? Motion is carried.

---Carried

Mr. Ballantyne.

Committee Motion 12-12(5): To Adopt  
Recommendation 13, Carried

**MR. BALLANTYNE:**

Thank you. With regard to recommendation 13, I move that the committee recommends that the funding formula for campuses of Arctic College be designed to encourage innovation and success in attracting third-party funding.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. The motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

Proceed, Mr. Ballantyne.

Committee Motion 13-12(5): To Adopt  
Recommendation 14, Carried

**MR. BALLANTYNE:**

With regard to recommendation 14, I move that the committee recommends that the Department of Education, Culture and Employment provide a detailed report on the anticipated impact on programs of the reduced 1994-95 budget allocation to the department. The committee further recommends that this report be provided prior to the department's main estimates being considered in the committee of the whole.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. The motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

Question has been called. All those in favour? All those opposed? All those abstaining? The motion is carried.

---Carried

Mr. Ballantyne.

Committee Motion 14-12(5): To Adopt  
Recommendation 15, Carried

**MR. BALLANTYNE:**

Thank you, Mr. Chairman. With regard to recommendation 15, I move that the committee recommends that the Department of Education, Culture and Employment adopt a focus on excellence as the fundamental principle of the educational system, and implement a plan by the 1994-95 school year to monitor the achievement of northern students and to continually strive to help northern students achieve excellence in their studies.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. The motion is in order. To the motion. Mr. Gargan.

**MR. GARGAN:**

Thank you, Mr. Chairman. Does this adopted focus of excellence as a fundamental principle mean that we

are looking at changing the focus in the communities from general education to academic education?

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Gargan. Mr. Ballantyne, would you provide clarification for Mr. Gargan?

**MR. BALLANTYNE:**

The philosophy being expressed here, I am not sure it can be expressed in those specifics. Basically, what we are saying is that, throughout the whole education system, whether it is the bureaucrats, the teachers, the politicians, the families or the students; one, students are aware of the choices that are available to them; and, two, they are given the tools necessary to pursue those choices. If it is the case that a student knows that they have an opportunity, they would like to be a doctor, then they have to know that the school system will give them the tools so that when they get into university, they will be able to go through successfully. If they decide they want to be a

carpenter, the school system will also provide them that background. Whatever the students want, they have to have the full support of the system. We are not asking for anything inferior here. If they are going to be a carpenter, they are going to be one of the best carpenters in the country. If they are going to be a lawyer, they are going to be one of the best lawyers in the country. If they decide to work in Japan, they are not blocked because of something we didn't give them.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. The honourable Member for Deh Cho.

**MR. GARGAN:**

Thank you, Mr. Chairman. In order for us to do that, then, we have to be able to say we are going to create the best lawyers and the best educated carpenters, then we have to adopt a principle or focus of principle of excellence based on academic education as opposed to general education. In other words, Mr. Chairman, it is fine and dandy to say the things that we want to say, but when we have communities like Fort Providence implementing general education and Yellowknife having academic education, that gives the wide variety of choice and in Fort Providence it limits their choice, I don't see that as a basis for this focus. It is either academic education across the north, in order to achieve that, or none. I say right now that the focus should be that we have to change the schools. I have a son who is in general education in Fort Providence. I don't know what they call it over here. I also have students who are going to Fort Simpson and to Yellowknife for education in grade 10. But what makes them any different than my son in Fort Providence? I say that the only difference is in Fort Providence they are giving general education which really limits their options. Other students are given the opportunities. Maybe it is because he is not as bright, or maybe it is because he is the MLA's son, that he has been given no preference, but I say there is a double standard.

If we are going to change anything, we have to change it so teachers know what they are expected to achieve at the end of each school year. So they can say all of these students are advancing to the next grade level in the academic education area, not grade 10 education, or whatever it means. I really don't know what it means when you say you adopt and focus on excellence as a fundamental principle of the education system. Should we focus a lot on the gifted

students to do their part and try to advance them as much as possible so they

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could go to Japan and the rest stay home? I don't really know what it means. I think that should be clarified.

**CHAIRMAN (Mr. Ningark):**

Thank you. The honourable Member for Yellowknife North, Mr. Ballantyne.

**MR. BALLANTYNE:**

The Member raises good points. I think it is important that out of recommendations like this, comes a full debate. The Member is totally right. The concept of excellence may differ from person to person. What the committee was saying was that no individual in the Northwest Territories should be held back because of deficiencies in the school system. If a student, anywhere, wants the opportunity for an academic education, they should have that opportunity, exactly. In all parts of the system, we don't want it any longer said that it is just enough to pass. It has to be good education and it means that each student has the potential to live up to their capabilities. The concern expressed by Mr. Gargan is sometimes that doesn't happen now because some kids are streamed in a system which dead ends them, which causes frustration.

We are saying re-evaluate the whole system to make sure that no student is left behind because of problems in the system, that everyone can achieve their potential. We are trying to educate the kids in the Northwest Territories to an equal level to anywhere else in the world. We can ask nothing less than that. If you don't shoot for that, we will end up with a workforce which won't be able to compete with the rest of the world and that is going to be a big problem in the future.

**CHAIRMAN (Mr. Ningark):**

Thank you. To the motion. Mr. Gargan.

**MR. GARGAN:**

Yes, again, reference has been made that we shouldn't hold students back who are gifted in certain areas. But my point is the achievement is so average or low, we don't expect more of those kids. Those

who go beyond that average, whether it is 60 per cent or 70 per cent, then they are considered gifted.

I am suggesting the kind of education that is given in the communities is not 100 per cent in the first place. So how do you expect a child who has an IQ of 150...It would be obvious even for a child who has an IQ of 90, that the level of education we have doesn't achieve what it should. We shouldn't hold back the students. But I think we have to expect a higher degree of education. It is not happening. If we keep it at the same level now, then we still don't achieve anything for bringing up the standards. Mr. Ballantyne already said we were one of the lowest. It has been said in the papers that the Northwest Territories is one of the lowest and out of 15 students, only two of the students of the 15 brightest students, actually make the national tests they are given.

It is not only trying to advance people who are highly intellectual to move forward, but all of the students could be highly intellectual if we design the programs for them to achieve that. That is not the way things are right now. I don't know if I can support a motion that suggests that only the bright students advance and the rest...

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Gargan. The honourable Member for Yellowknife North, Mr. Ballantyne.

**MR. BALLANTYNE:**

Mr. Gargan's points are good. I think somewhere along the line we are going to have a full debate on education, in this House. This recommendation is an attempt to deal, specifically, with what Mr. Gargan is saying. It is to raise the whole level overall. We are not just talking about a few people at the top. So then every student has an opportunity for an excellent education. I am sorry if my words lead Mr. Gargan to believe I was talking about a few gifted students, we are not talking about that. We are talking about raising the overall level of the whole education system. Excellence has to be the underlying force behind raising it higher, where everybody sees that the whole system has to improve to a higher level. I hope that helps clarify. Thank you, Mr. Chairman.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. The honourable Member for Deh Cho, Mr. Gargan.

**MR. GARGAN:**

Thank you, Mr. Chairman. Let me see if this is the way this motion reads. It says, "...Adopt a focus of excellence as a fundamental principle of the educational system, and implement a plan by the 1994-95 school year to monitor the achievement of northern students and to continually strive to help northern students achieve excellence in their studies." Isn't it premature to make that kind of a statement? The level right now is so low that it still targets certain groups to go beyond that level, anyway. Should we actually be making a motion to say that we need to bring up the level so we don't have this double standard? I have already used my own constituency as an example. We have kids going to high school in Fort Simpson, kids going to high school here and kids going to high school in Fort Providence. Why are we sending them to these different places and for what reason? To achieve excellence, or is it done on the basis of merit, or the basis of who you know in the educational system or is it based on favouritism by students and teachers? That doesn't address the issue itself. I like students striving towards excellence, but if it is at the detriment of other students, which I think it suggests here, I can't, in all honesty, support something like this. The way I read it might be interpreted differently by Mr. Ballantyne, but that is the way I am reading it, and I might need some help here from someone. A legal person might be able to explain it a lot better. I am hearing something here and I am getting other messages.

**CHAIRMAN (Mr. Ningark):**

Thank you. I guess the definition of the term "northern student" implies all students in the NWT. Mr. Dent.

**MR. DENT:**

Thank you, Mr. Chairman. I think it is important that we talk about this kind of thing in the House, and I think, having been a Member of the Standing Committee on Finance, my understanding of this motion is not that it intends to focus on only those people who are at the top end of the intelligence scale.

Concern among Members was that, too often, when questions were asked of the department, the response was, "We are getting this many people to do this, we have got this many people in school now and this is the proportion of people who are graduating". What we were saying is that all along, we didn't see or didn't hear, from people in the department, a focus on doing their job better than anyone else. We want the

people who are educating children in the north to do the job

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better than anyone else. We want them to be excellent as educators. We want the focus of the department to be on excellence. We want the department itself to say, we can do this better than anyone else. That was the intent, more than anything else, of this motion. Rather than saying, we are going to do things because it is going to keep more people in school, we want people to be proud of the system of education we have here and to work hard at ensuring that the best possible education is being delivered to the people who are enrolled in the system.

There was no intent, from anybody on the Standing Committee on Finance, to suggest that we should target gifted children and do anything special. That was not at all the intent of this motion. The intent is to say, let's make sure that everybody who is working at providing education to children are doing their absolute best to make sure that our system is excellent. Let's make sure that we are trying to tell the kids who are involved in the system that excellence is what we are after. Let's make sure that we are supporting their best efforts to excel, no matter what their areas of excellence are. Let's get people confident, assured and working their best in the educational field. This was not intended at all to say that we should single out one specific group and provide special resources to them.

This was an overall recommendation that everybody should concentrate on doing the best possible job. The goal shouldn't be just to keep people in school. It should be to make sure that they are achieving something by staying in school, that we are getting graduates.

**CHAIRMAN (Mr. Ningark):**

Thank you. To the motion. Mr. Antoine.

**MR. ANTOINE:**

Thank you, Mr. Chairman. This motion is not to focus on one specific area or one community or one specific group. It is to focus on the whole north. In the Standing Committee on Finance, we look at the total budget, including this department, with that in mind.

Over the years, we hear the different problems that Members have in the communities, such as what Mr.

Gargan has brought forward, specifically, and the idea is to try and address those kinds of problems. We know that there is a strategic plan in the works at the department.

We, as a committee, wanted to focus on philosophy for the education in our schools in the whole north. We are making this motion, or recommendation of motion, saying that there has to be excellence in the whole educational system. Let's all in the north here, with the Legislative Assembly, give direction to the Department of Education to emphasize the philosophy of excellence in our schools, for our children. That is what we are basically saying. It is not focused on one area or another.

I want to add further that this year, this Department is asking for \$212.547 million. A major part of it is going to the schools, to the education of our children. Whenever a person goes and spends that kind of money, you want to see a return. You want to see what you are buying or what you are paying for. This is the biggest budget of any department of the government, I think, and we want to know, what is the return? We put that much money into this whole department. The results should be graduates. Of all students entering school, graduates should be the final results, and we are not getting them. Why are we not getting these results? This motion is an attempt to try to address it.

We are saying that we have to focus on a philosophy of excellence in the school. Perhaps if we do that, it might help in trying to achieve our goals of providing good education to everybody in the north, all the students who are in the schools. For me, as a Member of the Standing Committee on Finance, during our discussions, that is what the intent of the motion is. Thank you, Mr. Chairman.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Antoine. To the motion. The honourable Member for Deh Cho, Mr. Gargan.

**MR. GARGAN:**

Thank you, Mr. Chairman. I understand the intent of the motion is to focus on the principle of excellence within the educational system and to monitor the achievements of northern students, to continually strive to ensure northern students achieve excellence in their studies. I have no problem with that philosophy but I have real problems with the level of that philosophy, if that is what you are going to call it,

because, Mr. Chairman, perhaps in a community the size of Fort Providence, that level of excellence is not at the same kind of level that you will see in Yellowknife.

So we can talk about philosophy all we want, but if we don't change that level of excellence, then all the philosophies in the world won't achieve that. I think that my whole point is that I know the intent of the motion. In Fort Providence, that level of excellence is okay for Fort Providence. In Yellowknife, it is okay for that level to be achieved by the students in Yellowknife. In Fort Simpson, it is different. In Inuvik, perhaps it is different. In the High Arctic, maybe a whole different level is expected over there. It's a good message, but I think what we have to look at is right now there's a message that, as far as northern students go, they are not the best in Canada. At the same time, we are paying the best salaries of anywhere in Canada for teachers. For that kind of money, we should be getting our money's worth, but we're not. Even though there's a high level being spent, very little is being allocated to programs. A major portion of that goes towards teachers' salaries, their two paid trips and everything else.

I know what the intent of the motion is. But the same thing happens every year. After students achieve a certain amount of excellence, we send them to Fort Simpson or Yellowknife. Or, maybe they stay in the community. What I'm saying, Mr. Chairman, is if we're going to focus on anything, we should be focusing on bringing the level of education standards up so our students can do a bit better when we have another national test.

They chose some of the top students to take the tests. Perhaps we should be sending other messages out, asking that they do tests, maybe in Fort Simpson, Fort Providence and Hall Beach of the same level to find out if the level would go even further down.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Gargan. To the principle of the motion, Mr. Pudluk.

**AN HON. MEMBER:**

Question.

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**CHAIRMAN (Mr. Ningark):**

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

The honourable Member for Yellowknife North, you have the floor.

**MR. BALLANTYNE:**

Thank you, Mr. Chairman. I think the discussion was very useful to everybody.

Committee Motion 15-12(5): To Adopt Recommendation 16, Carried

I move that the committee recommends that the Department of Education, Culture and Employment make a commitment to undertake the following:

-To continue to participate in standardized testing and examine the results of the tests;

-To objectively compare northern students to the national average and determine the reason for any significant differences; and,

-To develop strategies to help students achieve at levels comparable to other students in Canada.

Further, the committee recommends that the department respond to the Standing Committee on Finance with an analysis and initial strategy by January 1, 1995.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Ballantyne. Recommendation number 16 as a motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**CHAIRMAN (Mr. Ningark):**

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

Mr. Ballantyne.

**MR. BALLANTYNE:**

Thank you, Mr. Chairman. That concludes the recommendations from the Standing Committee on

Finance for the Department of Education, Culture and Employment. The wish of the committee is to move to the discussion paper Towards a Strategy to 2010.

**CHAIRMAN (Mr. Ningark):**

Mr. Ballantyne, I didn't get the first part of your comment. You are suggesting that we go on to Towards a Strategy to 2010? Is that what you are asking? Do we have the concurrence of the committee of the whole that we go into discussion of the document Towards a Strategy to 2010?

**SOME HON. MEMBERS:**

Agreed.

---Agreed

Tabled Document 3-12(5): Towards a Strategy to 2010: A Discussion Paper

**CHAIRMAN (Mr. Ningark):**

Thank you. Do we have the document somewhere? Mr. Minister, I believe you will lead off the discussion on this.

**HON. RICHARD NERYSOO:**

Mr. Chairman, can I ask that the Sergeant-at-Arms bring in the deputy Minister and Ms. Helen Balanoff, to be part of the discussion? I will be making introductory remarks, but if I could ask them to be at the witness table to go through the documentation?

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Minister. Do we have the blessing of the committee of the whole that the Minister bring in the witnesses?

**SOME HON. MEMBERS:**

Agreed.

---Agreed

**CHAIRMAN (Mr. Ningark):**

Thank you. Sergeant-at-Arms, bring in the witnesses, please. Thank you. Mr. Minister, for the record, it is the practice of the House for you to introduce the witnesses.

Introductory Remarks

**HON. RICHARD NERYSOO:**

Thank you. While it is normal that I introduce the deputy minister first, I want to introduce first the person who has been the most important in the discussions and the development of the strategic plan and the discussion documentation and that is, on my right, Ms. Helen Balanoff. On my left is the deputy Minister, Hal Gerein. I noted, Mr. Chairman, with interest, the comments that have been made by the standing committee about how it sometimes seems that the department is a bit resistant or hesitant to consider change.

I would like to say, Mr. Chairman, that that's not really the case. Those comments are not really reflective of the kinds of changes and kinds of initiatives that have been undertaken by the department during the past year, at least since Minister Allooloo and Minister Arvaluk.

**AN HON. MEMBER:**

(Microphone turned off)

**CHAIRMAN (Mr. Ningark):**

Proceed.

**HON. RICHARD NERYSOO:**

Thank you. That is the case. I know that there have been criticisms about the slowness of the strategic plan, but the fact is that no change can be undertaken without those partners who are an integral part of the process and who are part of the consultation process. They include the students, parents and the boards, that in fact manage on our behalf educational program delivery in our regions and generally in our communities.

The interesting part about the strategic plan and the discussions that have led to this is that we, in fact, concluded the mandate established by the Special Committee on Education some 11 years ago. We had undertaken that initiative to lay out new directions to respond to the ever-changing economy, technologies and requirements that have

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been placed on us by students and even by Members of this Assembly the need for us to change, to respond to the new circumstances that exist today. Not without recognizing us, Mr. Gargan earlier pointed out, the need for us to make certain that all of our

students receive the same quality of education in every community. That is absolutely important and essential for us to be successful in our ability to deliver educational programs and services to our children.

All of us here in this House have had some personal experiences mainly because we are parents. Some becoming new parents will recognize the importance of education, no matter where it is provided. I have to commend all those who have been part of the development of the strategy or the discussion document to this date, because the fact is that we have not gotten to the point that we can say there is a strategy document that we can all see and all suggest is going to be the direction. We have asked for discussions and input from our elected leadership, our community leaders, our students, our educational leaders, our educational managers, the school boards, divisional boards, to give us ideas about how they see the educational system developing and improving so that we can respond to the educational requirements.

**CHAIRMAN (Mr. Ningark):**

Mr. Whitford.

**MR. WHITFORD:**

Mr. Chairman, this is important stuff that we are hearing from the Minister and there are only about four or five people in here. Perhaps there is a reason for no one being in here, but if we place a great deal of emphasis on education, and the Minister and his staff are here to brief us on it, we should have a few more people in here. I wonder if we can sound the bells or take a break.

**CHAIRMAN (Mr. Ningark):**

Thank you. What is the wish of the committee? Do you want to take a break? There is no quorum here so we will ring the bell. Thank you, Mr. Whitford. That was very thoughtful of you. Mr. Minister, would you like to continue with the opening remarks?

**HON. RICHARD NERYSOO:**

Thank you, Mr. Chairman. I was trying to point out that all of us really understand the need for us to change, to respond to the needs of our children, particularly as it applies to educational programs and services. We all understand the value of them. I think, despite some of the criticisms that may be directed toward us, I have always been open to the

concept of consultation and change. But, consultation takes time and it requires a certain amount of patience in order for us to do the work properly.

Change for the sake of change is not good enough. Change to improve the services and the programs is what we are all about, and we should all be encouraging. We need to change to have our programs more responsive to the needs of our children. We have to make changes so that our educational system provides for an opportunity for our young people to participate in a global economy, not only within our communities, but have the opportunity of going out of this territory to be seen as an equal to every other graduate of a high school or every graduate of a college program. I think that is absolutely necessary.

It is interesting, but our fundamental changes or reviews that have gone on, there are some changes that have occurred -- changes that have been led by former Ministers like Mr. Patterson, Mr. Kakfwi, Mr. Allooloo and Mr. Arvaluk -- all of which have resulted in more public control of education, more cultural and language programming, more aboriginal staff in our schools, more students accessing educational programs and also a flourishing college system.

In some cases, we should stand tall and be proud of the accomplishments of our institutions. We don't always recognize that we are one of ten institutions in North America that has a renewable resource technology program that is recognized as one of the ten best in North America. We don't promote it, but the simple fact is that it is a reality. We should stand tall when we see a situation like Arviat occur when more high school students graduate. It is as a result of community and business support that we receive an award presented to us by the Conference Board of Canada.

Those are small things, but they are big in terms of how we continue to promote our educational system. I admit to you that we are not at a level where we can all say that all the programming that we are offering in our communities is at an equal level or at comparable levels, but that is not without trying and that is not without a need for all of us, including the department and myself as Minister, to continue to encourage change and improvements to our programs and services, including our delivery systems.

I also wanted to say to the Standing Committee on Finance that I appreciate your support. I appreciate your concern. I appreciate the priority that you have



given education. I think that we -- if we truly believe that we can work together and provide clear and constructive advice and have a dialogue, not only in this Assembly, but with our communities -- can change and bring about change to respond to the needs and requirements that we all have for educational programs.

In concluding, Mr. Chairman, I wanted to say again that for the general presentation on the document itself, *Towards a Strategy to 2010: A Discussion Paper*, I will ask Helen Balanoff to make the presentation and if there is need for additional response, Hal Gerein, the deputy minister, Ms. Balanoff and myself will respond to some of the questions as a result of the information provided to you. Thank you very much, Mr. Chairman.

**CHAIRMAN (Mr. Ningark):**

Thank you. Ms. Balanoff and Mr. Gerein, welcome to the committee. Ms. Balanoff, you may proceed.

Presentation On Tabled Document 3-12(5)

**MS. BALANOFF:**

Thank you, Mr. Chairman. As most of you probably know, we began the development of the strategy just over a year ago. We started by reviewing different reports and studies on the various programs and services in the department. We also asked people for some information and general direction in terms of our programs and services. From the information we gathered, we developed the discussion paper. The discussion paper is still at a general level. But that is not what we are anticipating for the strategy. The strategy will be more detailed. It is a long-term strategy. It will have priorities, cost-implications, time lines and those kinds of things

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in the strategy. We are looking at it as a guide for investment of the future in our programs and services.

I am going to start by talking about some of the factors in the world around us that are impacting on the programs and services in the department and look at the implications of these factors for our programs and services, then look at the general directions that we are proposing for each program area, coming out of those.

All of the departments in government are impacted by many of those factors, but we need to look at them in

terms of our employment programs, our cultural programs and our education programs. Those are things like: the growing population; the culture and language situation in the NWT; the context that our programs and services are offered in; the health and social needs of the people in the NWT; the political and constitutional development, which is taking place all around us; the economy and the labour market; and, the financial environment.

In terms of the population, the population here is growing much faster than elsewhere in Canada. Our birthrate is about double the national average. Our population graph shows the projections to the year 2010. We have looked at those projections east and west. As you can see, the population is growing at a fast rate.

In terms of the age of the population, the NWT has a very young population. Children under 15 make up about one-third of the population, although that varies from place to place and community to community. In some Inuit communities, we see one-third of the population who are preschool age, one-third of the population who are school age and then one-third of the population who are adults. For a department responsible for programs like day care and for the school system, that obviously has a significant impact on the future needs that we have to be able to meet. The projections are that this kind of breakdown of the population, the age of the population, will continue into the next century.

That translates into a large increase in school enrolments. The enrolment in the school system is growing by about four per cent a year. That is cumulative. So you will see that by the year 2010, the school population will almost have doubled from what it is now. So in 15 years, it will be almost double. In some Inuit communities, there are 50 babies born a year. That is roughly two and a half classes of children. So that is the kind of growth we are seeing within the school system. This makes us different from most other jurisdictions in Canada because in most other jurisdictions, the enrolment in the school system is declining.

There are also spin-off factors from the increased enrolment. Obviously, we need larger numbers of teachers and, in terms of staff housing, there are needs there also. Our costs follow a similar kind of pattern. As our school enrolment increases, so too do our costs. We expect, in fact, that at today's rate of spending, our budget will double by the year 2005.

We do have many more students now reaching grades ten, 11 and 12 than we have had in the past. In the past, we had a fairly steady rate of participation, just over 40 per cent in high school programs. In three years, between 1988 and 1991, participation in high school programs, enrolment in high school programs, increased by 72 per cent. That is beginning to take us close to the national participation rate. In graph five, you can actually see that our participation rate is now close to 80 per cent. The national participation rate is around 92 per cent.

The higher participation rate coincides largely with the extension of grades in communities and also with some of the fundamental changes we have seen within the education system, since the Special Committee on Education. It takes a long time for change to be seen within the education system and we are beginning now to see the effects of some of those fundamental changes.

The higher participation rate is one of the critical steps in improving the outcomes of the educational system that were referred to earlier. We are expecting that this wave, in terms of student participation, and this level of student participation will continue. We are already beginning to see the impact of this on our adult education and training programs. Within Arctic College, in three years, we saw an increase of 68 per cent in full-time students. What will happen is that as these students move through the school system, then obviously that wave will continue into Arctic College.

I said before that as our enrolment and participation increases, our needs and costs increase, also. We have conducted a 20 year needs assessment of capital. You can see that we have a shortfall in terms of the needs of the department and the five year capital budget. The capital needs assessment, in fact, probably should be higher than this because we are now doing a needs assessment on Arctic College and on the student accommodation. So that will probably increase the level of capital needs. The needs of the school system are largely driving our capital needs.

In terms of the language of the population, there are significant differences in the use of the languages. This has implications for programs and services and for planning for language programs. Between 1986 and 1991, English increased as the language of use at home. Inuktitut and Gwich'in and a percentage of people who said Inuktitut and Gwich'in was their mother tongue, increased slightly, but is not reflected in use at home. We've put considerable effort into

language programs and services and what we need to do is take a look at how we can effectively deliver these language programs and services to meet the aspirations of the people in the communities. There are obviously policy implications for programs and services from the status of the languages and from the use of the languages.

In terms of health and social needs, I think the Special Committee on Health and Social Services talked eloquently about the incidence of various health and social problems in the north including inadequate housing, sexual abuse, alcohol abuse, and so on. These health and social problems are reflected in the needs of students within the school system and within the adult system. They also have an impact on student success. Just to give you an idea of how this is reflected in the school system, I'll talk a little bit about some of our findings from the studies that have been done within the department and which are supported by other studies.

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Recent research by the department indicates that the incidence of students who need additional support within the school system is around 30 per cent. That's about 50 to 100 per cent higher than places elsewhere in Canada. Other studies, such as that done by the Kitikmeot health board substantiate these kinds of findings. When we first introduced the concept of integration and support for children in 1985, there was no way of measuring the incidence of students who needed additional support so we used a national average of 15 per cent. You can see that now we're estimating that incidence to be higher.

When we introduced that concept, we projected that we would need \$11 million in order to be able to provide support to students. Today, the budget for support for students has increased to \$9 million. It has grown significantly, but it is still short of the \$11 million which was projected, and that projection was based on an incidence of 15 per cent. We are probably, in fact, supporting an incidence of around 12 per cent. During that time, too, the student population has increased and of course inflation is a factor as well.

We believe that means there needs to be an increase in terms of prevention and early intervention programs and there needs to be cooperation among parents and other agencies, organizations and departments, to be able to meet some of these needs. These needs are beyond educational needs.

In terms of political and constitutional development, we are already seeing major changes in this area. This, obviously, has to be one of the factors in our strategy because we have to be able to support the development of two new territories. From a planning point of view, this will probably be a large part of our work over the next few years. We also have a direct involvement in political and constitutional development because of our involvement in training and in supporting the training of claimant groups.

We're not quite sure what's going to happen in terms of the economy in the future. There is the potential for major resource development and some additional jobs, but even without resource development there is still the opportunity for employment growth among northern people. Employment has been growing steadily for the last 20 years and every year there are about 3,000 or 4,000 people who leave their jobs, who retire, et cetera. There are new jobs with the creation of Nunavut and there is also some potential for small business development. Obviously, we have to look at what those areas are in order to determine the training programs that we need to put into place.

There is a close relationship between education and employment. The employment rate increases with each grade level that people attain. So, obviously, education is key in terms of people's employment. Within the NWT at this point in time, about 70 per cent of the jobs require people to have a high school diploma or certificate or a university degree. Human Resources Development Canada has indicated that about 50 per cent of the new jobs in the future will require people to have 13 to 17 years of education. There is also a relationship between education, employment and income.

Aboriginal people make up about 56 per cent of the people in the Northwest Territories, but they hold less than one-third of the jobs and they earn less than one-third of the income. However, between 1985 and 1989, their share of employment increased from 34 per cent to 38 per cent. There are jobs in communities that many people can access if they have the required education levels, for example, teaching. Schools are often one of the largest employers in the communities. Nursing is another area, and there were references to the nursing strategy. Obviously, one of the keys is to help people to continue to access jobs that already exist in communities.

In terms of the finances, I think we are only too well aware of what the fiscal environment is that we're

living in. We're living in a time of scarce resources and, obviously, that gives us some concern in terms of being able to meet the needs we're projecting in the future. We have to rethink how it is that we're providing programs and services and how we make them more effective, economical and more efficient.

Basically, the trends that we've looked at are the trends that will continue in the future. We can expect change to continue. We can expect the demand and the needs to continue growing and we can expect to see that reflected in our spending. There will continue to be urgency around language and cultural issues. We will continue to see the impact of health and social needs on people within our programs. People need and want higher levels of education and we can expect scarce resources to continue.

Within that framework, then, we looked at what our approach should be and what our proposals should be in terms of developing a strategy for our programs and services. We basically developed a three-pronged approach. One was strengthening partnerships. The second part of that was to look at the individual programs and services and to look at how we could improve those individual programs and services and make them as responsive as possible to people's needs. The third part was to manage our resources so that we can actually meet these needs.

We broke our programs and services down into five major areas but we also looked across the department at the kinds of approaches that could be used in all our programs and services. One of our general directions is increased community control and increased planning at the community level for programs and services. One of our other parts of that approach is to look at our relationship with different partners to be aware of how those partnerships are changing, for example, with claimant groups, and to wherever possible, change our role to support those changing relationships.

In terms of improving our programs and services, we are looking at a focus on standards. I think that is particularly true within the education system. We had some discussion on that.

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We also need to be innovative. The Northwest Territories has many advantages and many problems in terms of delivery of programs and services. However, because we are fairly small, our response time can be fairly fast and we can be innovative. We

can look at a range of different models. Another area in terms of improving our programs and services is to continue to improve access, to break down some of the barriers, either barriers to people learning or barriers to people participating in the workforce.

In terms of resources for the department as a whole, the focus is on integrating the programs and services that we have, and, as a result of consolidation, we have programs and services that came from a number of different departments. There is some overlap in duplication. Obviously, we can remove that and make our programs and services more streamlined.

To improve our cost-effectiveness, we are looking at things such as block funding for capital, for example, multi-use facilities within communities, so that there is more flexibility in terms of people being able to use the money and being able to meet the needs.

We have broken our programs and services into five major areas: culture, early childhood programs, the school system, education and training for adults, and information networks. I will briefly tell you what we are proposing in these areas.

In the area of culture, many of our programs and services already have a community base, but we are proposing that we increase that community base and that there be increased planning for culture and language programs at the community level, increased ownership at the community level for the language programs and services. We believe that these programs and services need to flow from the communities. We also believe that the programs and services need to be based on the status of the language. We also believe that, across our programs and services, we need to increase the emphasis on traditional knowledge, whether it is within the school system or within museum programs or whatever - traditional knowledge, in terms of the content of the program, in terms of the approach to the program, whether it be in a building or on the land and in terms of the kinds of skills that our staff have. For example, there may be a partnership arrangement between an archaeologist and an elder so that you have western scientific knowledge matched with traditional knowledge. We also believe that language services should be based at the community level and that it needs the support of interpreter/translator certification to provide the kind of support that is needed and to ensure that the standards are acceptable standards.

In terms of resources for cultural programs and services, we are looking at improved coordination and simplified administration of language programs and services. We know that it is sometimes difficult for people to access cultural programs and services or they may have to go to several different programs to access support and funding.

For early childhood education, we are proposing that there needs to be an emphasis in this area. There is ample evidence to suggest that the impact of early childhood education is significant in terms of student success. We have focused at the top end of the school, at the high school levels, and those are important, but we believe that we also need to look at the other end of the scale and to make early childhood programs an integral part of the education system.

We are also looking at different kinds of models that will help improve access. The Special Committee on Health and Social Services noted the Pelly Bay early intervention program as a model and we believe that is a very important model of cooperative services. It was a cooperative effort amongst the Departments of Education, Culture and Employment, Health and Social Services. We believe that is only one model. There are many other models that can be looked at. For example, language nests are another area where we can introduce the concept of culture-based and language-based early childhood programs.

At this point in time, access to early childhood programs and/or to day care programs tends to be better in the larger communities than the smaller communities. We believe that a range of models will help increase access to these programs. The other area that we think is important in this area is the introduction of day care programs in schools because it does have three elements: it provides an early start for children; it also provides parenting skills and high school credits for their parents; and it improves access to high school for parents.

We also have to create better links with the school system and also with federal initiatives, such as Brighter Futures or the head start program for aboriginal people that was announced this week. We also are proposing that we take a look at more cost-shared programs, whether they are cost-shared between the school and other people or whether they are cost-shared between business and the day care. That will be an avenue to explore.

For schools, the Minister indicated that we had made progress in many areas. Over the last few years, there have been some fundamental changes within the school system. We believe that, now, it is important to look at more community control, to look at more planning at the community level where parents, community people, staff, students themselves and other community agencies and organizations are involved in developing a shared vision for the children in their community. We have some examples of where that has been done and has been successful, for example, the program in Arviat.

We also believe that we have to deal with the issue of accountability. Everyone across Canada, not just in the Northwest Territories, is asking for increased accountability and better reporting within the school system. We have to make a greater effort to demonstrate that the school system is being effective and that our students are achieving. That is one of the proposals in here, which is to develop a comprehensive system of accountability within the school system. There are many parts of that system already in place, but we have to try and make it a comprehensive whole.

In terms of improving programs in the school system, we are proposing that there be a focus on quality and excellence. There are really four factors in terms of quality and excellence: what children learn; the skills of the teachers who teach them; the kind of support that we provide to children in terms of their learning; and the monitoring and evaluation to make sure that we are getting the results that we expect. We are proposing to

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look at all of those areas. We have NWT curriculum from kindergarten to grade nine, and we use Alberta curriculum mostly for grades ten to 12. However, we are proposing that we provide increased support in terms of developing and delivering programs at the classroom level including aboriginal language programs.

We talked a little bit about student support and some of the issues around that area. There are three major factors in that area that we think we can address: we need to look at the dollars that we have for student support; we need to increase our emphasis on training for teachers to help them to support the students in the school system; and we need to create links with other departments, and there has already

been an interdepartmental protocol signed in terms of cooperatively developing social programs.

We already have a teacher training strategy. Our goal is to have 50 per cent of our teachers aboriginal by the year 2000. That strategy will obviously become part of the larger department strategy, and we are already seeing the results of the new community teacher education programs, and we heard some of the figures around that.

Monitoring and evaluating programs and services obviously fits in terms of accountability.

Technology is going to change the nature of the school system and the nature of the adult education and training programs. It helps give people better access to programs and services so that students who are in smaller communities have a broad range of programs and services that they can participate in.

We also are proposing that we create stronger links between all the parts of the education system, between the school system and the education and training system for adults and Arctic College as well as work.

We believe that improved planning at all levels of the school system will help us in some way to deal with our resource situation. We are planning now at the department level. Divisional boards and school boards are also preparing plans, and we believe that that planning is really critical in terms of meeting needs.

The other area that we think we need to focus on are joint ventures. There are a number of schools that already participate in joint ventures with business and industry. We also believe that we have to participate as a department in joint ventures with our boards, and we also believe that the boards together need to combine their expertise and share the work that they have done in an effort network more than we do right now.

#### Education And Training For Adults

As we said before, education is a key, and we have a great need for education and training for adults in the Northwest Territories, given our current education levels. There are many, many different groups involved in the planning and delivery of education and training programs for adults. The federal government is involved, this department is involved, other departments are involved, Arctic College is involved

and claimant groups are involved, and those are only some of them. We need to look at coordinating the delivery of adult education and training programs, and we need to look at better planning at the regional level for adult education and training programs so that we are responding better to the needs of regions and communities.

We are proposing that there be more focus on community-based programs at the adult level and that we look at a continuum of programs within the community linking schools, adult education and training and employment development, and we have seen some examples of that already in some of the initiatives that are under way.

We will have a key role in terms of social income reform. That is important in terms of breaking down barriers for adults and providing increased opportunities, for them, to training.

We are also emphasizing the importance of innovative programs within the adult system, and I think the Building and Learning Strategy is an example of a cooperative strategy that also introduces innovation.

In terms of post-secondary programs, Arctic College delivers most of the post-secondary programs within the Northwest Territories. We have already seen that the needs of the adult population will increase, and we believe that is one of the large challenges for the college system, to be able to meet those needs.

The other thing that we need to look at for adults for post-secondary programs, is to look at the broad range of programs, right up to being able to grant degrees within the Northwest Territories.

Because we are expecting the growth in the adult population requiring training and education, we need to take a fresh look at our student financial system, because our student financial assistance system, at this point in time, is heavily subscribed, and obviously there are implications in terms of increasing enrolment for being able to meet the needs of students in providing them assistance to continue their education and training.

The use of technology will obviously be a key factor in the adult education and training system, as well.

We do have a deficit on the adult training side. Adult basic education, for example, has not had an increase in funding for the last five years. In terms of training

to support the development of Nunavut, both Atii and the department conducted studies which indicated that we would need around \$200 million, and we know that the Nunavut trust received \$13 million, so we are very concerned about how to make our resources meet our needs in the adult system.

#### Information Networks

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Probably one of the phrases that we will continue to hear is the information super highway, and we believe that, as a department, we have to be a catalyst for the development of that because it will support all of our programs and services and provide information access to people in communities, and we are proposing that we do that by building and expanding the existing programs.

In order to do that, we also have to help develop the skills of our staff, and they in turn have to help the public to deal with any apprehension around the area of technology. In the past, we may have gone in to a library to borrow a book. Now, we may go in to a library and have to use a computer to link to some information systems. We need to be able to give people, our users, the skills to do that.

We are proposing that we build on what already exists, but we recognize that this is an area where we also have to build partnerships in terms of the investment that is required, partnerships with the private sector, such as NorthwesTel, and partnerships throughout government, and partnerships with all levels of government.

That is a very general overview of what we are proposing in the strategy. At this point in time, we are now consulting with our various partners, with the various stakeholders in our programs and services. What we want is more detailed information so that we can roll the strategy out and include some of the things such as priorities, such as the cost implications. We are intending to have the strategy completed in draft form by June. Thank you very much.

#### **CHAIRMAN (Mr. Ningark):**

Thank you. General comments on Towards a Strategy to 2010. Mr. Dent.

#### **MR. DENT:**

Mr. Chairman, I think we have taken in an awful lot of information here in the presentation from the Minister and Mrs. Balanoff, and I think Members would probably appreciate having some time to consider what we have heard before making their general comments. Therefore, I move we report progress.

**CHAIRMAN (Mr. Ningark):**

Thank you, Mr. Dent. There is a motion to report progress. The motion is not debatable. To the motion. All those in favour? All those opposed? The motion is carried.

---Carried

I will rise and report progress. Before I rise, I would like to thank the Minister and his witnesses for appearing before committee of the whole. Thank you very much.

---Applause

**MADAM SPEAKER:**

I will call the House back to order. Item 19, report of committee of the whole. The honourable Member for Natilikmiot, Mr. Ningark.

ITEM 19: REPORT OF COMMITTEE OF THE WHOLE

**CHAIRMAN (Mr. Ningark):**

Thank you, Madam Speaker. Madam Speaker, your committee has been considering Bill 1, Committee Report 2-12(5) and Tabled Document 3-12(5) and would like to report progress with seven motions being adopted. Madam Speaker, I move that the report of committee of the whole be concurred with. Thank you.

**MADAM SPEAKER:**

Thank you. Is there a seconder for the motion? The honourable Member for Kitikmeot, Mr. Ng. The motion is in order. To the motion.

**AN HON. MEMBER:**

Question.

**MADAM SPEAKER:**

Question has been called. All those in favour? All those opposed? The motion is carried.

---Carried

Item 20, third reading of bills. Item 21, Mr. Clerk, orders of the day.

ITEM 21: ORDERS OF THE DAY

**CLERK OF THE HOUSE (Mr. Hamilton):**

Madam Speaker, a meeting of the Ordinary Members' Caucus at 9:00 tomorrow morning. Orders of the day for Friday, February 25, 1994.

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Oral Questions
6. Written Questions
7. Returns to Written Questions
8. Replies to Opening Address
9. Petitions
10. Reports of Standing and Special Committees
11. Reports of Committees on the Review of Bills
12. Tabling of Documents
13. Notices of Motion
14. Notices of Motions for First Reading of Bills
15. Motions
  - Motion 13-12(5), Appointment of Member to the Advisory Committee on Social Housing
  - Motion 14-12(5), Establishment of Special Joint Committee on Division
  - Motion 15-12(5), Amended Terms of Reference for the Advisory Committee on Social Housing
16. First Reading of Bills

17. Second Reading of Bills

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

- Bill 1, Appropriation Act, No. 2, 1994-95

- Committee Report 2-12(5), Review of the 1994-95 Main Estimates

- Minister's Statement 5-12(5), Session Business

- Tabled Document 1-12(5), Towards an NWT Mineral Strategy

- Tabled Document 2-12(5), Building and Learning Strategy

- Tabled Document 3-12(5), Towards a Strategy to 2010: A Discussion Paper

- Tabled Document 11-12(5), First Annual Report of the Languages Commissioner of the NWT for the Year 1992-93

19. Report of Committee of the Whole

20. Third Reading of Bills

21. Orders of the Day

**MADAM SPEAKER:**

Thank you, Mr. Clerk. This House stands adjourned until Friday, February 25 at 10:00 am.

---ADJOURNMENT