



**NORTHWEST TERRITORIES
LEGISLATIVE ASSEMBLY**

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The Honourable **Samuel Gargan**, Speaker

MEMBERS PRESENT

Honourable Jim Antoine, Honourable Goo Arlooktoo, Mr. Barnabas, Honourable Charles Dent, Mr. Enuaraq, Mr. Erasmus, Mr. Evaloarjuk, Honourable Samuel Gargan, Mrs. Groenewegen, Mr. Henry, Honourable Stephen Kakfwi, Mr. Krutko, Mr. Miltenberger, Honourable Don Morin, Honourable Kelvin Ng, Mr. Ningark, Mr. O'Brien, Mr. Ootes, Mr. Picco, Mr. Rabesca, Mr. Roland, Mr. Steen, Honourable Manikot Thompson, Honourable John Todd.

ITEM 1: PRAYER

Oh, God, may your spirit and guidance be in us as we work for the benefit of all our people, for peace and justice in our land and for constant recognition of the dignity and aspirations of those whom we serve. Amen.

SPEAKER (Hon. Samuel Gargan):

Thank you, Mrs. Groenewegen. Good morning. Orders of the day. Item 2, Ministers' Statements. Mrs. Thompson.

ITEM 2: MINISTERS' STATEMENTS

Minister's Statement 59-13(4): Community Empowerment Successes

HON. MANITOK THOMPSON:

Good morning, Mr. Speaker. Mr. Speaker, I wish to share with Members some of our more recent empowerment successes. In Mr. Krutko's riding of Mackenzie Delta, the Aklavik Aboriginal Committee has taken on the transfer of the government liaison function. With the assistance of a seconded government staff member, the Aklavik Aboriginal Committee is developing plans for further community control of programs.

Tulita, Norman Wells, Deline and the K'asho Got'ine Council in Fort Good Hope are four of the 15 communities which have taken on responsibility for the economic development function. As illustrated by the many economic development transfers, the Minister of Resources, Wildlife and Economic Development, the Honourable Stephen Kakfwi, continues to be a strong supporter of increased community control over community decision-making.

In the Keewatin, all seven hamlets are working towards taking on ownership and responsibility for airport operations on April 1, 1997. This will be the first complete transfer of a program to all community governments within one region and will enable these community governments to share the costs for common specialized services. My colleague, the Honourable Jim Antoine and staff from the Department of Transportation, are working closely with Keewatin municipalities to conclude the transfer agreements.

As well, a number of Keewatin communities have expressed interest in the transfer of Public Works and Services and Housing Corporation functions. Completion of these transfers would see the integration of ownership, maintenance and management functions under the community government.

Under the direction of the Honourable Goo Arlooktoo, the consolidation of maintenance functions, through some 54 program transfers at the community level, are progressing well with the combined support of staff from Public Works and Services and the NWT Housing Corporation.

Mr. Speaker, these are only a few of the community empowerment successes. Many more communities are pursuing community empowerment opportunities. Soon I will share with Members a more detailed progress report on the community empowerment transfers completed to date. In the end, Mr. Speaker, we are giving communities what they have been asking for. We are giving responsibility of programs, services and infrastructure at the community level to communities, so they have community control to make decisions and manage their own affairs.

I look at these opportunities as a positive challenge for us all. While we work together to find solutions to outstanding empowerment issues, we must continue to work in partnership with communities to ensure community empowerment is successful. Thank you, Mr. Speaker.

-- Applause

MR. SPEAKER:

Thank you. Ministers' statements. Mr. Morin.

Minister's Statement 60-13(4): Minister Absent From House

HON. DON MORIN:

Thank you, Mr. Speaker. Mr. Speaker, I wish to advise Members that the Honourable Jim Antoine will be late arriving into the House today as he is attending the official opening of the Fort Liard Community Hall. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you, Mr. Morin. Ministers' statements. Item 3, Members' statements. Mr. Enuaraq.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Broughton Island Youth Committee

MR. ENUARAQ:

Thank you, Mr. Speaker and good morning to my colleagues. I have every reason to smile this morning. I have my tooth back. Mr. Speaker, many times in this House we talk about youth. Unfortunately, we are often speaking about the problems that face them, things like alcohol and drug abuse, teen suicide, peer pressure and lack of jobs. It is easy to focus on youth with problems. I would like to remind everyone there are a lot of good, young people out there doing good things in their communities. In Broughton Island, there is a group of young people who are making a difference. They are the Youth Committee. They do many positive things

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together, promoting healthy and productive life choices. They give each other support to make the right choices in their lives.

Mr. Speaker, last October, they travelled here to Yellowknife to meet with me and have new experiences. This winter they continue doing good things in the community. For example, they organized hunting trips. The food from these trips was then shared with elders and other people in the community. Mr. Speaker, with young people like those on the Youth Committee in Broughton Island, I know the future of Nunavut will be good in hands. Thank you, Mr. Speaker.

-- Applause

MR. SPEAKER:

Thank you. Members' statements. Mr. Krutko.

Member's Statement On Condolences and Appreciation

MR. KRUTKO:

Thank you, Mr. Speaker. At this time, I would like to send my condolences to the Arthur Francis family of Fort McPherson, to the Larocque family of Yellowknife and also my colleague from Hay River on the loss of her dad. At this time, I would also like to thank the many people of the Northwest Territories and the rest of Canada who supported my family and I during a difficult time, learning a week ago that my mother was hospitalized with cancer. I would also like to let them know that the family is presently in the process of bringing my mother back home to be with her people, her family and mostly with her grandchildren. Thank you.

MR. SPEAKER:

Thank you, Mr. Krutko. Members' statements. Mr. Henry.

Member's Statement On Affirmative Action Policy

MR. HENRY:

Thank you, Mr. Speaker. Mr. Speaker, there has been a lot of discussion about affirmative action in the GNWT hiring practices during the life of this Assembly. We are awaiting the results of the affirmative action review carried out by the government in 1995. I think we are wasting our time and energies on this policy. Despite efforts over the past 11 years, we are not much further ahead than we were in 1985, the year the Native Employment Policy was put into effect. About 30 percent of GNWT staff, at that time, were aboriginal. The latest figure, at 36 percent, shows very little improvement. Certainly nowhere close to the government's 50 percent goal.

Mr. Speaker, I believe we all want a public service that is competent and, if possible, reflective of the population it serves. The first goal of a hiring policy should be competency because the taxpayers deserve the best value for their money. Industry succeeds when it hires the brightest and best people. We should expect no less from our government. In a perfect world, our public service would be both competent and representative of the population it serves. Unfortunately, Mr. Speaker, we do not live in a perfect world.

Why has the affirmative action policy not worked? I believe it has not worked, nor will it ever work, as long

as 60 percent in our target group have less than the grade 10 education required for entry level to most government jobs. Even now, aboriginal people are over-represented in government among those who have Grade 10 education required for government jobs.

Mr. Speaker, the only way we can increase aboriginal employment beyond the current 36 percent, and maintain competency within the public service, is to increase education levels among aboriginal people. This is not going to happen overnight. Let us be realistic. I believe the affirmative action policy is doing little to help aboriginal people meet the government's minimum hiring requirements. The problem is not that the hiring system works against aboriginal people, but rather the government, and previous ones, has assumed that aboriginal people, who have successfully worked off the land for generations, are motivated to take government jobs and assumed they will be instantly successful in making the transition to an office, administrative environment. These jobs require different skills and many aboriginal people are still gaining the skills necessary to be successful in the office environment.

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

MR. SPEAKER:

The Member for Yellowknife South is seeking unanimous consent to conclude his statement. Do we have any nays? Mr. Henry, you have unanimous consent.

MR. HENRY:

Thank you, Mr. Speaker and thank you, Members. These jobs require different skills and many aboriginal people are still gaining these skills necessary to be successful in the office environment. Instead of trying to set goals that lead to frustration and a perception of failure, let us celebrate the advances aboriginal people have made. Let us encourage them to get an education and acquire the skills necessary to be successful in government jobs and in that environment. Policies such as affirmative action cheapen the value of jobs earned on merit. Jobs earned on merit provide a sense of pride and independence.

Mr. Speaker, the Affirmative Action Policy puts aboriginal people down. It tells them they are not good enough to compete without government

protection. This is totally wrong. Mr. Speaker, I believe we should scrap the Affirmative Action Policy. As northern people become more educated, they will be ready and able to compete for the jobs available. We will have a workforce representative of the general population as people gain more skills. The Affirmative Action Policy has proven it will not help us get there faster. This government, nor any other, can have on its books a policy that is as divisive and destructive as the Affirmative Action Policy has been and still is. It will continue to divide northerners as long as it remains in place. Thank you, Mr. Speaker.

-- Applause

MR. SPEAKER:

Thank you. Members' statements. Mr. Picco.

Member's Statement On Iqaluit Airport ERS Services

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, I would like to begin by giving an overview of the evaluation of ERS services at Iqaluit Airport. Mr. Speaker, I have continually sought commitments from this government that, at the very least, this government commit to providing proper training to

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the volunteer fire department in Iqaluit, to fight and respond to airport incidents and the fire department be provided with the proper equipment for these responses. Our study concludes the findings of the Avery Cooper report which may not be entirely accurate or complete for the following reasons.

Reaction of Airline Users:

The reality is air carriers may indeed have a problem with the removal of the current style of ERS, depending upon the nature and operability of alternate fire/safety arrangements made available in the future.

Airline representatives indicate that a significant change in the status of ERS services are worrisome because they will likely be a lessening in quality or speed of response -- amounting to an effective reduction in safety. Definitive statements from airline management on the evolving safety situation at Iqaluit, however, will be contingent upon complete knowledge of the specifics of alternative

arrangements that might be made to cover the ERS function.

Reaction of the Military:

The military, on the other hand, consider Category 5 ERS protection available at Iqaluit as their current preferred minimum threshold for CF-18 training purposes. At FOL locations where this is not provided on an ongoing basis, they have had three options in the past: Fly in their own Category 5 foam-truck-tanker and crews prior to exercises, such as in Rankin Inlet, work with a former armed forces-owned pre-positioned truck on a co-operative basis with the local civilian airport authority, like they are doing in Inuvik, or make the decision to operate without fire ERS protection. That is only within the authority of the Winnipeg Command structure.

Later today, Mr. Speaker, I will be tabling the report from the consultant that I hired out of my constituency budget to overview and review the Avery Cooper report. I will also be asking questions to the appropriate Ministers in this House, including Mr. Todd and some of his colleagues, on providing the safety training and also the equipment. My point, Mr. Speaker, is that there is no way you can expect the department to react to instances at the airport if they do not have the proper equipment or the training. They cannot fight a fire with a water bottle. You need a foam truck at the airport. I think this is an area of safety and concern and this government has to look at it and it is necessary. Thank you, Mr. Speaker.

-- Applause

MR. SPEAKER:

Thank you, Mr. Picco. Members' statements. Item 4, returns to oral questions. Mr. Kakfwi. Item 5, recognition of visitors in the gallery. Item 6, oral questions. Mr. Picco.

ITEM 6: ORAL QUESTIONS

Question 375-13(4): ERS Training and Equipment Upgrade

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, this is not for my honourable colleague, the communist colleague over there who speaks Russian, Mr. Todd, as I just read in the Hansard. It is for the other good Minister we have over there. Mr. Speaker, can the Minister, Ms. Thompson, responsible for EMO, inform this

House if there are monies available to help assist, train and provide equipment upgrades for the Iqaluit Volunteer Fire Department, so they can respond to emergencies at the Iqaluit airport when the ERS is phased out on the 31st of March, 1997? Thank you, Mr. Speaker.

MR. SPEAKER:

Minister responsible for Municipal and Community Affairs, Ms. Thompson.

Return To Question 375-13(4): ERS Training and Equipment Upgrade

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. In June of 1994, a three year training program was approved along with funding for the first year of 1995-96, so there is a program for training fire fighters at the community level. Thank you, Mr. Speaker.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Picco.

Supplementary To Question 375-13(4): ERS Training and Equipment Upgrade

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, I realize there is training for the local fire fighters but that is stick fire fighting, which is houses, wooden structures, so on. In this case, the training I am asking for is specific, specialized training to be delivered for the airport fire fighters who have to respond to crashes and burns of airplanes, which is a separate and different type of fire than at the residential level. Can the Minister inform me if that type of training is available?

MR. SPEAKER:

Ms. Thompson.

Further Return To Question 375-13(4): ERS Training and Equipment Upgrade

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. I understand what the Member is saying. We will assess the department's fire fighting training and we will deal with the problems in Iqaluit within the department and see how we can help them. Thank you, Mr. Speaker.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Picco.

Supplementary To Question 375-13(4): ERS Training and Equipment Upgrade

MR. PICCO:

Thank you, Mr. Speaker. That is indeed good news. After asking x number of Ministers for some help, I am glad to see we have a Minister who is willing to step in this type of an emergency situation. My follow-up question to the Minister, the training is one aspect of the fire fighting services at the airport. The second aspect is the equipment. As I said earlier, you cannot expect them to fight a fire with a water bottle. At the present time the fire equipment in Iqaluit is dedicated for the structures I talked about earlier, residential, commercial buildings, not for planes. Can the Minister tell me if there is money available to help us upgrade the equipment at the airport, so we can actually fight airport fires in that type of eventuality? Thank you, Mr. Speaker.

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MR. SPEAKER:

Ms. Thompson.

Further Return To Question 375-13(4): ERS Training and Equipment Upgrade

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. I must be a woman taking this responsibility very seriously.

-- Laughter

HON. MANITOK THOMPSON:

We will do an assessment on the program with the department and I will get back to the Member. I will take that as the best thing.

MR. SPEAKER:

The question was taken as notice. Oral questions. Mr. Ootes.

Question 376-13(4): Affirmative Action Policy

MR. OOTES:

Thank you, Mr. Speaker. My question is for the Premier. Mr. Henry spoke this morning about his concerns about the affirmative action policy. I wonder if the Premier could tell us whether the affirmative action policy was originally framed by the Department of Justice and that it ensured the legality of legislation within the framework of the Canadian Human Rights Act.

MR. SPEAKER:

Mr. Premier.

Return To Question 376-13(4): Affirmative Action Policy

HON. DON MORIN:

Thank you, Mr. Speaker. When a policy is developed by this government, the Department of Justice does play a role in the development of that policy to give legal advice. In my understanding, the affirmative action policy is a workable policy that would stand up in a court of law. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 376-13(4): Affirmative Action Policy

MR. OOTES:

Could the Minister restate? Does it meet and is it consistent with the Canadian Human Rights Act?

MR. SPEAKER:

Mr. Premier.

Further Return To Question 376-13(4): Affirmative Action Policy

HON. DON MORIN:

Thank you, Mr. Speaker. We think it is and the law does provide that when you have different peoples living in a certain jurisdiction and if they are under-represented in the workforce, it allows you to develop policies to make sure they are represented in the workforce. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 376-13(4): Affirmative Action Policy

MR. OOTES:

Thank you, Mr. Speaker. When the policy is framed and as it is referred to now, traditionally statistics have been used stating it is at 36 percent employment of aboriginal people. Could the Premier tell me if that is true in all sectors of the territorial government, or is it a higher percentage in certain sectors of the territorial government than others?

MR. SPEAKER:

Mr. Morin.

Further Return To Question 376-13(4): Affirmative Action Policy

HON. DON MORIN:

Thank you, Mr. Speaker. Thirty-six percent represents all of the government. It is 36 percent throughout. It does not specifically apply to certain sectors. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Final supplementary, Mr. Ootes.

Supplementary To Question 376-13(4): Affirmative Action Policy

MR. OOTES:

Thank you, Mr. Speaker. Is it not true that in the territorial government, 71 percent of aboriginal representation is available in the labour and related jobs and that the GNWT also has in the social workers and wildlife officers the representation level at program delivery at 52 percent?

MR. SPEAKER:

Mr. Morin.

Further Return To Question 376-13(4): Affirmative Action Policy

HON. DON MORIN:

Thank you, Mr. Speaker. I do not have that information at my fingertips as the Member does. I will take it as notice.

MR. SPEAKER:

Thank you. Oral questions. Mr. Picco.

Question 377-13(4): Portable Mammography Screening Units

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister of Health. Mr. Speaker, it is my understanding the only mammography unit located in the Northwest Territories is here in Yellowknife. My question is, is that correct? Mr. Speaker.

MR. SPEAKER:

The Minister of Health and Social Services, Mr. Ng.

Return To Question 377-13(4): Portable Mammography Screening Units

HON. KELVIN NG:

Thank you, Mr. Speaker. Yes, the honourable Member is correct. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Picco.

Supplementary To Question 377-13(4): Portable Mammography Screening Units

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MR. PICCO:

Mr. Speaker, the advantage of early mammograms is that it can detect cancer before there is a lump. Has the Department of Health looked at locating and purchasing available portable screening units to be made available at the regional centres, so these tests or screens can be done closer to home? I think everyone realizes the embarrassment of having to do these tests, especially away from home. My question is to the Minister, is the department looking at purchasing the available portable screening units and locating them in the regional centres so mammographs can be done closer to home? Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Mr. Ng.

Further Return To Question 377-13(4): Portable Mammography Screening Units

HON. KELVIN NG:

Thank you, Mr. Speaker. Mr. Speaker, it has been considered, but as I have indicated in the past the capital requests do come from the boards and we support them if the priority and need is there. To date there has not been any specific requests for those portable mammography units. I would like to say it is an important part of breast cancer screening, but it is just as important to recognize annual clinic examinations and self-examinations are also an important part of possible early detection of breast cancer, Mr. Speaker.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Picco.

Supplementary To Question 377-13(4): Portable Mammography Screening Units

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, I have been doing a little bit of research into this area and I understand the advantage to the mammograph is that it can detect cancer before it is felt by touch, which is very important. My follow-up question to the Minister is; if he is telling me we do not have the portable units in the communities in the regional centres, it is because the health boards for those regions have not requested said equipment. Is that correct? Is that what he is saying? Thank you, Mr. Speaker.

MR. SPEAKER:

Mr. Ng.

Further Return To Question 377-13(4): Portable Mammography Screening Units

HON. KELVIN NG:

Thank you, Mr. Speaker. Mr. Speaker, that is part of the reason. I believe what is also important to recognize is that the other health boards have not placed such a high priority on this type of equipment, whether there have been other capital requirements and capital needs they have put a higher priority on than portable mammography units, Mr. Speaker.

MR. SPEAKER:

Oral questions. Mr. Roland.

Question 378-13(4): Co-operative Tourism Efforts with the Yukon

MR. ROLAND:

Thank you, Mr. Speaker. Mr. Speaker, my question will be directed to the Minister responsible for tourism, Mr. Kakfwi. I would like to know if this government has any agreement with the Yukon government when it comes to any tourism initiatives. Thank you.

MR. SPEAKER:

The Minister of Resources, Wildlife and Economic Development, Mr. Kakfwi.

Return To Question 378-13(4): Co-operative Tourism Efforts with the Yukon

HON. STEPHEN KAKFWI:

Mr. Speaker, I am not aware of any particular agreement offhand. I would have to take the question as notice. Thank you.

MR. SPEAKER:

The question is taken as notice. Oral questions. Mr. Ootes.

Question 379-13(4): Breast Cancer Screening Information

MR. OOTES:

Thank you, Mr. Speaker. Just a follow up on Mr. Picco's questions regarding mammograph machines, I wonder if the Minister could tell me if he has responded to my comments from last year and during the committee review of the budget requesting him to look into the matter of providing information to the communities in aboriginal languages on breast cancer problems?

MR. SPEAKER:

The Minister of Health and Social Services, Mr. Ng.

Return To Question 379-13(4): Breast Cancer Screening Information

HON. KELVIN NG:

Thank you, Mr. Speaker. Mr. Speaker, although I have not had a chance to speak to my staff yet on the

specifics of it, I have asked for an update on what information is available on breast cancer screening. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 379-13(4): Breast Cancer Screening Information

MR. OOTES:

Thank you, Mr. Speaker. I wonder if the Minister could reassure me he will have the department provide information and literature throughout the Northwest Territories in the next half year on breast cancer problems? Thank you.

MR. SPEAKER:

Mr. Ng.

Further Return To Question 379-13(4): Breast Cancer Screening Information

HON. KELVIN NG:

Thank you, Mr. Speaker. Mr. Speaker, yes we can provide or make sure the information is available out in the communities, if it is not already. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 379-13(4): Breast Cancer Screening Information

MR. OOTES:

Thank you, Mr. Speaker. Will the Minister also ensure it is provided in the aboriginal languages? Thank you.

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MR. SPEAKER:

Mr. Ng.

Further Return To Question 379-13(4): Breast Cancer Screening Information

HON. KELVIN NG:

Thank you, Mr. Speaker. Mr. Speaker, I cannot commit to that at this time because of the fact that I

do not know what is out there and how much additional costs it would entail to provide it in all aboriginal languages. I can make the commitment that we will make sure people who are unilingual will have access through personnel in the communities to the information whether it is through the community health representatives or other health care officials working in the communities. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Mr. Roland.

Question 380-13(4): Sale of Vacant Staff Housing Units

MR. ROLAND:

Thank you, Mr. Speaker. Mr. Speaker, my question will be directed to the Minister of Finance. A while back we discussed in this House, the issue of staff housing and the sale of it in regards to having vacant units and empty units in small communities that needed some housing for the people who were not employees of this government. The Minister said he would look at taking those vacant units and transferring them over to the housing authorities. I am wondering if there is a timeline on the sale of staff housing and these units, because it seems everything is hinged on the sale of these units. Is there a timeline that this will happen or the transfer will happen? Thank you.

MR. SPEAKER:

The Minister of Finance, Mr. Todd.

Return To Question 380-13(4): Sale of Vacant Staff Housing Units

HON. JOHN TODD:

Thank you, Mr. Speaker. I believe earlier, reading through my budget review, I did commit to Mr. Steen for Nunakput that we would bring everybody up-to-date in the late May/June session. I think this whole issue about how far are we there, what is happening, et cetera, I think the issue Mr. Roland speaks to is an important one. There is a problem in that, where is the cut-off, when do you move on? I am fairly optimistic given that the sale of staff housing units is moving very quickly. I would be hesitant today to put a date to it, but I would recognize at some point there has to be a cut-off, and we can then move towards transferring those houses that are vacant, that are no longer required, over to my colleague, Mr. Arlooktoo, so he

can then move forward and, in some small way, try to alleviate this severe housing shortage in some of our communities. So, sooner rather than later, I guess would be my only accurate reply to it. We are optimistic that by the end of fiscal year, which is the end of March, most of our housing sales program will be concluded. Certainly, if I commit today that we will bring you up-to-date in the late May/June session, that would be an appropriate timeline. We can move forward to transferring those houses, et cetera. Discussions are under way at the present time between myself, Mr. Arlooktoo and the staff, to accommodate that very important, budgetary initiative. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Roland.

Supplementary To Question 380-13(4): Sale of Vacant Staff Housing Units

MR. ROLAND:

Thank you, Mr. Speaker. I would like to question the Minister of Finance, Mr. Todd. He is talking about some very general areas here, maybe at the end of March, he might start looking at some initiatives and hopefully have something in May. I would like to know if they are already looking at areas where there is no movement in the housing area. If they are not moving, can they move ahead on the initiative to transfer housing over? Thank you.

MR. SPEAKER:

Mr. Todd.

Further Return To Question 380-13(4): Sale of Vacant Staff Housing Units

HON. JOHN TODD:

Thank you, Mr. Speaker. My honourable colleague made an interesting point. I think it is very important for me to say clearly and without any jest, this is a serious issue. It was a serious initiative on the part of Cabinet and the budget that we want to work quickly, because there is an enormous housing shortage out there. Now it is also important to clarify this is an initiative that will make a small dent in a very large problem, as my colleague has said publicly about his new initiatives in the Housing Corporation's Housing 2000 Plan. This is just part and parcel of trying to find a way in which to get some interim relief for a difficult housing shortage. It is recognized by all of us that we

need to move quickly and I am not trying to avoid being definitive as to when we can do it. Sooner rather than later would be the only way I would be able to qualify it, because I am still waiting to see the results of the second phase of the staff housing. Again, if I can repeat it, we are optimistic most of that will be concluded by the end of March. Mr. Arlooktoo advised me when I was sitting down, that there are discussions under way right now, trying to identify potential houses that will be vacant and no longer required that we could then transfer. It is not like nothing is happening. Discussions are under way. I think we will be able to move fairly quickly, certainly by May/June. Thank you.

MR. SPEAKER:

Oral questions. Mr. Picco.

Question 381-13(4): Ministers' of Fisheries Meetings

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, I think the Premier of the Northwest Territories, Mr. Morin, was in Ottawa this past week meeting with some Fisheries people. Maybe I could ask a question on his meeting with Fisheries, or maybe to the Minister of RWED. My question is for the Minister of RWED or the Premier, whoever wants to answer it, concerning, in my riding, the allocation of fishing licences and quotas in the areas adjacent to Baffin Island. They are being prosecuted by the Inuit of Baffin and the Kekertaluk Corporation. Can the Minister inform this House as to the status of these allocations and if his department or if the Premier, in his discussions, have been monitoring it and can give us an update? Thank you, Mr. Speaker.

MR. SPEAKER:

The Premier. Two questions.

Return To Question 381-13(4): Ministers' of Fisheries Meetings

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HON. DON MORIN:

Thank you, Mr. Speaker. I will take the initial question on this issue since I just got back from the Atlantic Council of Fisheries Ministers meeting, which was a very interesting meeting. We, as a government, have not been tracking the quotas in the Atlantic fishery for some time now and it has been a concern to us that

these quotas do not reflect the true Atlantic fishery. Approximately 36 percent of the Atlantic fishery is adjacent to Baffin Island and is in the Nunavut settlement area. I believe, on the ground fish, we have approximately 11 percent of the quota and for shrimp, it was nine percent. We raised that issue with the Atlantic Council of Fisheries Ministers and we raised it quite aggressively. We want to see a better quota allocated to the Baffin region and we want our fair share of that allocation.

We, as northerners, have no problem sharing a resource with some southern fishermen, but it should better reflect what is actually adjacent to our fishing area. The fishery in the Davis Inlet right now represents approximately \$3.5 million to the Baffin economy, so we have to make sure we try to increase that. We have general support from other Ministers on the adjacency issue. As well, we made it very clear to the federal Minister that his government has to live up to the claim they have signed with the Nunavut people. The federal Minister has the final decision on quotas in that area. We voiced very strongly that we do not want to see an increase in quota without the proper, scientific knowledge to back up that increase, because we do not want to see that fishery go like other fisheries in southern Canada have gone, over-harvested and then everybody loses.

We seem to have an agreement that they will look at the scientific information they have and, if they increase, we seem to have support that they will take a serious look at the Inuit residents getting those licences. We did have general support from New Brunswick, Newfoundland, as well as the other Atlantic provinces on our issues. So, all in all, the meeting went fairly well and I came out of that meeting feeling as if we did accomplish something and they know the Northwest Territories is part of that Atlantic fishery. We have also invited them up to the Baffin for their next meeting, so hopefully we can accommodate that as well. In the end, the federal Minister will make the decision. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Supplementary, Mr. Picco.

Supplementary To Question 381-13(4): Ministers' of Fisheries Meetings

MR. PICCO:

Thank you. Mr. Speaker. It must have been a fairly good meeting and I am glad to see that the Ministers

may indeed come to the Baffin and hold another meeting. My follow-up question to the Minister, will this government be following up on his initial meeting this past weekend to direct this government to actually sit down with the federal Minister of Fisheries, Mr. Mifflin, and to lobby on behalf of our fishermen? And also invite other major stakeholders, like Kekertaluk Corporation, to the meeting so the stakeholders themselves can be involved in the front-line, so they understand what is happening to the allocations and the situation regarding the quotas. So, my question would be to the Premier or the Minister of RWED, is he looking at a follow-up meeting, specifically with the federal Minister of Fisheries, Mr. Mifflin, on the adjacency and also on the awarding of quotas. Last year, we missed the boat on this. This year, we would like to see an increase in our quotas and look at some of the straggling stocks which are located in the B1 and the area adjacent to the Davis Strait and also the area south of Resolution Island.

MR. SPEAKER:

Mr. Morin.

Further Return To Question 381-13(4): Ministers' of Fisheries Meetings

HON. DON MORIN:

Thank you, Mr. Speaker. The department will be following up with the department people in Ottawa. We were not planning on an immediate follow-up meeting with the Minister of Fisheries for the federal government. We stated our case very strongly, we made our points. They fully understand that we have to be involved. He has agreed to consult and he has consulted, to a certain extent. We feel quite comfortable that we put the case across quite strongly and they will pay attention. As far as follow-up, the staff will do the follow-up. We represent the Northwest Territories at the table and I did not see any provincial governments bring in fishermen or fishing companies to the table. It is between government and government. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Final supplementary, Mr. Picco.

Supplementary To Question 381-13(4): Ministers' of Fisheries Meetings

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, the Premier earlier said the Fisheries Ministers will be coming to the Baffin. Can the Minister tell this House when that meeting will be taking place and where in the Baffin are they going to have that meeting?

MR. SPEAKER:

Mr. Morin.

Further Return To Question 381-13(4): Ministers' of Fisheries Meetings

HON. DON MORIN:

Thank you, Mr. Speaker. Normally, for any Ministers' meeting, there is a revolving of where it happens. For example, this time it happened in New Brunswick. Next time it may happen in Newfoundland or Prince Edward Island, but it does revolve. What we made very clear is that we are part of Atlantic Fisheries, to put us into the loop so the Northwest Territories can host a meeting as well. We invited them to the Northwest Territories. We invited them, I believe it was to Pangnirtung, to come up and have a Ministers' of Fisheries meeting of the Atlantic provinces in the Pang area. Our staff will work on that so it will happen some time in the future but when, I do not know. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Mr. Henry.

Question 382-13(4): WCB/NTPC Division Plans

MR. HENRY:

Thank you, Mr. Speaker. Mr. Speaker, as Members of this House, we have had briefings from the Power Corporation and WCB regarding what both of the organizations will look like after division. The briefing of the

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MR. SPEAKER:

The Minister of Finance, Mr. Todd.

Return To Question 382-13(4): WCB/NTPC Division Plans

HON. JOHN TODD:

Thank you, Mr. Speaker. I think it is important to point out the WCB is funded by private sector contributions

and not through the government grant system. My understanding is they are putting together a division plan. I think the intent certainly is, as is for the Power Corporation, to make sure these things are self-financing. I would believe that would be the approach the WCB would be taking. I know they are recommending, and I believe what the NIC and others have recommended, it stay as one at this time for what they call the cost-related factors and the fact that you have some economies of scale. I think it would be fair to say that is the intent, although whether I could confirm today that will in fact happen, it would be difficult. But certainly that is the intent. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Henry.

Supplementary To Question 382-13(4): WCB/NTPC Division Plans

MR. HENRY:

Thank you, Mr. Chairman. The Minister stated what the intent of the organizations are. I appreciate that. As additional information does come available, I would like assurances from the Minister that both organizations, east and west, will get a look at the information for a final decision, before an irreversible decision takes place on the Power Corporation and WCB, but WCB in particular stay together as one organization. Thank you, Mr. Chairman.

MR. SPEAKER:

Mr. Todd.

Further Return To Question 382-13(4): WCB/NTPC Division Plans

HON. JOHN TODD:

Thank you, Mr. Speaker. Let me answer this way, we have developed attitude reports with respect to the assets and liabilities as it relates to division. We are in the throes of concluding our third report. In these reports, we have talked about the strategy and the initiative that have to be taken, both with the WCB and with the Power Corporation. I think it would be fair to say there will be significant debate in this house and in committee before any final decision is made on what strategy we take in respect to both these large assets and liabilities out there. Thank you.

MR. SPEAKER:

Oral questions. Oral questions, Mr. Ootes.

Question 383-13(4): Affirmative Action Policy Statistics

MR. OOTES:

Thank you, Mr. Speaker. My question is again for the Premier regarding the affirmative action policy. Statistics can be presented in many ways, Mr. Speaker. They can be bent any which way and interpreted any way we wish. The Premier previously stated we have 36 percent aboriginal employment. What has not been taken into account, and I wonder if he could confirm, and he said it himself previously in this House, we should also consider long-term northerners as part of this policy. Could the Premier confirm the 36 percent does not take into account long-term northerners?

MR. SPEAKER:

The Premier.

Return To Question 383-13(4): Affirmative Action Policy Statistics

HON. DON MORIN:

Thank you, Mr. Speaker. The affirmative action policy covers aboriginal people as well as the long-term northerners, people who are born and raised or lived over half their lives in the Northwest Territories. The 36 percent entails all of those people. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 383-13(4): Affirmative Action Policy Statistics

MR. OOTES:

Thank you, Mr. Speaker. I would like to correct the Premier, it is 36 percent aboriginal and 8 percent long-term northern, according to my research I have done. That makes it 44 percent. The territorial government is representative for 44 percent in my opinion. The question I have is, if I am correct, would the Premier agree with me there has been a degree of success in this policy?

MR. SPEAKER:

Mr. Morin.

Further Return To Question 383-13(4): Affirmative Action Policy Statistics

HON. DON MORIN:

Thank you, Mr. Speaker. Once again, I do not have the numbers the Member has in front of him. I do not have that information at my hands, my fingertips. In order to answer his question, I would have to get that information. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 383-13(4): Affirmative Action Policy Statistics

MR. OOTES:

Thank you, Mr. Speaker. I stated earlier the government has, as a result of this particular program, 71 percent aboriginal representation level in the GNWT labour force and labour related jobs. Would the Premier tell me if I am correct? Does he consider that a success?

MR. SPEAKER:

Mr. Morin.

Further Return To Question 383-13(4): Affirmative Action Policy Statistics

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HON. DON MORIN:

Thank you, Mr. Speaker. Once again, I do not have the numbers the Member is referring to. I do not know if he is correct or not. Thank you.

MR. SPEAKER:

Oral questions. Final supplementary, Mr. Ootes.

Supplementary To Question 383-13(4): Affirmative Action Policy Statistics

MR. OOTES:

Thank you, Mr. Speaker. If the territorial government has in the wildlife officers and social workers, in the program delivery staff, 52 percent aboriginal employment, could the Premier tell me if he would consider that a success?

MR. SPEAKER:

I was just asked if the Premier would like to express his opinion.

Further Return To Question 383-13(4): Affirmative Action Policy Statistics

HON. DON MORIN:

Thank you, Mr. Speaker. No thanks.

MR. SPEAKER:

Thank you. Oral questions. Oral questions, Mr. O'Brien.

Question 384-13(4): Post-Transfer Community Liability

MR. O'BRIEN:

Thank you, Mr. Speaker. Mr. Speaker, my question is to the Minister of MACA, in follow up to her Minister's statement this morning. I have raised the issue of the concern regarding the liability factor as it relates to community transfers. Could the Minister advise the House if there have been any new developments regarding this issue? Thank you.

MR. SPEAKER:

The Minister of Municipal and Community Affairs, Ms. Thompson.

Return To Question 384-13(4): Post-Transfer Community Liability

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. The department staff is still discussing the liability issue and talking with other partners. As soon as we get information on it, I will get back to the House. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Supplementary, Mr. O'Brien.

Supplementary To Question 384-13(4): Post-Transfer Community Liability

MR. O'BRIEN:

Thank you, Mr. Speaker. Mr. Speaker, I note in the Minister's statement the transfer is still moving ahead.

I applaud the Minister and her department for that. I think the liability factor is a major concern and I would ask when could we expect to get an answer on this critical issue? Thank you.

MR. SPEAKER:

Ms. Thompson.

Further Return To Question 384-13(4): Post-Transfer Community Liability

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. When we do transfers with the communities, we discuss with the community all the concerns that are raised by the community. This is one of the issues that is discussed with the community. We only do transfers if the community is comfortable with the talks and also with the transfer of anything that goes under their authority. I will be getting back to the Member and to this House about the liability issue. I know the department has concerns about that, but the transfers have been done with the communities. This issue has not really come up yet. We are looking into it on their behalf. With all our transfers, we talk with the communities and we are very open with them. This is one issue that has not really been brought up to surface yet. Thank you,

Mr. Speaker.

MR. SPEAKER:

Oral questions. Oral questions, Mr. Barnabas.

Question 385-13(4): GNWT Inuit Employment Plans

MR. BARNABAS:

Thank you, Mr. Speaker. Mr. Speaker, my question will be directed to the Minister responsible for division, Mr. Todd. During the recent Nunavut Leader Summit in Cambridge Bay, we had an opportunity to discuss GNWT's immediate employment plans. I understand these plans were completed in summer of 1996. I would like to know what the government departments are doing to carry out these plans. Thank you.

MR. SPEAKER:

The Minister of Finance, Mr. Todd.

Return To Question 385-13(4): GNWT Inuit Employment Plans

HON. JOHN TODD:

Thank you, Mr. Speaker. My honourable colleague is correct. We did allude to that in Cambridge Bay. The fact of the matter is this government now has Inuit employment plans in each and every one of its departments. Each department is now accountable for its plan. Each Member and deputy minister is accountable to ensure there is a greater participation by aboriginal people in the civil service. The ultimate accountability will rely on this House, I suspect the Ministers and their deputy minister associate actions. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Barnabas.

Supplementary To Question 385-13(4): GNWT Inuit Employment Plans

MR. BARNABAS:

Thank you, Mr. Speaker. I understand each department is currently developing plans for division. Can the Minister explain how these Inuit employment plans work with the department division plans? Thank you.

MR. SPEAKER:

Mr. Todd.

Further Return To Question 385-13(4): GNWT Inuit Employment Plans

HON. JOHN TODD:

Thank you, Mr. Speaker. This government recognizes its obligation to work towards

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increasing aboriginal involvement in the civil service, both in this government that is still in place until April 1, 1999, and to set plans and motions in place to meet the requirement under the Nunavut agreement. Hence the reason for the departments developing on an individual basis, Inuit employment plans. There is an integration of what each department is doing and what we are doing with respect to division. There is, I think, a much more accountable system in place that holds the political leaders accountable, that holds senior civil service accountable, and it is not firmly in place. I am confident, as I said earlier last week, we

will be able to increase our aboriginal content in this civil service significantly over the next two years.

MR. SPEAKER:

Thank you. Oral questions. Supplementary, Mr. Barnabas.

Supplementary To Question 385-13(4): GNWT Inuit Employment Plans

MR. BARNABAS:

Thank you, Mr. Speaker. Can the Minister explain the linkage between these plans and the unified Human Resource Training Strategy for Nunavut? Thank you, Mr. Speaker.

MR. SPEAKER:

Mr. Todd.

Further Return To Question 385-13(4): GNWT Inuit Employment Plans

HON. JOHN TODD:

Yes, thank you, Mr. Speaker. In a conversation with my colleague, Mr. Dent, there is a co-ordination and a collation between the unified employment strategy, a requirement for affirmative action aboriginal, Inuit, northern hiring strategy. It is all linked to division, etc. As I said to an earlier question, I am confident the fact that we have now put the responsibility and the onus on the politicians and ultimately this House, there will be a significant increase on the recruitment side and employment side of aboriginal people. Thank you.

MR. SPEAKER:

Oral questions. Oral questions, Mr. Picco.

Question 386-13(4): Responsibility for Privatization Initiatives

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister for privatization. In regard to new privatizations scheme, can the Minister for privatization, I do not know which one it is for today, it depends on which policy we are following, I will ask the question and we will just throw it out. Mr. Speaker, my question is for the Minister of privatization, on the new privatization initiatives of this government, if there are any. Thank you, Mr. Speaker.

MR. SPEAKER:

The Minister of Resources, Wildlife and Economic Development, Mr. Kakfwi.

Return To Question 386-13(4): Responsibility for Privatization Initiatives

HON. STEPHEN KAKFWI:

Mr. Speaker, I am the lead Minister for privatization initiatives as the Premier has indicated over the last couple of weeks. Specific initiatives that fall under the prerogative of individual Ministers are the responsibility of those particular Ministers. I am responsible for co-ordinating initiatives on a government-wide basis. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Picco.

Supplementary To Question 386-13(4): Responsibility for Privatization Initiatives

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, can the Minister for privatization that is co-ordinating privatization with the other Ministers, inform this House and yours truly, what privatization is he in the middle of co-ordinating right now? What areas? Thank you, Mr. Speaker.

MR. SPEAKER:

Mr. Kakfwi.

Further Return To Question 386-13(4): Responsibility for Privatization Initiatives

HON. STEPHEN KAKFWI:

Mr. Speaker, I can only be general in my response. The Legislature is aware because the Premier has answered questions over the last couple of weeks as to exactly what the initiatives are. He has given status reports on each initiative. My role is to ensure there is some consistency and co-ordination of initiatives across the government. For instance, certain initiatives fall under the Minister of Finance, others fall under the Minister for Public Works, and so on. My responsibility is to monitor these initiatives and make sure there is co-ordination where that is required. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Supplementary, Mr. Picco.

Supplementary To Question 386-13(4): Responsibility for Privatization Initiatives

MR. PICCO:

Thank you, Mr. Speaker. So, now we are getting to the crux of this privatization. The Minister has just said he is co-ordinating the privatization this and this, and he is looking for consistency. Can the Minister tell me what policy or direction he is following when he is evaluating the privatization initiatives of this government for consistency and for this co-ordination? Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you, Mr. Kakfwi.

Further Return To Question 386-13(4): Responsibility for Privatization Initiatives

HON. STEPHEN KAKFWI:

Mr. Speaker, there is a Cabinet direction given on privatization. We have informed the Legislature, Members of this House on the specific initiatives we wish to undertake. Generally those are being done to look at the cost efficiency, to see where it is possible for the private sector and our communities to do the same job that would benefit the private sector and the government in terms of efficiency, in terms of getting a better return on the dollar. That is a better phrase to use by the way, Mr. Henry. Where there is support for the initiative from the Legislature and we will be following generally those types of considerations in pursuing initiatives. Thank you.

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MR. SPEAKER:

Thank you. Oral questions. Final supplementary, Mr. Picco.

Supplementary To Question 386-13(4): Responsibility for Privatization Initiatives

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, we are not following a policy of the government as such, but we are following a direction from Cabinet, a Cabinet

direction is what the Minister said, a policy direction from Cabinet is what he said. My question is, is this policy direction from Cabinet of privatization available in writing and is it available for the Members of this House and for the people of the Northwest Territories to have a look at? Thank you, Mr. Speaker.

MR. SPEAKER:

Mr. Kakfwi.

Further Return To Question 386-13(4): Responsibility for Privatization Initiatives

HON. STEPHEN KAKFWI:

Mr. Speaker, the Member refers to Cabinet motions and directions that I do not believe are available to the public or Members of the Legislature. However, the policies of the government are in fact available. I understand there is a privatization policy still in the books from the era of the Commissioner. Commissioner Parker initiated such a policy back in 1988 or so that is still used as a general basis for privatization initiatives. Thank you.

MR. SPEAKER:

Yes, I would also like to remind the Members regarding questions. In the rules it says that a question must not seek information about matters which are secret, such as decisions or proceedings of Cabinet. Again, just to remind to the Members. Oral questions. Mr. Ootes.

Question 387-13(4): Percentage of Aboriginal Employees

MR. OOTES:

Thank you, Mr. Speaker. My question is for the Premier on affirmative action. I wonder if the Premier could tell me when the figure of 34 percent is presented, how is that related? Is that related to the general population?

MR. SPEAKER:

Mr. Premier.

Return To Question 387-13(4): Percentage of Aboriginal Employees

HON. DON MORIN:

Thank you, Mr. Speaker. No, it is not related to the overall population. It would be related to the amount of employees in government. It would be a certain percentage of employees in government. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 387-13(4): Percentage of Aboriginal Employees

MR. OOTES:

Thank you, Mr. Speaker. I thought it was related to the amount of the availability of the labour force in the NWT, Mr. Speaker. In that regard, I wonder if the Premier could tell me if the availability of the labour force is representative of certain sectors. If 34 percent and according to my previous statements, there has been success in certain other areas, if he believes that and once he has that researched out, could the Premier tell me and perhaps confirm with me, does he consider all sectors, every aspect of the territorial government, every department should have 50 percent aboriginal employment in every department, in every division, in every sector? Thank you.

MR. SPEAKER:

Mr. Morin.

Further Return To Question 387-13(4): Percentage of Aboriginal Employees

HON. DON MORIN:

Thank you, Mr. Speaker. That would be an ideal situation, but it does not exist today. When the policy was developed, it was with the goal of getting 50 to 51 percent aboriginal employees into the government. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Ootes.

Supplementary To Question 387-13(4): Percentage of Aboriginal Employees

MR. OOTES:

Thank you, Mr. Speaker. Would the Premier be able to tell me in medical services, for example, there are nurses required and doctors required. We have just

graduated 11 nurses but there are no other available nurses. Could the Premier tell me if he considers that an area we have to immediately get 50 percent aboriginal employment in? Thank you.

MR. SPEAKER:

Mr. Morin.

Further Return To Question 387-13(4): Percentage of Aboriginal Employees

HON. DON MORIN:

Thank you, Mr. Speaker. I remember not long ago in my home community, the nurses all came from southern Canada. When I was with a good government and good intentions of this government, they developed the nursing program that was delivered in the Northwest Territories to Northwest Territories residents. In this way we can help to get the percentage of aboriginal people and long-term northerners that fall under the affirmative action policy as employees of this government. Then you would kick up the numbers in that sector. We do the same thing, I believe, you call it the TEP program under the teacher's assistance program, to try to encourage teachers to be trained in the Northwest Territories. We have done the same thing with game wardens and we have done the same thing with social workers. All as good government to try to get the numbers of northerners increased in those sectors. Thank you.

MR. SPEAKER:

Oral questions. Final supplementary, Mr. Ootes.

Supplementary To Question 387-13(4): Percentage of Aboriginal Employees

MR. OOTES:

Thank you, Mr. Speaker. I agree with the Premier the effort has to involve more long-time northerners and aboriginals in all aspects of territorial government employment. However, there is a reality here in the Department of Justice. Does the Premier feel we are under-represented? How can we fill these positions, when the

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majority of the employees may be lawyers and paralegal individuals, when we do not have those individuals available in the Territories, remembering what I stated earlier, 72 percent of the clerical and

other levels have been filled by aboriginal people. Could the Premier tell me how do we fill those positions? Thank you.

MR. SPEAKER:

Mr. Morin.

Further Return To Question 387-13(4): Percentage of Aboriginal Employees

HON. DON MORIN:

Thank you, Mr. Speaker. I travel around the north quite a bit and I meet a lot of people. I meet a lot of young people and I see them as being just as capable as any other people of being able to fill those positions. They need to get their education. They will fill those positions. Thank you.

MR. SPEAKER:

Oral questions. Mr. Barnabas.

Question 388-13(4): Office Space for Community Employees

MR. BARNABAS:

Thank you, Mr. Speaker. My question is directed to the Minister of MACA, Honourable Manitok Thompson. With community empowerment being enforced through the communities, I understand there is less office space for these communities that are getting staff for the hamlets. Will the Minister provide offices for the people that will be working for the hamlets? Thank you, Mr. Speaker.

MR. SPEAKER:

The Minister of Municipal and Community Affairs, Ms. Thompson.

Return To Question 388-13(4): Office Space for Community Employees

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. When we do community transfers, we talk with the community and we deal with each community individually. If there is office space that is needed, we deal with it and with the individual communities. If the Member wants to know which community needs an office space, then we will deal with that community. Thank you.

MR. SPEAKER:

Thank you. Oral questions. Supplementary, Mr. Barnabas.

Supplementary To Question 388-13(4): Office Space for Community Employees

MR. BARNABAS:

Thank you, Mr. Speaker. (Translation) My question is with regards to government offices. They have not been renovated. These offices will be taken over by the hamlet councils. I would like to ask the Minister if they are going to make the offices available to the hamlet councils. (Translation ends)

Further Return To Question 388-13(4): Office Space for Community Employees

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. (Translation) For those communities that are getting decentralized and being transferred to different agencies or departments as the responsibilities are transferred and the hamlet offices take over, the hamlet representing the departments do not take place as soon as the transfers are done. If the offices that are in the communities are too old, then we will meet and consult with the communities and come up with the office spaces that are needed (Translation ends) When the government staff is moved over to the hamlet or seconded from the territorial government, when the community has equipment that is too old then they are upgraded and the houses are upgraded before they are moved over to the hamlets. Thank you, Mr. Speaker.

MR. SPEAKER:

Supplementary, Mr. Barnabas.

Supplementary To Question 388-13(4): Office Space for Community Employees

MR. BARNABAS:

(Translation) Thank you, Mr. Speaker. For people who are employed by the government, the social workers, also the government GLOs, when they are seconded to the hamlet councils and they are provided with office furniture like computers, is this equipment moved over to the hamlet, or is the hamlet expected to provide for this type of equipment that was provided to the territorial government employees? Thank you, Mr. Speaker. (Translation ends)

MR. SPEAKER:

Thank you, Ms. Thompson.

Further Return To Question 388-13(4): Office Space for Community Employees

HON. MANITOK THOMPSON:

(Translation) Thank you, Mr. Speaker. When the staff is being transferred over to the hamlet, the equipment and the buildings we transferred as well. The employees' agreement is formulated as to which part of the work is going to be handed over to the hamlet. The hamlet will then be able to require some of this equipment that the hamlet has taken over transferred from the territorial government. The hamlet will be consulted with by MACA, and explained to them exactly what is required for them to take over. Each and every one of the responsibilities that are being handed over to the community are fairly well consulted with prior to the transfer of the employee. Thank you, Mr. Speaker. (Translation ends)

MR. SPEAKER:

Final supplementary, Mr. Barnabas.

Supplementary To Question 388-13(4): Office Space for Community Employees

MR. BARNABAS:

Thank you, Mr. Speaker. (Translation) When the government transfers their office equipment perhaps computers, some of them are out-of-date. Are these going to be bought by the hamlet councils or is the government going to re-furbish the equipment that is too old to be used by the hamlet? Thank you, Mr. Speaker. (Translation ends)

MR. SPEAKER:

Ms. Thompson.

Further Return To Question 388-13(4): Office Space for Community Employees

HON. MANITOK THOMPSON:

(Translation) Thank you, Mr. Speaker. All the communities are different. Some have brand

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new equipment, but some are getting old. Those will be assessed. All the property the government has will

be assessed. Each one of the communities will be transferred over as is or maybe some will acquire some equipment that is very old. These will be formulated after the consultation process. Thank you, Mr. Speaker. (Translation ends)

MR. SPEAKER:

Thank you. Question period is over. Written questions. Mr. Picco.

ITEM 7: WRITTEN QUESTIONS

Written Question 20-13(4): Iqaluit Airport Revenues

MR. PICCO:

Thank you, Mr. Speaker. I have some written questions, but I do not want to break Cabinet secrecy by asking which Minister to send it to. I think it is the Minister of Finance.

Could the department please provide information on the following matters as they relate to the operation of the Iqaluit airport:

- 1) Revenue generated from Iqaluit fuel sales - total dollar amount for 1995/96;
- 2) Revenue generated by landings and other revenue generated by foreign and intra-Canadian flights;
- 3) Total sur tax, if any, on fuel sales in Iqaluit;
- 4) Revenue generated by leases, equipment and facilities at Iqaluit airport; and
- 5) Timeframe and description of any privatization initiatives underway or anticipated at the Iqaluit airport.

To the appropriate privatization Minister. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Written questions. Item 8, returns to written questions. Item 9, replies to opening address. Item 10, petitions. Mr. Barnabas.

ITEM 10: PETITIONS

MR. BARNABAS:

Thank you, Mr. Speaker. Mr. Speaker, I would like to present the petition, Petition 15-13(4), dealing with proposed reduction to Nunavut library services. Mr.

Speaker, the petition contains 20 signatures from residents of Arctic Bay. The petitioners request the Members should work to preserve the public library service which currently exists, and to cancel the lay-off notice which has been issued. Thank you, Mr. Speaker.

--Applause.

MR. SPEAKER:

Petitions. Item 11, reports of standing and special committees. Item 12, reports of committees on the review of bills. Item 13, tabling of documents. Mr. Picco.

ITEM 13: TABLING OF DOCUMENTS

MR. PICCO:

Thank you, Mr. Speaker. It gives me great pleasure at this time to table the document entitled The Evaluation of ERS Services Report for Iqaluit Airport by Treeline Planning Services, Tabled Document No. 54-13(4). It gives a review of the arguments against the closure of ERS at the airport in Iqaluit. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Tabling of documents. Item 14, notices of motion. Item 15, notices of motions for first reading of bills. Item 16, motions. Item 17, first reading of bills. Mr. Todd.

ITEM 17: FIRST READING OF BILLS

Bill 10: Supplementary Appropriation Act, No. 3, 1996-97

HON. JOHN TODD:

Thank you, Mr. Speaker. I move, seconded by the honourable Member for Yellowknife Frame Lake that Bill 10, Supplementary Appropriation Act No. 3, 1996-97, be read for the first time. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you, Mr. Todd. Your motion is in order. To the motion. Question has been called. All those in favour? All those opposed? Motion is carried. Bill 10 has had first reading. First reading of bills. Item 18, second reading of bills. Mr. Todd.

ITEM 18: SECOND READING OF BILLS

Bill 10: Supplementary Appropriation Act, No. 3, 1996-97

HON. JOHN TODD:

Thank you again, Mr. Speaker. I move, seconded by the honourable Member for Yellowknife Frame Lake, that Bill 10, Supplementary Appropriation Act No. 3, 1996-97, be read for the second time. Mr. Speaker, this bill makes supplementary appropriations for the Government of the Northwest Territories, for the fiscal year ending March 31, 1997. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you, Mr. Todd. Your motion is in order. To the principle of the bill. Question is being called. All those in favour? All those opposed? Motion is carried. Bill 10 has had second reading and accordingly stands to order to committee of the whole. Second reading of bills.

Item 19, consideration in committee of the whole of bills and other matters: Bill 2, 8, and 9; Committee Report 2, 3, 4, and 6, with Mr. Ningark in the chair.

ITEM 19: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

CHAIRMAN (Mr. Ningark):

Thank you. I would like to call the committee to order.

Chair's Ruling

CHAIRMAN (Mr. Ningark):

Prior to calling to the orders of the day, I would like to provide a chair's ruling. At this time I will give my ruling on the point of order raised by the Member for Iqaluit, Mr. Picco. On Friday, February 21, in committee of the whole, Mr. Picco raised his point of order with respect to

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events that transpired in committee of the whole on the preceding Thursday, February 20. The Member, Mr. Picco, did raise his point at the earliest opportunity after having received the unedited Hansard on February 20, 1997. In essence, Mr. Picco claims a point of order with respect to the number of questions he was permitted by the chair during a detail review of the main estimates for the Department of Health and Social Services. The committee has previously consented to the process whereby each

Member would be allowed five questions during the review of each line item. If there were no further questions from other Members, then the chair would continue to recognize a Member with the concurrence of the committee, subject as well to a discretion of the chair. I quote from page 1325 of the unedited Hansard of February 21, 1997, Mr. Picco's point of order "my point of order, Mr. Chairman, was if you count the questions you will see I was only at question number three when that was said." On the occasion, Mr. Picco was referring to comments of the chair, Mrs. Groenewegen, on the preceding date, and I quote from page 1271 of the unedited Hansard of February 20, "I am deeply offended that a Member questions whether or not I have the ability to count to five, but having said that I do not know whether that was four or five, so I will give you one more question." Mr. Picco's point of order also included a request for an apology from Mrs. Groenewegen. I quote again from 1325 of the unedited Hansard from February 21, and I quote, "I would ask that Madam Groenewegen at the chair's direction that an apology be forthcoming."

On the issue of the number of questions the chair permitted Mr. Picco, I have reviewed an unedited Hansard from February 20 and I note the Member from Iqaluit did in fact ask three questions prior to the chair's announcing he was on his final question. Subsequently Mr. Picco asked his fourth question. It was at this point the chair, recognizing the count may have been in error, offered Mr. Picco the opportunity for another question, which Mr. Picco accepted and the fifth question was asked. Therefore, I find Mr. Picco does not have a point of order. On the issue of the honourable Member for Iqaluit seeking an apology from the chair, I have reviewed a number of parliamentary authorities on the matter to find no reference to any precedents for such a request. Regardless of whether or not there is a point of order, it has not been an accepted practice for Members to seek apologies from the chair nor for the chair to comply with such a request.

The only recourse open to a Member who is not satisfied with a chair's ruling is to challenge that ruling to the Speaker. I trust the Members can appreciate the inherent difficulties in fulfilling the duties of the chair on behalf of the committee and Members recognize that your chairpersons are subject to human probability. In all cases the chair will make every effort to direct the business of the committee in a fair and impartial manner, in accordance with the

rules, practices, and procedures adopted by this committee and this House. Thank you.

We have a number of items to consider under item 19, consideration in committee of the whole of bills and other matters. What is the wish of the committee? Mr. Ootes.

Committee Motion 21-13(4): To Defer Consideration of Main Estimates for RWED

MR. OOTES:

Mr. Chairman, I move we defer further consideration of the 1997-98 main estimates for the Department of Resources, Wildlife and Economic Development at this time.

CHAIRMAN (Mr. Ningark):

I believe the motion is being circulated to all members at present. I will wait until each Member has a copy of the motion. All Members have been given the motion. The motion is in order. To the motion. I believe we need a quorum, I will ring the bell. Thank you. Chair recognizes the quorum. Mr. Ootes, for the record, would you please read the motion again? Thank you.

MR. OOTES:

Mr. Chairman, I move we defer further consideration of the 1997-98 main estimates for the Department of Resources, Wildlife and Economical Development at this time.

CHAIRMAN (Mr. Ningark):

Thank you. The motion is in order. To the motion. Question is being called. All those in favour? Please raise your hands. Down please. Opposed? The motion is carried. Thank you. We have deferred the 1997-98 main estimates for Department of Resources, Wildlife and Economical Development at this time. Mr. Ootes, what is the wish of the committee?

MR. OOTES:

Thank you, Mr. Chairman, that we continue with Bill 8, Appropriation Act and consider the Department of Education, Culture and Employment.

CHAIRMAN (Mr. Ningark):

Thank you. Do we agree we will continue with the Department of Education, Culture and Employment? I

believe we also have Committee Report 06-13(4), Standing Committee on Social Program Report on the Review of the Main Estimates for 1997/98 after the break. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Thank you. We will take a break.

-- Break

CHAIRMAN (Mr. Ningark):

I would like to call the committee to order. Item 19. We are reviewing Bill 8, Appropriation Act, 1997-98. At this time we are doing the Department of Education, Culture and Employment. Mr. Dent, do you have any opening remarks on behalf of your department? Thank you.

HON. CHARLES DENT:

I do, Mr. Chairman. Thank you. I am pleased to present the main estimates for the Department of Education, Culture and Employment for 1997-98, which total nearly \$286 million. The territorial government has three main priorities: to establish two new viable Territories by April 1, 1999; to improve economic conditions and to address social conditions. Our main estimates for 1997-98, as well as the department's long-term strategic objectives, support these key priorities.

I want to begin by discussing early childhood programs. We are striving to build a comprehensive early childhood learning system. Quality early intervention programs are essential for

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helping children develop the skills that will help them succeed in school and the community and later on in the workplace.

During the past year, the department has been co-operating with the Department of Health and Social Services to develop an early intervention policy framework. We have also been working on a funding system which will provide ongoing support for communities to offer comprehensive, integrated early intervention services for children "at risk" and their families.

I will be pleased to present to the Standing Committee on Social Programs, at its convenience, detailed information about the Healthy Children Initiative and plans for its implementation. The main estimates for 1997-98 include \$3 million to be added to the funding already allocated for community-based early intervention projects to support this initiative.

Improving student achievement will also improve social conditions, as more northerners become prepared for post-secondary education, the job market and for everyday life. Local access to kindergarten to grade 12 programs is one of the critical components of improving student achievement. With the direction of communities and education bodies, the department plans to continue to extend grades so more communities will be offering grade 10, 11 and 12 programs. In 1997-98, school programs from kindergarten to grade 12 will be offered in 34 communities. The main estimates identify \$300,000 for modifications to schools in small communities to accommodate grade extensions.

To address the facilities needed to support the delivery of school programs, the department will be planning, designing and constructing a new school in Pond Inlet, as well as renovating a number of school facilities. Classrooms will be added to schools in Paulatuk, Arctic Bay, Pangnirtung, Baker Lake, Taloyoak and Gjoa Haven to accommodate growing enrolments.

To improve student achievement, we need to know how students are doing in key subject areas and the kind of support they need to improve their skills and knowledge. The department is continuing to participate in the National School Achievement Indicators Program, which assesses students in the areas of math, reading and writing and science and soon will address their technological skills. As you know, the department recently received preliminary information on last year's science assessment. After we receive a detailed report in April, we will work with divisional education councils, schools, students and parents to develop a strategy to improve student achievement in science.

Mr. Chairman, about 60 percent of the department's money is spent on the school system. To meet our budget targets, contributions for schools must be adjusted. In 1997-98 total school contributions will continue to be capped, although student enrolment is expected to continue growing at about three to five percent per year as it has over the past several years. As a result, the amount of funding per student is being

decreased. The department is working with education bodies to adjust the formula to better reflect fiscal reality while dealing with program requirements to the best extent possible.

More adults are returning to the public college system or schools to complete their secondary schooling and more are taking post-secondary education and employment skills training. This trend supports the government's priority of establishing two new viable Territories because it prepares northerners for the economic opportunities that both new Territories will offer. To enhance adult education, this year the department will be supporting capital projects to start construction of community learning centres in four communities and complete centres in two others.

Northern participation in the labour market will be enhanced this year through departmental initiatives to provide pre-employment training and support for workplace-based education. Specialized mine training and training for the construction industry are examples of initiatives that will continue this year. Funding for a one-year trial delivery of an engineering pre-technology program was provided to Aurora College in 1996-97. The department is currently negotiating with the college and expects that the program will continue during the coming year.

The Standing Committee on Social Programs has recommended that additional funding be added to adult

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education if the government runs a surplus in the next fiscal year. I am pleased the committee places such importance on adult basic education. The department will soon release a report on adult basic education in the NWT which will identify the continuing need for this service and how it can be sustained through partnerships between the territorial government and other funding sources. I will consult with my Cabinet colleagues on this issue and will be prepared to discuss it in more detail once the report is finished. I must point out that we are in much the same situation with the colleges that we are with the schools. The colleges account for almost \$30 million of the department's expenditures. As a result, to meet budget targets, the colleges will also be affected. The main estimates I am presenting today include a reduction of more than \$1 million in contributions to the colleges. Mr. Chairman, the colleges have tried to absorb this cut through reductions in support staff, but

cannot accommodate it all in this way. As a result, some programs will be affected.

In 1996-97, the NWT Student Financial Assistance Program provided support to about two thousand post-secondary students. The demand for financial support for students to attend post-secondary institutions is expected to increase, but probably not at such a high rate as in the past. The department has reviewed this program and student financial assistance programs across Canada. I intend to provide you with a paper by the end of this session to stimulate discussion about how to ensure students continue to have access to post-secondary education and training programs. The discussion paper will suggest we look at such areas as student eligibility, the role of the family and community in assisting students, the relationship between student performance and on-going assistance, and co-ordination of the program with other training support programs, among other things.

Career development programs and services are critical to individual and community development in the north. Regional career centres work with partner organizations including businesses, schools, colleges and community organizations to provide career information and counselling services. To improve access and quality of counselling services, particularly in smaller communities, the department has developed a career counselling training program which will be delivered across the Northwest Territories this year.

To establish a broad framework for its programs and services and to ensure effective investment in priority areas, the department has prepared a labour force development plan. This plan will focus department expenditures on program and strategic initiatives in basic education, career services, skills development, employment services, income support and labour market information. The importance of joint ventures will be highlighted and responsibilities clarified between government and major labour market partners. The plan will also increase co-ordination of labour force programs and services through the development and support of effective labour market information systems.

Communities want more control over their social agendas and many see the design, delivery and management of the income support program as a first step. Last fall, more than 25 communities indicated they were interested in delivering income support. We continue to negotiate with these communities and

during 1997-98, the department will encourage and support communities which opt to take over the delivery of this program.

One income support program has been the topic of much debate in the past few months. I am referring, of course, to the seniors' fuel subsidy. The department originally moved to eliminate the subsidy for two reasons. First, to reach our budget target. Second, in the past the subsidy was given to all home owners over the age of 60, whether or not the home owner was in financial need. I have reviewed the recommendation made by the Standing Committee on Social Programs regarding the seniors' fuel subsidy. There are elements of the recommendation that are workable, while other elements will be difficult to accommodate within our budget target. Following extensive discussions with Members of the Standing Committee and consultation with the Seniors' Advisory Council, I am proposing to continue the seniors' fuel subsidy.

-- Applause

SOME HON. MEMBERS:

Hear! Hear! Bravo! Bravo!

HON. CHARLES DENT:

However, to ensure that the program is equitable and fiscally sustainable, some changes must be made. While the details still need to be worked out in consultation with the Seniors' Advisory Council and the standing committee, we will propose a program in which people will receive the subsidy if they own their own home, are at least 60 years of age, live in the Northwest Territories and meet the household income test. Following approval of our budget, work will continue to determine an appropriate source of funds and an appropriate program design. Seniors who need assistance to heat their homes will receive it.

Communities have told us they want to determine the goals and priorities of culture, language and heritage programs. In response, and in consultation with communities, the department is changing the delivery of these important programs, and is consulting with language communities to develop plans to reshape and simplify language programs and services.

In 1997/98, the department will complete a reorganization of the Language Bureau. Three administrative and support positions will be eliminated. The management of language

development and interpreter/translator certification will be transferred to the Culture and Heritage Division. Mr. Chairman, I am pleased to note the standing committee supports the department's initiative to transfer the responsibility for the development and promotion of aboriginal languages to the language communities.

I have directed the department to review the standing committee's recommendation regarding the Language Bureau

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and provision of interpreter/translator services. I am prepared to look at the recommendation and prepare a plan for language services, using it if it makes economic and functional sense. However, if we are to proceed with transferring responsibility to the language communities, this must be addressed as quickly as possible. I will present a plan to my Cabinet colleagues in the next couple of weeks.

Other culture and heritage initiatives planned for 1997/98 include the establishment of an Arts Trust Fund to increase the level of support that can be provided to artists in the NWT and the establishment of new archaeological permitting procedures that will recognize the knowledge, skills and abilities of aboriginal people in recognizing and documenting archaeological sites.

Public access to information networks is also critical for the future. By integrating new communications technologies into teaching and learning, we will help NWT residents participate fully in the age of networked knowledge. Improved use of information technology can help northerners prepare for employment in the two new Territories. The information highway also holds a great deal of potential for providing employment to northerners, thus improving economic conditions. The department is co-operating with other GNWT departments and private sector organizations to develop a high-speed communications network linking all communities to each other and to the world-wide information highway.

In 1997/98, the department will continue to work closely with public colleges, divisional education councils and district education authorities, to provide training in the use of information technology, to upgrade networks in educational institutions and to develop and deliver enhanced educational programs and services. One million in capital funds has been

set aside in these main estimates for the development of information technology infrastructure.

Mr. Chairman, this concludes my opening remarks. I will be pleased to answer any of your questions and discuss the main estimates in more detail.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Minister. On behalf of the standing committee, Education, Culture and Employment, I believe is Mr. Enuaraq. Thank you.

MR. ENUARAQ:

Thank you, Mr. Chairman and good afternoon.

Seniors' Fuel Subsidy

On February 10, 1997, we provided a report to the Assembly on this issue. As we stated in that report:

"The standing committee believes the Minister of Education, Culture and Employment has been given clear, political direction to keep the seniors' fuel subsidy in some form. As we noted in an October report to the Minister, there is clear consensus among the Ordinary Members and agreement from the NWT Seniors Advisory Council that this program should remain in place. When we approved a change to the fuel subsidy as part of the 1996/97 budget, it was with the understanding that the change would address only those high income seniors who were getting the subsidy. The actual implementation went far beyond what we thought we were approving.

On October 9, 1996, in response to the Minister's concerns, the Legislative Assembly passed a motion, referring the issue of changes to the seniors' fuel subsidy to the Standing Committee on Social Programs.

The committee addressed the issue with the Minister with no resolution. On October 18, 1996, we gave an interim report, Committee Report 12-13(3) in the House identifying the need to retain the subsidy in the short term. In that report, we also identified possible options for funding the program.

We again tried to address this issue during the review of the draft main estimates in December. The Minister continued to indicate that he was unable to find the funding necessary to continue the program but would consider options put forward by the committee. As a result of our decisions, we offered a number of

potential sources for some or all of the funding required to support this program.

There is a social envelope working group looking at the array of programs and subsidies available to seniors. This group may recommend changes to the seniors' fuel subsidy or replacement of the subsidy with a different option. However, there is no indication, at this point, of the timeframe for completion of this comprehensive review of seniors' programs and subsidies. It is not appropriate to eliminate the fuel subsidy until the standing committee and Members of the Assembly have had an opportunity to review and approve other possible options.

We had hoped the Minister of Education, Culture and Employment would be willing to work co-operatively with the standing committee to ensure seniors were able to access some form of fuel subsidy. The Standing Committee on Social Programs strongly believes that the Minister could have identified the \$250,000 necessary for this program within his \$280 million budget.

On February 12, 1997, members of the committee introduced a formal motion in the Assembly directing the Minister to ensure the seniors' fuel subsidy remains in place until such time as the Assembly directs otherwise.

Recommendation 6

The Standing Committee on Social Programs recommends that the Minister of Education, Culture and Employment be urged to continue the Seniors' Fuel Subsidy Program with the following changes:

- Increasing the single income ratio to at least exceed the Statistics Canada poverty level for a single person, indexed to Yellowknife's cost of living;
- Indexing qualifying incomes to the cost of living across the Northwest Territories, using Yellowknife as a base; and

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- Including seniors who rent private housing in the eligibility criteria.

and further that the funding necessary for this program should come from instituting a rent policy for seniors living in public housing; and further, that the revised Seniors' Fuel Subsidy Program remain in place until the recommendations contained in the

report of the comprehensive review of all programs and benefits to seniors and elders is reviewed by the Standing Committee on Social Programs and the Legislative Assembly.

Mr. Chairman, if it is okay with you, I am going to let my colleague and deputy chair, Michael Miltenberger, continue with the report.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Enuaraq. Mr. Miltenberger, proceed.

MR. MILTENBERGER:

Thank you, Mr. Chairman.

Language Bureau

There are two issues of concern in addressing the Language Bureau. The first concern has to do with the privatization of interpreter/translator services. The second deals with the transfer of funding for language programming and development to language communities.

The department intends to transfer the funding associated with interpreter/translator services to the user departments. Departments will then be free to obtain these services from the private sector. The Minister has indicated there are already a number of contractors providing interpreter/translator services for the Language Bureau. He expressed confidence that the level of service would not decline. Many eastern Members have raised a concern about the privatization of interpreter/translator services. We believe that this issue is one which may need a different solution in Nunavut than in the western territory. In the west, Members seem more comfortable with the use of contract interpreter/translators. The biggest issue seems to be the need for standards and a registry of interpreter/translators to ensure the quality of the service. With seven different aboriginal languages in use in the west, a contract approach may be appropriate. However, in Nunavut, there are language issues relating to the use of Inuktitut in the post-division government. There is also only one aboriginal language used with any frequency and it is used by a large percentage of the population.

The Minister has indicated there are no cost implications associated with the privatization. Therefore, we believe there is time to develop a plan which will address the differing concerns.

Recommendation 7

The Standing Committee on Social Programs recommends that the Minister prepare a plan for interpreter/translator services which addresses the differing situations in the eastern and western NWT and provide that plan to the committee as part of the department's division plan in May 1997.

The transfer of funding to language communities has been raised by advocates for aboriginal languages and the Languages Commissioner in the past. This transfer places the responsibility for the development and promotion of aboriginal languages with the actual language communities themselves. The transfer is consistent with community empowerment and we are prepared to support this initiative.

Student Financial Assistance

In the area of student financial assistance, the committee has been asking for the report on potential changes for the past year. In the business plan, there is an indication that there will be program changes to save dollars. The Minister indicated that the department intends to make two short-term changes to the program for the coming fiscal year. The Minister has indicated that the two changes are:

1) limiting travel assistance to tickets valued at the equivalent of two weeks advance booking to the closest northern college campus or the nearest "point of departure"; and

2) suspending student financial assistance for a three-year period for students who are unsuccessful in meeting the minimum requirement of successful completion of 60 percent of a full post-secondary course load.

The Minister identified the specific changes to the committee in a letter dated February 10, 1997. We have not had the opportunity to discuss these changes in detail with the Minister, although his department did provide some background information to help us understand the existing provisions late last week.

We are generally supportive of the limitations on travel. However, we have two concerns. First, there are some cases where a student will pursue a course of study which is not available either at a northern college or in an educational institution in the student's point of departure. We believe there should be a

provision to support student travel, when travel past the point of departure is beyond the student's control.

The committee does not support the second proposed change: the suspension of student financial assistance for a three-year period. We find this change to be far more punitive than the current arrangements. While we want to encourage all students on assistance to do their best, there are also a number of circumstances which could cause someone to have difficulty in a particular semester. Based on the information we received from the department, we also felt the change was inconsistent with the department's previous recognition that students might need a second chance to adapt to post-secondary schooling and some probationary options should be available.

The proposed change raised concerns for us including the following:

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- There should be a probationary period to support those who need an extra hand to adapt to the demands of post-secondary schooling.
- The change does not seem to recognize the difference between someone who just missed passing and someone who did very poorly on all their courses.
- There should be a recognition that mature students may only have a course load of 60 percent of full load in the first year. There is no flexibility for them to miss even one course as they adapt to being at school.

More comprehensive long-term changes will be proposed through a discussion paper to be released in February 1997.

We are looking forward to the discussion paper the Minister intends to table in February. We hope the Minister is considering the input and advice of a broad range of northern individuals in the development of that discussion paper. This will ensure that issues key to one segment of the population are not overlooked in drafting the paper. We also hope the Minister has advised all students receiving student financial assistance that he will be proposing changes in the near future. The committee believes consultation on these changes with the people most affected, the students, is essential.

AN HON. MEMBER:

Hear, hear.

MR. MILTENBERGER:

We will be looking for a change in direction when we review the report, one which focuses on results. Student financial assistance is a major investment of this government and, although we know how much money we put in and the number of people who start their programs, we have no idea what the success rate is in terms of graduation. We also do not know how many people return to the territories after graduating. We need to be more proactive in ensuring the NWT benefits from the dollars spent supporting post-secondary education. We need to consider options like a longer period for remission, lengthening the time required to earn the grant, and basing forgiveness on success in a post-secondary program. We need to encourage students to return to the NWT once they finish their degrees and diplomas. These people work hard for their education, so loan remission may not be enough. We need to find opportunities, both within governments and in the private sector, to actively recruit these graduates and bring them back to meaningful work in the north.

Mr. Chairman, I would like to ask my colleague from Inuvik to continue reading the report, in hopefully a more coherent manner than I did.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. Honourable Member for Inuvik, Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman.

Colleges

The main estimates do not include a list of active positions for the colleges. This information would be a useful addition. We understand the colleges have the position numbers and they could be provided if a request was made. This information is essential for the committee and Members in tracking the overall impact of budget reductions to the colleges.

Labour Force Development Plan

The department has developed a draft Labour Force Development Plan. We think this plan is crucial. With no northern employment strategy, we spend millions of dollars but the focus is on numbers through the system, not on results. We hope the plan reflects a more proactive approach to working with the people we are developing, such as the students we support

through student financial assistance. We are spending these dollars but not capitalizing on the product.

The department provided a briefing on the Labour Force Development Plan. While this provides a good base, it should be an integral part of the Northern Employment Strategy and closely linked to the Affirmative Action Policy. These vital connections to the overall strategy are not clear yet and must be established.

Tracking Results

We are concerned about how well education is able to measure the results of the dollars spent on education and training. The government seems to track statistics rather than results. There has to be a better way to determine if we are getting value for the money spent. Are people receiving a good education? What is the value of graduating from our system? How many people are graduating? What is happening when people attend post-secondary institutions? What is the connection between our graduates and their success in post-secondary education?

There should be a component of the Labour Force Development Strategy which emphasizes results. If we do not have benchmarks and track results, how will we know whether the programs are being effective? How will we know what efforts produce the best results for the people of the NWT?

Adult Education

Members still remain concerned about the level of funding for adult education. Education levels among aboriginal adults are very low. Until we can address this, we will not break the cycle of dependence, hopelessness and social problems. We recognize that there is only a certain amount of funding available to the department and the Minister has achieved what he believes is the best balance between different program areas.

The government is currently projecting a small surplus for 1997/98. By late July, the Minister of Finance should have a good idea of whether the departments will be on target. The committee would like to recommend that, if the government is on target by the end of the summer, some new funding be added to support adult education. We hope this investment will help reduce the pressure on other government programs.

Recommendation 8

The standing committee recommends that additional funding be added to adult education in September if the government variance reports at that time indicate the government will achieve a balanced budget for '1997/98.

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Regional Librarians

The Minister proposed the elimination of two regional librarians. These two positions currently fill training and ordering functions for the whole territory. We were concerned with how these functions would be carried out and who would provide support to the many community libraries that these two librarians serve. The Minister has provided information demonstrating that existing staff will be able to handle the functions currently being carried out by the two librarians.

FAS/FAE

We raised the issue of FAS/FAE education and training for front line workers in the schools and in income support. The committee recognizes that there is some basic training in special needs offered to the teacher education program students and through Bachelor of Education programs. However, given the magnitude of the problem in the north, we think more needs to be done. With the \$4.5 million in early intervention funding available, there is a perfect opportunity for the department to work with the FAS/FAE Strategy group to develop and deliver educational materials to those who are working with our children. This focused use of the money on an identified need would certainly be appropriate.

Recommendation 9

The Standing Committee recommends that early childhood intervention funding be allocated for the development of an education/training module on FAS/FAE, in co-operation with the FAS/FAE Strategy group.

Mr. Chairman, I would like to hand it back to the chairman of our Committee. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Enuaraq.

MR. ENUARAQ:

Thank you, Mr. Chairman.

Early Childhood Intervention

The committee agrees with the Minister that early childhood intervention is critical. However, we see a need to focus on results rather than just on spending dollars. Over the next year, the department will be distributing \$4.5 million for early childhood intervention. From the explanations given, it will be distributed in a manner similar to the Community Action Fund. In the business plan, there is a shopping list of the kinds of items which might be considered under this program. We are very concerned about the use of this one time funding. It appears to be unfocused with no parameters. We are concerned about how much will actually get to families and how the results of this spending will be measured by the department. We have sought assurance from the Minister that it is not just a give-away program but is part of a clear plan to address early intervention needs. We continue to have concerns about the allocation model and guidelines for the early childhood intervention funding. We are pleased to hear the department is developing a framework and look forward to carefully reviewing this framework with the department.

Arts Council Trust

The committee noted the introduction of an Arts Council Trust. With limited dollars, these types of partnerships between the public and private sector are necessary and should be encouraged.

Capital Planning

When we discussed the capital, we asked about the status of the Rankin Inlet High School. The Minister indicated that, under the capital criteria, Rankin did not have the student population to justify this facility and it would probably have been four or five more years before a new high school was built. This compares to six months ago when the Minister assured us this facility was necessary and was not something the department felt could be deferred. Part of the reason for the lower numbers were grade extensions in small communities and the diminished use of Kivallik Hall. These are not new initiatives. The committee is concerned that a project of this magnitude was continued by the department when they should have been able to predict the lower student occupancy rate. We are very disappointed with the lack of planning and adequate analysis. The

Minister has indicated the construction is underway and so the government is locked into the project.

Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Enuaraq. I would like to ask the Minister if he would like to bring in witnesses.

HON. CHARLES DENT:

Yes, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Is committee agreed the Minister may bring in witnesses?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

I would like to ask the Sergeant-at-Arms if he could bring in the witnesses.

I would like to ask the Honourable Charles Dent, Minister of Education, Culture, and Employment, if he would like to introduce his witnesses?

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, on my left I have Mr. Mark Cleveland, who is the assistant deputy minister of culture and careers. On my right is Mr. Paul Devitt, who is the director of finance and administration for the department.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Welcome to the committee. I now open the floor to general comments from the Members on the department's main estimates. I have Mr. Ningark.

MR. NINGARK:

(Translation) Thank you, Mr. Chairman. I am pleased to be able to make comments on education as well as culture and employment programs. I have a few comments to make. I am also pleased we are dealing with languages of the Inuit and Indian languages, aboriginal languages under the official languages, recognition of official languages for French and English. We can all work together, even though we all

have different languages to deal with. This is the responsibility of the Minister under the culture and heritage programs, it is to

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protect the heritage, as well as the languages of our people. People who are unilingual in Nunavut probably believe there is only one language to deal with in their area.

When we went to the communities, the people represented by Evaloarjuk, Barnabas, and my other colleagues who also have to deal with unilingual languages in Inuktitut, do not wish to lose the use of their language. We value our language, also we from Natilikmiot, value our language even though we understand each other. Mr. Chairman, we understand each other quite well, but the people who are mostly staying in smaller communities, do not move around to other communities and do not understand other dialects as much. We can appreciate the fact there are other dialects and we can understand the other dialects perfectly.

I would like other people to know about this as well. We do not wish to lose our unique dialect in Natilikmiot. Even in the region of Kitikmeot, we also have different dialects to deal with. Pelly Bay, Gjoa Haven, and Taloyoak are called Natilikmiot regions, they are a small knit group. For instance, Pelly Bay and Gjoa Haven are only 120 miles apart. Taloyoak and Gjoa Haven are 90 miles apart. There is still a slight difference in dialects. I understand the dialect of Natilikmiot and I can speak the dialect, but I am not speaking the dialect at this time. If I spoke their dialect, it would be slightly different from what I am saying right now. I grew up in Repulse Bay. As well as the Amittuq area, they have a slight difference in Aivilik dialect too. I am not trying to combat any other regions in Nunavut. I am just trying to show there is a difference in those communities, what we are dealing with right now. We do not wish to lose our own dialect and we would like to have their dialect taught in Inuinnaqtun dialect.

No wonder in the Baffin region they also want to have their particular dialect to be taught to their next generation. I would like people to know about that and also my colleagues in the Legislative Assembly. My friends' languages are all different, even though people might think we have the same language. There are slight differences in each one of the regions. We would like to preserve the differentiation and the difference in our language for our future

generations. Maybe some day in the future it might become similar. Even the clothing is quite different. In Baffin, Keewatin, and Kitikmeot they all have different clothing styles. They also appreciate their own particular style of clothing. For that reason I would like other people to know about that. Thank you, Mr. Chairman. (Translation ends)

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ningark. Are there any further general comments? Committee agreed. We will proceed to the detail of the estimates. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. I am pleased to see a Minister is placing more money into early intervention. We all know if you get children at an early age, they will be much more successful later in life as far as their educational success and there is less likelihood of being on social assistance and all the rest of that. I am glad to see that. I am also glad to see they are proceeding with the grade extensions which are putting grade 12 into most of the communities. Unfortunately, there does not seem to be the same concern or emphasis being put on adult education. I see from the Aurora College's 1995 corporate plan a blueprint for the future. About 33 percent of aboriginal people have less than grade nine, Mr. Chairman. At the same time, I look at the next line and see there is only about 3.5 percent of non-aboriginal people who have grade nine or less. Mr. Chairman, I do not know why this department is not pouring millions of dollars into adult education. I see there is going to be a report on adult basic education which will identify the continuing need for this service. I do not think we need a report or study to tell us we need a continuing need, when there is one out of every three adult aboriginal people in the Northwest Territories who have grade nine or less. What more do you need to tell you we need to continue basic adult education? I do not think we should be looking at sustaining this service. We need to be increasing it, Mr. Chairman, increasing it. This can only be done by a huge influx of money. Sometimes I wonder how it would be to have those 33 percent of non-aboriginal people who have grade nine or less. Would there be a different emphasis on basic adult education? I see we are also concerned about the results of the National School Achievement Indicators Program. I do not know why we are actually in this program, Mr. Chairman.

We do not know where the problem is. We know there is a problem. We do not know where it is because

there is no indication of where the tests come from. For all we know everybody that passed those tests came from Yellowknife. We do not know, for instance, how the kids in Hay River did, Fort Smith, Detah, or from anywhere because there is no indication from where the students come from. I really do not know why we bother participating. There must be some way we can participate in this program and find out where our problem is. There has got to be a way. It is not that hard. Maybe they should just photocopy the exams, the teachers there correct them as well. Then you can know where the problem is. I do not think this is that hard to do, but for some reason we have not done that yet. I certainly hope this is going to be addressed.

Mr. Chairman, I see we have a commitment to continue the senior's fuel subsidy. I am glad to see it. However, it looks as though the Minister feels the people who rent their homes do not deserve to benefit from this fuel subsidy. I suppose people who rent their own homes make much more money than people who own their own homes, so they do not need any assistance. This is one of the problems the Social Programs Committee had identified. We had hoped any new program would try to address that. It looks like the new program is going to perpetuate the inconsistencies of people who own their home and people who do not own their own home. We have the assurance that seniors who need assistance to heat their homes will receive it. I guess the people who rent their own homes will have to go to income support and people who own their homes will not have to.

In the area of student financial assistance, I think it is time we started focusing on what results we are getting. By that I mean, if we are supplying loans and grants which can be remised by coming here, then we need to know how many people are actually staying here once their loans are forgiven. We do not only need to know how many people are coming back here once they finish school, because they might only stay here for only two or three years until their loans are forgiven and then they are gone. We need to know how many people actually remain here afterwards. I understand this will

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be addressed. I am looking forward to seeing the plan, seeing the actual results of how many people actually stay here of the people who receive assistance from us. Mr. Chairman, those are my

opening remarks. I will be asking questions in several areas later. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. General comments from Members. Are there any further general comments? If there are no further general comments, does committee agree to proceed with detail of the estimates?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. We will now proceed to page 9-16, director and administration, operations and maintenance. Mr. Erasmus.

MR. ERASMUS:

I am sorry, I did not hear you, Mr. Chairman. I was wondering how many people are within the headquarters administration who qualify under the Affirmative Action Policy?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Honourable Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I do not have the breakdown. Headquarters will have to provide that information to the committee.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Has the department hired any people that were laid off from the Personnel Secretariat?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Honourable Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. We have currently one person on transfer assignment from that department.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Honourable Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Could the Minister explain what transfer assignment means or what this particular transfer assignment is?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The common name for that is on secondment. She has been seconded to our department for probably two years.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Erasmus.

MR. ERASMUS:

To do what?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. To help the department organize their human resources functions. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Operations and maintenance. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. What types of things need to be organized?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The human resources function includes things like job evaluation, staffing, medical travel assistance and removal administration. This person has been seconded to help the

department organize its policies and procedures in this area.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Erasmus. Operations and maintenance, total operations and maintenance, \$3,957,000.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Is this the same area that is doing the work in the student financial assistance area?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. That would come under the activity, culture and careers.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Operations and maintenance, total operations and maintenance, \$3,957,000.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Steen.

MR. STEEN:

I would like to ask the Minister if he is working on amending the Education Act in regards to where

Holman Island is situated in the Education Act at this time.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister for Education, Culture and Employment, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, if memory serves me right this is not an issue related specifically to the Education Act. It would be one of policy and regulation, which would discuss how services are being delivered in Holman. That could be changed. A regulation could be changed fairly readily. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I believe this area covers legislation and policy of the government. Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Mr. Chairman, I appreciate the difference between the legislation versus the

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Act. I wonder if the Minister could indicate that he is considering or will be considering relocating Holman in the education legislation in the future?

CHAIRMAN (Mr. Ningark):

Thank you. I think this area also covers the government's structure, so I believe Mr. Steen is in the right area of questioning the Minister. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Changes such as this can be initiated by the community through petition to the Minister. In a case where there is obvious interest to have a community moved to another education council, we could certainly start work with the other education council to see what we can do about accommodating the wishes of the community.

CHAIRMAN (Mr. Ningark):

Thank you. Directorate and administration. Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Is the Minister suggesting then the community of Holman, which is now listed in the Kitikmeot region, would have a choice of where they want to be located after 1999?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Pursuant to the Education Act, the community may file a petition at any time and it would probably make more sense for them to consider doing that before April 1, 1999, rather than waiting until close to the date of division in order to make sure we have everything settled well in advance of April 1, 1999. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Operations and maintenance. Mr. Steen.

MR. STEEN:

Mr. Chairman, just for clarification, can the community of Holman be listed in Nunavut legislation?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I would expect that it would be possible for the western government to purchase services from the Nunavut government and vice versa. I think that may be possible, but it is a situation we would certainly want to discuss with the community to see whether or not we could resolve the issue and have them satisfied with support that they receive, perhaps from the Beaufort Delta Education Council instead. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I do not know if we could predetermine the overlaps between western and Nunavut government at this time. Mr. Steen, you have one more question if you wanted to pursue further. Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. I will reserve that question.

CHAIRMAN (Mr. Ningark):

Thank you. Directorate and administration. I have Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. Just a general question. I recognize the fact that the Minister can have any witnesses that he has comfortable at the table, but I am wondering because of past practices, the Ministers have always been supported by their deputies. Is there some reason that Mr. Hammersmith is not available today?

CHAIRMAN (Mr. Ningark):

Thank you. It is not really a budget item. I will allow the Minister to respond to that. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I concur with you. It is not really a budget item and should not be of interest to this committee. Mr. Hammersmith had personally approved travel before we knew what date we were going to appear in front of this committee. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. To directorate and administration. Mr. Henry.

MR. HENRY:

Thank you. Mr. Chairman, seeing as the Minister has answered that, will Mr. Hammersmith be away for the whole time or could the Minister tell us how long Mr. Hammersmith will be absent on leave?

CHAIRMAN (Mr. Ningark):

Thank you. I do not think anyone should be questioning the abilities of the witness here, Mr. Henry, but again I would like to caution Members that we are reviewing the budget main estimate of the Department of Education, Culture and Employment. The honourable Member is questioning the Minister that is irrelevant to me at this time. But again, I will ask the Minister to respond. Thank you.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Hammersmith is gone for this week and will be back in the office next Monday.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Henry, are you okay on that? I have Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, over the past several months, I have asked several questions concerning the attendance, the accommodations for students attending college programs. Now, because of the unified education program planning for Nunavut, we have seen an increase at the college level for out-of-town students, for example, coming to the main campuses of Rankin, Cambridge Bay and Iqaluit.

In Iqaluit, we had the situation last year where the students were not available with their units. We had a meeting with the Minister of Finance and the Minister of Education and we solved that short-term problem with housing. However, under the capital development, I do note that capital planning here, there is budgeting for about \$4 million under the directorate and administration for capital planning for student accommodations. I went under capital planning, under the directorate and administration. Maybe the Minister could explain what is the plan for student accommodations for the Baffin region to be located in Iqaluit or other communities over the next couple of years? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

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HON. CHARLES DENT:

Thank you, Mr. Chairman. Perhaps I could seek clarification from the chair. I had understood we were still talking about directorate and administration. We have nothing under that activity for the item the Member refers to. I am not sure, at one point I thought I agreed to that, but then we went back to some questions on that page. Perhaps, if the chair could advise which activity we are considering, please?

CHAIRMAN (Mr. Ningark):

Thank you. The capital planning is under the directorate and administration, but we have the details of the honourable Member for Iqaluit, question under the detail of capital, culture, and careers. Page 19-9. We are on the directorate and administration. Thank you, Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. While under the directorate, the broad policy framework is set for capital planning. There is not capital planning work done that is funded in this area. The area the Member is referring to is under culture and careers. I might as well answer the question, seeing that he has asked it. We are expecting, within the next month or so, to come forward to Cabinet with a proposal for dealing with the housing issue with the three Nunavut campuses and the Western campuses for the colleges. The Member is referring to the growth in population through the unified human resource strategy. The federal government refused to allow any incremental funding for housing. Therefore, the strategy we come forward with will not be able to deal with the housing needs of people who are being trained under the unified strategy. We still need to deal with housing students in our base-funded programs at all three college campuses.

CHAIRMAN (Mr. Ningark):

Thank you. I have allowed the Minister to answer under the culture and careers. The line is marked students' residence in Iqaluit. On page 9-19. I do not think I should entertain any more questions under that page until such time as we get to that page. Thank you. Directorate and administration, operations and maintenance, total operations and maintenance is \$3,957,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Thank you. College, culture and careers, page 9-17. Operations and maintenance, total operations and maintenance is \$103,977,000. Agreed? Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Under culture and careers, colleges, I would like to know the work that was being looked at in the Inuvik area for expanding the facility or changing from one structure to another. Is that work continuing? Where are you in that work? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister for Education, Culture, and Employment, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The Member is right. The work is ongoing. We expect to have the final report within the next four to six weeks. Two months at the maximum, I am advised.

CHAIRMAN (Mr. Ningark):

Thank you. Culture and careers, operations and maintenance. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. As the work draws near completion, will there be funding identified for it in the upcoming budget? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As we do each year in assessing the business plan for the department, we take a look at the competing demands for capital and we rank them all by order of priority and then apportion capital that way. We will have to take a look at what the report recommends and work that in to our business plan and see where it shakes out. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you. Culture and careers. I have Mr. Picco and Mr. Erasmus. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, I have a few questions on culture and careers. On the investments, it is talking about investments in mining and related training. What is the scope of the mining related training? Are we talking about academics in school or are we talking about on-the-job training? What is the mining related training territorial-wide? I know there is some work going on right now in the west with mining training because of BHP development. What is happening in the east with mining training development? Is it being delivered at the college level or through Polaris Mine? What is the scope of this work? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Picco. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I can point out that the one program which is being offered in Nunavut right now is in Kugluktuk. There is a program which is a co-operative effort between the community mobilization partnership and Nunavut Arctic College. Arctic College is kept abreast of any of the training which is being offered and organized by Aurora College, so that the programs and curriculum are portable and can be offered wherever there is potential for mining related employment. The scope of the training to-date has ranged from a pre-engineering technology course. First year is offered in the Northwest Territories, second year is offered at NAIT in Edmonton - to heavy equipment operator courses, to basic employment courses. Most of the courses are offered at the community level. The training is very portable and can be offered by either of the colleges, depending on where the opportunities for employment arise. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I believe that Kitikmeot Inuit Association is a strong component of that initiative. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, the mining related training, is that a base-funded program out of the college or is that third-party funded with funds from the federal human resource strategy that was mentioned in the directorate and administration, or is that other third-party funding or is it based on the -- and of course when we talk about NAIT, the Northern Alberta Institute of Technology, or SAIT, the Southern Alberta Institute of Technology, we are quite aware of the academics and the enrolment of

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northerners in both of those institutions. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister for Education, Culture, and Employment, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, there is a full scope of programs offered in mining training, from

third-party funded to priority based funding. However, all of the funding for mine training has been identified as re-investment initiatives with the funding ending in '97/98. We have not managed to identify funding so far in our business plans to carry on past that point. I am hopeful that we will, in the future, find some way to continue it. We are looking at, in the next year, through the unified plan funding, one of the pre-engineering technology courses being offered in the Nunavut region. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Member for Iqaluit, Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, the base funded programs will continue for '97/98 in this budget. But the Minister is saying there is nothing for '98/99, at this time, until he can find some extra money. On the base-funded programs, the one that is being run right now in Kugluktuk, is that a base-funded program from Aurora College being delivered at Kugluktuk or is that a base-funded program from Nunavut Arctic College being run at the campus of the learning centre in Kugluktuk?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It is a program that is funded in large part through Nunavut Arctic College. That program is also significantly supported by third-party funds.

CHAIRMAN (Mr. Ningark):

Thank you. Culture and careers, operations and maintenance. I have Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, under career counselling for the community staff, what does the department mean when they mean community staff? Is that like the community workers at the ECA headquarters office? Are they talking about adult education instructors in the community? What is the meaning of counsel for community staff?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The Member has hit on a couple of the options in his question. It is intended to be fairly broad. It could be an adult educator, it could be community counsellors in other areas. There is not one position identified in each community. It is intended to be a broadly available program.

CHAIRMAN (Mr. Ningark):

Thank you. I believe that is a team that specializes under the initiative. Mr. Picco.

MR. PICCO:

On career counselling, can I get an overview of what we are doing here with career counselling for community staff. Do we have a booklet that you follow? Is there a course curriculum? Is it OJT? Do you send someone into the community, for example, to counsel the adult educator? Do you bring them out for training? Do they do this through professional development under the collective agreement? What is the scope of the career counselling for community staff?

CHAIRMAN (Mr. Ningark):

Thank you. I have Mr. Erasmus. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, we would be happy to provide the Member with a copy of the curriculum. It is a course delivered by the colleges. It may interest the Members to know that in the first two courses which have been organized, we have had over 60 people apply to take the courses.

CHAIRMAN (Mr. Ningark):

Thank you. Under culture and careers. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Does every community have an adult educator?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. No.

CHAIRMAN (Mr. Ningark):

Culture and careers. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. What is the criteria the department uses to allocate base-funded adult educators?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the allocation would be done by the colleges, not by the department. I do not believe there have been any additions to those communities where there were adult educator positions funded in the last four or five years, at the very least. The funding situation has been such that the colleges have not been able to extend the numbers of communities which have base-funded positions in some years. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Chairman. Culture and careers. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. There have been no additions in the last four or five years at least. Once a community gets a base-funded adult educator, does that position stay there forever, even though there seems to be some communities that do not have adult educators?

CHAIRMAN (Mr. Ningark):

The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, not necessarily. The college is looking at, and we are co-operating with the college, a results-based approach which may see educators moving from community to community.

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CHAIRMAN (Mr. Ningark):

Culture and careers, operation and maintenance. Question number four, Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Are there some communities that have never had a base-fund adult educator?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Mr. Chairman, yes. However, I would like to make sure that people recognize that a good portion of the college programs are offered on a third party funded basis and that, over any period of time, the college has generally managed to find funding sources to ensure that some programming has been offered in pretty well any community where there has been a significant demand in the past few years. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Member for Yellowknife North, Mr. Erasmus. The final supplementary.

MR. ERASMUS:

Thank you, Mr. Chairman. What are those communities that have never had a base-fund adult educator?

CHAIRMAN (Mr. Ningark):

Thank you. I believe that requires some detail. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I do not have that detail with me. We will have to endeavour to research it and provide it to this committee.

CHAIRMAN (Mr. Ningark):

Thank you. Culture and careers, operation and maintenance, total operations and maintenance is \$103,977,000. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. On culture and careers, I note in some of the remarks it talks about incremental training relating to development of the Inuit public service for Nunavut. Would the Minister tell me approximately how much of this budget is related to that particular activity? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Mr. Chairman, I am not sure you can say that anything in the budget relates just specifically to that. We spend a good deal of money on adult education in the Nunavut region and that will, in large part, go to support that goal, but it does not specifically relate to that area.

CHAIRMAN (Mr. Ningark):

Thank you. I am wondering if that is in the detail of work performed on third others. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. To answer your question, it is in the last paragraph under culture and careers, halfway through the last paragraph. The federal government has provided just under \$40 million for education and training in Nunavut. Is the department administering these funds? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It would not be accurate to say the department is administering the funds. We are, in co-operation with the federal government, NTI, NIC and NITC, administering the funds. Approximately 85 percent of the funds will flow Nunavut Arctic College.

CHAIRMAN (Mr. Ningark):

Thank you. Culture and careers, operation and maintenance, total operation and maintenance is \$103,977,000. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. In culture and careers, we have a handout here of the information detail on

culture activity by task. Colleges and continuing education, is this in this area or is it further back?

CHAIRMAN (Mr. Ningark):

Thank you. Did you get that, Mr. Minister?

HON. CHARLES DENT:

Thank you, Mr. Chairman. No, I do not have the material that the Member is referring to in front of me.

CHAIRMAN (Mr. Ningark):

Thank you. Culture and careers, Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. I just need clarification. Where would I have questions under the funding colleges receive? Would it be under the grants section or would it be under culture and careers?

CHAIRMAN (Mr. Ningark):

Mr. Minister. I believe you will be able to answer that question.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I guess that would be up to the discretion of the chair. The actual money approval is shown in this activity. There is much more detail shown in the information item which is later on in the budget book. I think the questions could be asked in either place.

CHAIRMAN (Mr. Ningark):

Thank you. We have the details on pages 9-34, 9-35 and 9-36 in this particular area, culture and careers. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. My question would be directed in the area of culture and careers. When it comes to the amount of reductions going to colleges, who would make that decision where it got reduced? Is that in the department's hands or is it in the colleges' hands?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The colleges are responsible for proposing their budgets to me and then, subject to the department expressing any concerns or suggestions for change, they are generally approved. The work is done by the colleges.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Culture and careers. Are you okay now, Mr. Roland? Mr. Picco. Thank you.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, on culture and careers, on the line - incremental training related to the development of the Inuit public service for Nunavut. There

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has been a concern that the monies may not be spent with the training that we have in place. Can the Minister just update us on the money that has been spent, even an approximation of what has been spent to date and what we have left before April 1, 1999? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister for Education, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I believe when I answered this question in the House, I indicated that we are confident the budget will be expended as planned this year. I do not have a further update in the last week or ten days since I was asked the question in the House. The expectation is the same. The training is moving ahead as scheduled. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. We are reviewing the 1997/98 main estimates of the Department of Education, Culture and Employment. We are in the activity summary, culture and careers, operation and maintenance, total operation and maintenance. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, I think the question in the House that Mr. Dent was referring to was the unified training plan. Here I am specifically asking about the incremental dollars for training. Now

the total training planned for the government includes also OJT monies and so on, which is not included in the unified training plan. So, that was my question, on the incremental dollars.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It is our expectation that all of the funds that are in this budget, 1997/98, will be expended. We intend to spend the money that we show in this budget for the colleges.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Member for Iqaluit, Mr. Picco.

MR. PICCO:

Under culture and careers, what is the plan for the department? Right now, we have been waiting for the past 15 months since we have been elected, to look at the unified plans for government departments on division. For example, what positions, headquarters staff and so on and so forth, will be transferred east? So, maybe the Minister could update us on the Education, Culture and Careers side of things from his department on what positions, resources, staffing, that will be moving before April 1st, 1999, so we will have a department dedicated for this area, for culture and careers, up and running and to also be that conduit for the career services and Inuit public service that he just talked about. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. As the lead Minister of training, Mr. Dent, do you have the information?

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, we will be working with all the government departments to come up with those plans over the course of the next few months. We have not been planning in isolation and, given the pressure to get through the budget last year and get this one under way, there has not been a lot of time to spend on making plans for division. That becomes a priority right after we get through this budget session for all government departments, to get that work done and done very quickly. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Operations and maintenance. Mr. Picco, that was your fourth question. Mr. Picco.

MR. PICCO:

Thank you. Good counting, Mr. Ningark. My supplementary question is to the same Minister concerning the same area. I am just wondering when that plan he just spoke about would be coming forward. Would it be in May or would it be in the October session or will there be a briefing paper sent to the Members to inform us? I am wondering when he thinks the plan will be available for review by this House? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I have to say I cannot answer that question today. I will discuss with my Cabinet colleagues what the timetable is for everybody. We are, I believe, all planning on coming forward through the Division Committee into this House in the same timeframe. I do know that we are planning to get significant resources into this in the next couple of weeks. As to when we will be able to report, I cannot say right now.

CHAIRMAN (Mr. Ningark):

Operation and maintenance, total operation and maintenance. I have the honourable Member for Mackenzie Delta, Mr. Krutko.

MR. KRUTKO:

Mr. Chairman, my question is in regards to cultural and careers in regards to the Arctic college facility. Exactly what is the \$100,000 supposed to cover in the budget?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I missed the first part of the Member's question. Was he referring to page 9-18, the capital funds for the Aurora Campus facility in Inuvik?

CHAIRMAN (Mr. Ningark):

Thank you. I will allow the honourable Member for Mackenzie Delta to clarify the question as one question that he asked before, the same question. Mr. Krutko.

MR. KRUTKO:

Thank you, Mr. Chairman. My question is in regards to the expenditure of the \$100,000 for the Arctic College facility in Inuvik. What is that \$100,000 supposed to cover in relation to the budget?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Those would be planning funds. We are expecting to have more significant capital dollars there in future years, to either replace the Father Ryan building or to convert Grollier Hall into a campus building, depending on which works out to be the most cost effective method of providing campus facilities. Thank you, Mr. Chairman.

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CHAIRMAN (Mr. Ningark):

Specific item. Mr. Krutko. The specific item he is referring to is on page 9-18, Aurora Campus facility, Inuvik. We are on page 9-17, culture and careers. Mr. Krutko. Mr. Krutko, could you please stick to the item under review, culture and careers? The line of questioning that he is doing now is under 9-18. This is detail capital, culture and careers. We are on page 9-17. I would remind Members to try and stick to the page we are in fact considering. Mr. Krutko.

MR. KRUTKO:

Mr. Chairman, my question to the Minister is, in regards to the planning functions that this government takes, do they take into account the concerns of the regional educational authorities in regards to where they see all these planning functions going? What role do they play in the planning of the infrastructure of the colleges and whatever?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister for Education, Culture and Employment.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I am advised there is a fair bit of consultation between the college board and the divisional education councils.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Krutko.

MR. KRUTKO:

Thank you, Mr. Chairman. Regarding the input of the regional education boards and the department. I believe there was a request, which I have received a letter from the chairman of the board, stating the money was insufficient and they needed somewhere in the range of \$250,000 to do a particular study, because of the electrical and also the plumbing in regards to the utilidor systems in Inuvik. The cost would have been a lot more to do a study versus what your department allocated. What do you do when you have that sort of a conflict between a divisional board and your department?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, we are part way through the study right now. We expect the work will be able to be concluded within the funds provided in this budget, but if this amount is insufficient, then we will have to take a look at re-allocating funds from elsewhere.

CHAIRMAN (Mr. Ningark):

Thank you. Culture and careers, operations and maintenance. I have Mr. Enuaraq.

MR. ENUARAQ:

Thank you, Mr. Chairman. I would like to make a motion.

CHAIRMAN (Mr. Ningark):

Thank you. Proceed with your motion. Mr. Enuaraq.

Committee Motion 22-13(4): Recommendation to Prepare Interpreter/Translator Services Plan

MR. ENUARAQ:

Thank you, Mr. Chairman. Mr. Chairman, I move that this committee recommends that the Minister of Education, Culture and Employment in preparing for division, prepare a plan for interpreter/translator services which addresses the different situations in Nunavut and the western NWT and provide that plan to the Standing Committee on Social Programs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I believe the motion is being circulated to Members. The motion is in order. To the motion. Mr. Henry.

MR. HENRY:

Which one is it? Okay, thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

To the motion. Mr. Picco.

MR. PICCO:

Thank you. I think this motion coming from the Standing Committee on Social Programs is a good motion. I will be voting to support it. I would have liked to see some more mention in the motion concerning the layoff notices or the layoff intentions that have been given to the translators and interpreters in the regions with regard to the restructuring of the Language Bureau. In conversation with several people from my riding, it does not seem that the restructuring of the Language Bureau and the elimination of Language Bureau has much support. This motion made by the Standing Committee on Social Programs goes a long way to address that, but I would have liked to see it go a bit farther, but I will be supporting the motion. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Picco. To the motion. Question is being asked. All those in favour. Opposed. The motion is carried.

-- Applause

CHAIRMAN (Mr. Ningark):

Culture and careers, operations and maintenance, total operations and maintenance is \$103,977,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. The Minister had indicated he does not know what communities have never had a based-funded adult educator. What community did not have a based-funded adult educator this year?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, we provided the standing committee with a list of communities which do have base-funded positions and we could make a copy of that list available to this committee right now. I do not have a list of which communities do not have those positions. As I said, we have already provided this information to the standing committee.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Operations and maintenance, total operations and maintenance. I have Mr. Erasmus.

MR. ERASMUS:

I seem to have lost my paper here. There are too many people sitting at everybody else's desk. From the Minister's information, I know Detah and Ndilo have never had a based-funded adult educator and their population is approximately 500, which is larger than many, many communities in the Northwest Territories. Although they are

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situated fairly close to Yellowknife, their level of education is no better than any other community and probably worse than some. The Minister is probably aware that Detah and Ndilo are working to become amalgamated and they are one band. They have been for many, many years. I would like to know if this department treats Detah and Ndilo as one community?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I am not sure that the department has treated Detah and Ndilo as one community. I do know that in the previous government, Minister Nerysoo did make a commitment to examine provision of a K-3 school in Ndilo at some future time and I know the department is carrying forward with looking at that commitment, but to-date I could not say that we have looked at Detah and Ndilo as one community. There is a school in Detah, but I do not believe the students from Ndilo attend that school. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Culture and careers, operations and maintenance, total operations and maintenance. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. For the information of the Minister, the communities that do not have an adult educator are Detah, Ndilo, Yellowknife, Inuvik, Rae Lakes and Colville. I would like to know what the communities of Detah and Ndilo have to do in order to get a based-funded adult educator. They have a combined population of 500 and their education levels are just as low as any of the communities here that do have a based-funded adult educator.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I did not count the communities as the Member was listing them, but I certainly heard fewer than at least 23 communities which exist in the Territories that do not have base-funded adult educators. As I indicated in response to an earlier question, the colleges have not had adequate funding to increase the number of based-funded adult educator positions in those 23 communities for at least five years. Mr. Cleveland advises me it may be as much as ten years since there has been any change in the numbers of based-funded positions in the college. As Members will have noticed in my opening comments, we are again this year reducing the contributions to the two colleges by a total of about \$1 million. It is obviously difficult for the colleges to continue to expand their offerings at a time when their base funding is being significantly eroded. Having said that, most communities have

been served relatively recently through some third party funded program. The colleges have both been very active at seeking out third party funding, many times providing one third of their course offerings through that avenue. By and large, they have been very successful in ensuring programs are offered in all communities. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I am having some difficulties here. The honourable Member was seeking some information and Mr. Minister did not seem to have information available. Now both the honourable Member and the Minister seem to have information, both of them. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. According to this document called a Blueprint for the Future, which is the corporate plan of the Aurora college, it indicates that approximately 33 percent of the aboriginal people in the western NWT have less than grade nine and approximately three percent of non-aboriginal people have less than grade nine. I would like to know if the department has a clear and concise plan to bring these levels more even. Obviously I would not expect them to increase the levels of non-aboriginal people to 33 percent. Is there a plan to bring the aboriginal levels of people with less than grade nine down to a three or four percent that is enjoyed by the non-aboriginal population?

CHAIRMAN (Mr. Ningark):

Thank you. That was final supplementary. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. In response to your concern, Mr. Chairman, I did indicate to the committee that I have a list of communities in which base-funded positions were situated and what I did was the math which comes from saying we have, I think, 58 communities in the Northwest Territories. Since my list has 35 communities on it with base-funded positions there are approximately 23 communities which do not have base-funded positions. In response to Mr. Erasmus' question, one of the reasons behind the report I mentioned in my opening comments, is intended to give us a better understanding of adult basic education needs in the Northwest Territories, to find a better way of delivering

the service. To define what works, what our best practice is, and to help us better co-ordinate our activities so we can ensure, in tight fiscal times, we are delivering the best possible education to the greatest number of people. I think it is an essential part of the exercise. While the Member was critical of the report in his general comments, I believe it is necessary for us to identify exactly how we are doing, what we are doing now, and how we can improve on that in order to ensure we do, in fact, improve the numbers the Member has referred to. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. I have culture and careers, operations and maintenance, Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. I was going to make a motion in regards to adult education, but I will wait until the questions are finished.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. Culture and careers, operations and maintenance, Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. The Minister indicated this report is a step in the direction of improving the numbers of people with grade nine or less, what I was referring to. That is nice to know, but is there a plan to bring up the levels of people with grade nine or less so they are the same levels across the board? So non-aboriginal people and aboriginal people have the same percentage of people with grade nine or less?

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CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I would say the Member speaks to a goal that is held by myself, the department, and the colleges. We would like to, all of us, be much more successful at increasing adult literacy, adult education to improve people's chances for success. Yes, I think the report is one step on the road to developing the plan. We need to know what is working now. Are we being successful with the

programs we are delivering? If not, why not? What can we do to change the programs to make sure they are more successful? We cannot just pour millions of dollars into something without knowing what works. At this point, we do not have all of that information at hand. We need to assess how we have been delivering the programs, how well they have been working, and what we can do to improve them. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Will this report or plan or whatever, result in some calculated steps to bring the levels of people who have grade nine or less to the same levels, so both non-aboriginal and aboriginal people can say they have three or four percent of their population that only have grade nine or less?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. A goal of the college and this department will be to set in place a plan, a strategy to improve the levels of adult basic education and literacy. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. I am not talking about improving levels. I am talking about bringing them even. Obviously, the Minister is not going to do this. Why does he not say so? Do you intend to ever get the levels the same without waiting for everybody to die off? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I believe I said that was my goal, the goal of the department, and the goal of the colleges.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I believe I heard that answer three times now. I will ask again, operations and maintenance, total operations and maintenance \$103,977,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Mr. Miltenberger.

Committee Motion 22-13(4): Recommendation for Additional Funding to Adult Education in September 1997

MR. MILTENBERGER:

Mr. Chairman, I would like to move a motion under activity summary for culture and careers, page 9-17. I move this Committee recommends that additional funding be allocated to adult education in September, 1997, if the government variance reports at the time indicate the government will achieve a balance budget for 1997-98.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. A motion is in order. To the motion. Question is being called. Mr. Miltenberger, do you wish to speak to the motion? Question is being called. All those in favour? All those opposed? The motion is carried. Operation and maintenance, total operations and maintenance, \$103,977,000. I have Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. What kind of financial support do we give to students who want to take adult education or upgrading?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Under the current regulations, we do not provide support for adult basic education or upgrading.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Erasmus.

MR. ERASMUS:

If the department places such a value on adult education and is trying to improve the levels, why do we not provide financial assistance?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I should back track a bit on my previous answer. We do, in fact, provide some assistance for those programs where there is an improved access year. We do also administer, on behalf of the federal government, a program which provides assistance in up-grading. In response to the Member's question, I would expect this is one of the issues that will be discussed quite extensively when the discussion paper I have proposed to bring forward on student financial assistance is tabled as part of the consultation effort. The regulations have not been substantially changed in student financial assistance for quite some time. As Members will be aware, we are in danger of getting to a situation where the program is beyond what we can afford to support, given the limits of the fiscal targets we face.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. I have total operations and maintenance, \$103,977,000. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Under human resource development which is government-wide, we have a government-wide plan for human resource development to support the territorial government structures following division under cultures and careers 9-17. I wonder what does that entail, because we do not have a department of personnel any more to co-ordinate personnel functions at the region.

When we are talking about human resource development, what exactly do we mean? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the Member will be aware all government

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departments prepared Inuit Employment Plans. It is through such functions that this department co-ordinates government-wide activities when it comes to requirements for training and upgrading and so on.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Picco.

MR. PICCO:

Will we be continuing the management training programs learned by this government at one time through culture and careers? I still believe, up to today, we have courses where senior Inuit staff have been identified or aboriginal staff, for that matter, have been identified for positions in management and we would be leading these in-house sub-management training programs. We have had some success with those. I wonder what is the status of that training program and has it been tied into the unified training program for Inuit and the public service? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Minister

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the department works at helping to co-ordinate on-the-job training or management training, similar to what the Member has asked about. Although there has been much more of an emphasis in the last year at co-ordinating programs offered through the unified training human resources development strategy. The in-house programs are funded by the sponsoring departments. We are prepared to assist in developing those programs, as departments are in need of assistance to do that.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. I have a motion.

CHAIRMAN (Mr. Steen):

Mr. Picco.

Committee Motion 24-13(4): Recommendation For Withdrawal of Layoff Notices to Interpreters/Translators

MR. PICCO:

Thank you, Mr. Chairman. The motion is now being distributed in both English and Inuktitut. I move that the Department of Education, Culture, and Employment, immediately consider withdrawing any layoff notices to interpreter/translators within the Language Bureau until the department has received support from the Standing Committee on Social Programs for the revised plan for delivery of interpreter/translator services. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Your motion is in order. To the motion. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, the reason for moving this motion is, I have not seen widespread support for the layoff of the interpreter/translators within the Language Bureau. The reason for moving this motion is to try to have the department revamp and find out from the language communities if and when they want to do this. Going into division, we believe the Language Bureau is doing a very important job for the Inuktitut language and culture in our region, therefore, we need these positions. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. To the motion. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. I thought I would clarify that the Member for Iqaluit has put a motion on the floor and I would have difficulty with this, seeing that the Social Programs Committee did not consider this motion before it came here. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. I do not know whether you are speaking in support of the motion or against the motion. I will ask the mover to, in his final response, to clarify. To the motion. Mr. Krutko.

MR. KRUTKO:

I will be supporting the motion. I think it is about time we dealt with the whole issue of aboriginal languages, especially in my region, the Gwich'in language, which is a dying language. Without those interpreters the constituents that I represent, when they hear the translation of what happens in this House in the Gwich'in language, a lot of people are interested in what goes on in the government. Without that translation service, and other services in the courts, a lot of people will be denied due process because they do not understand the procedures. Without these people that we do have, who are qualified, and have been in place for a number of years and assisted other people to get into this field through the language bureau and other areas that we have been involved in. We have to continue to support this initiative, especially salvaging or recovering a language which has been lost. I am supporting the motion.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Krutko. To the motion. Mrs. Groenewegen.

MRS. GROENEWEGEN:

Thank you, Mr. Chairman. I have difficulty supporting this motion because the services are still going to be there, but on a contract basis as opposed to an employee/employer relationship with the territorial government. I do not have any information before me that would show a comparison of that or prove that this is an unwise or imprudent move by the government. Without any information before me, I cannot support this motion. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mrs. Groenewegen. To the motion. I recognize Mr. Picco as the final say.

MR. PICCO:

Thank you, Mr. Chairman. I am surprised by some of the comments by some of the Members. Some of the notes that I am receiving. I think it is anywhere between 15 to 20 positions that we are talking about. If anyone wants to say, on the record, that people are telling them they want to be laid off, I would like to see that. I have not had anyone phone me, telling me they wanted to lose their jobs. The second point, Mr. Roland says the social programs have not considered this motion. I have written the social programs committee twice, and I respect that they brought it up

in their meetings. I asked for the committee to have a presentation for Mr. Dent on this proposal. I have spoken to the different language communities about Inuktitut language services. They were not in support of losing the interpreter/translators. Mr. Barnabas made a point that the interpreter/translator services and the Language Bureau are more than just interpreting and translating. I would

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rather have someone working at \$60,000 a year than have to go and try to get this book here translated at \$30 or \$40 a page. At the proper time, Mr. Chairman, I will ask for a recorded vote on language services and we will see how it goes. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. I understand the Member is asking for a recorded vote. I will know call for the vote. All those in favour of the motion, please stand.

CLERK OF THE HOUSE (Mr. Hamilton):

Mr. Picco. Mr. O'Brien. Mr. Krutko. Mr. Rabesca. Mr. Evaloarjuk.

CHAIRMAN (Mr. Steen):

Thank you. All those opposed to the motion, please stand.

CLERK OF THE HOUSE (Mr. Hamilton):

Mr. Roland. Mr. Miltenberger. Mr. Henry. Mrs. Groenewegen.

CHAIRMAN (Mr. Steen):

Thank you. All those that abstain, please stand.

CLERK OF THE HOUSE (Mr. Hamilton):

Mr. Ootes. Mr. Erasmus. Ms Thompson. Mr. Antoine. Mr. Morin. Mr. Todd. Mr. Arlooktoo. Mr. Dent.

CHAIRMAN (Mr. Steen):

Thank you. I have the results of the vote. For the motion, five. Against the motion, four. Abstentions, eight. The motion is carried.

I believe we were on operations and maintenance, culture and careers, total operations and maintenance, \$103,977,000. Agreed? Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. In his opening remarks, the Minister had indicated that there are about 2,000 post-secondary students. Out of those students, how many of them are receiving grants?

CHAIRMAN (Mr. Steen):

Mr. Erasmus, I wonder if it might be more appropriate to direct that question under details of grants and contributions? I see student grants here, on page 9-26. Would you be in favour of doing that? Mr. Erasmus.

MR. ERASMUS:

Mr. Chairman, this question is about the development of a new student financial assistance discussion paper. I am not sure. I suppose it could fit under both. I am not sure.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. I believe I could entertain your question under the first paragraph of culture and careers, so I will ask the Minister to respond. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, for the year of '95/96, there were 1,187 supplementary grants issued, 1,538 basic grants issued.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Mr. Chairman, is there any way of knowing how many students that is in total?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The total would be 1,538 and 1187 would have also received the supplementary grant.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. What is the eligibility criteria for these grants?

CHAIRMAN (Mr. Steen):

Mr. Erasmus, I believe you are starting to get quite specific towards student grants. I am going to have to ask you to hold your questions until you reach 9-26. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. I have a document which came from the department. It indicates that there are over 200 people that are less than 19 years of age and they are on social assistance. Approximately 80 of them have children. I would like to know if the department is planning anything in the way of education to try to get these people off income support?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. I want to remind Members that they are not supposed to refer to documents at length that are not before the committee. I do not know what the definition of "at length" is. Does the Minister want to respond to that question?

HON. CHARLES DENT:

Thank you, Mr. Chairman. Under the income support plan, each person who is a beneficiary of the plan is expected to participate in an individual career planning exercise. It is through mechanisms like that and through support for child care that the department works to encourage single parents to get education as necessary and look for opportunities to get themselves away from income support programs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. What is our policy in regards to providing accommodation to people under the age of 18 with children?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Each case is looked at on an individual basis. The circumstances are weighed as to whether or not it is essential to set them up in their own accommodation. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. I guess I should have been more precise. Is there a certain age limit, say 15 or 16, at which the department goes no lower in providing their own accommodation?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. There are age limits, but it really depends on an individual assessment. Working with a social worker and determining whether or not we have a situation where it is a child who needs to be in care,

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or if that child or that person is capable of looking after themselves and their own child, it is something that is looked at case by case on an individual basis. We could provide the Member with the program guidelines, if he so wishes.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. I have total operations and maintenance, \$103,977,000. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Under interpreter/translator under Language Bureau, the Minister, in his opening comments, made the remark that the department will complete a reorganization of the Language Bureau with three administrative and support positions being eliminated. In the comments we just heard, that some layoff notices have come out, approximately, Mr. Picco said, 12 to 14. Can the Minister confirm or give us information that would clear this up? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the department has issued no layoff notices within the Language Bureau. However, this budget does include a reduction in funding to the Language Bureau, which will result in a three PY reduction. That was intended to be throughout the Bureau and was not specific to any location. I believe that the Member from Iqaluit was referring to a reorganization which was not a budgetary exercise. There were no savings intended through that reorganization. The reorganization would have meant that we would layoff 18 people in the Language Bureau across the Northwest Territories and taken the funds from that layoff and distributed the portion that is needed to departments for interpreter/translator services. The remainder would provide funding to language communities, so they could do their own developmental and promotion work in the Territories. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. We did, as a committee, make a motion. However, it related to what you just spoke about, the reorganization of coming back and looking at it from an east to west issue. Hopefully, that will be taken into consideration when you start looking at the reorganization. I would like to know from the Minister, from a western perspective, how is the language interpreter/translation done? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, as I said in my opening comments, I am prepared to look at the recommendations of the standing committee. I will respond to them after examining whether or not we can achieve what we were trying to achieve economically and functionally and still live up to that recommendation. I reiterate, there have been no layoff notices issued in the Language Bureau with respect to either reorganization or the three PY reduction, which is part of this budget. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. With that, we will take a ten minute break. Agreed?

SOME HON. MEMBERS:

Agreed.

-- Break

CHAIRMAN (Mr. Ningark):

The Committee will come back to order. We are on total operations and maintenance. Mr. Roland.

MR. ROLAND:

I do not think that I received the answer for my question regarding in respect to the west when it comes to interpreter/translators. Are the majority of these contract? How many are government staff? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I am not sure if I can answer the question because each department may be purchasing services in the private market. I can advise the Member that the restructuring we were looking at would have seen most of the layoffs in the west. In terms of how much is currently being purchased on the private market, I cannot say.

CHAIRMAN (Mr. Ningark):

Thank you, Minister Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Could the Minister give us a fairly accurate number of how much would be private sector versus GNWT staff for translating in the west?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Roland. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As I said, I do not have any way to research that question because each department is probably purchasing services outside of the Language Bureau. In fact, I know the Department of Education, Culture and Employment occasionally purchases services from the private sector. Each department would have to be questioned as to how much they are purchasing outside the Language Bureau. We do not have any way of knowing what another department might be doing. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Operations and maintenance, total operations and maintenance. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, sometimes when we are on this line, I think there are some misconceptions out there regarding the Language Bureau. In the motion it talks about layoffs. In actuality on December 9 or 12, I believe, in my community with the union representative there, the members of the Language Bureau were told that, depending on the budget, they would be losing their jobs. When I say layoff notice, they were given notice of layoff. They were not given a paper saying the date but they were told that depending on what happened with this budget. On the Language Bureau, we keep talking about the interpreter/translation part of the Language Bureau. Maybe the Minister or one of his staff would like to talk about the other things that our Language Bureau does. Its sole function is not just to deliver translating and interpretative services for the

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government. Maybe they would like to tell us what else the Language Bureau does.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I am not sure where Mr. Picco got his information from, but there have been no layoff notices issued. The employees have been advised of the proposal which, under reorganization, would see a number of layoffs. They have been advised that no decision has been made on the whole restructuring and, as I said, there

is a three PY reduction as part of the budget, but there has been no indication that was going to mean layoffs in Iqaluit. Those are three positions that would have to be reduced within the Language Bureau if the Language Bureau, in its same format and doing the same sorts of functions that it is right now, would somehow have to reduce by three PYs in order to live within the amount of dollars that we have in the 1997-98 budget in comparison to what was in 1996-97.

In terms of what the Language Bureau does, it is also responsible for language promotion, for some limited support of language development and for developing of certification programs. Those would probably be the major functions other than interpreting and translating. As I said, Mr. Chairman, the consultation process that was undertaken over the past couple of years, starting with recommendations from the previous Language Commissioner, led us to believe that language development, language promotion and ensuring the vibrancy of languages would be better left in the hands of the language communities. Here I am using community, not meaning a municipality, but as a group of people who speak the language as a first language. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, if there were no official layoff notices, that may be correct, but the staff were invited to a meeting and were told that it was pending, depending on the layoff plans, so were they told that there were layoffs coming, yes. Were they given an official notice in the form of saying three months you are gone, no. I still consider it a layoff notice when you are called into a meeting with your supervisor and are told that your job may be disappearing. On the Language Bureau itself, maybe the Minister could qualify something for me by the downsizing and the elimination of the Language Bureau as it is today as Mr. Dent has just said, is that a monetary savings to this government? Is it a budget issue in this budget? Are we saving money by doing this?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Not a significant budget issue. There are, as I have said in this budget three PYs. That is a monetary reduction in Language Bureau funding over 1996-97, but the intention was, in order to provide funding to the language communities as I mentioned in my previous answer. So they could undertake language promotion and development work, we were going to reallocate some of the funds from the restructuring of the Language Bureau. That would have then provided them with the funds. At this point in time we do not fund those groups for that function. This was how we were going to find funds to provide to the language community so they could carry on that work.

Mr. Chairman, just in responding to the first part of the Member's question. Throughout this department I have felt it is very important to let people know when there are changes being considered. Previously, within the last week or so, the Member will remember that the Member for Inuvik asked me a number of questions regarding regional offices and cuts to those offices. Our staff were made aware that we are looking at some changes there and that there would be four PYs in reduction throughout the six regional offices. It now looks as if we will not have to cut any people but, by managing the vacancy level within those offices, they will be able to achieve that level of reduction. That is the same information that has been handed out to our staff in the Language Bureau. I think the Member will agree with me that it is important that staff get as much notice as possible if changes are being considered. Whether they eventually come to pass or not, people have a right to know that we are taking a look at how this government is structured and that structure may affect their job in the future. It is far better to give them as much notice as possible that we are considering something rather than saying, well you only have to give them three months notice so do not say anything until you have made the decision. That takes away, perhaps, some options that they might have otherwise have had that they might have wanted to take advantage of, if they had known there may be some uncertainty in their future. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, I am not to provoke debate here today or show animosity towards the Minister or anything like that. I agree with him that

when people get notice before hand that is what should happen. I think we have talked about that myself and the Minister before. I was just trying to clarify when some of the Members were saying that there has been no one laid off and they did not get layoff notices, but they were told that this was happening. Now after saying that, the Minister keeps talking about the three PYs, in actuality I think it is 17 PYs that would be eliminated with the reshuffling of the Language Bureau. My point was, and still is, although I understand Mr. Roland's question about regional office it has nothing to do with the Language Bureau that we are talking about.

What I am asking about is the restructuring of the Language Bureau and what is going to happen after the Language Bureau goes. The Minister likes to talk about putting the money into the language communities. The money is not in the language communities now and is being spent by this government. Have the language communities have been jumping up and down requesting this money?

I would like to know in the Language Bureau itself what is going to happen with the language development, the certification program, response for language promotion, the other facets of the Language Bureau that are getting skewered and are not being mentioned. I believe that in the proposal, one PY will be left in Iqaluit but once you take away three of the four staff members and leave 25 percent of the available bodies to do the work, then can that work be done sufficiently? Now falling back onto the NIC report and recommendations

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accepted by this government, a major proportion of that report included having a Language Bureau. We eliminate the Language Bureau today, in a year and half the Northwest Territories may not have a Language Bureau but Nunavut, which is contemplating having a Language Bureau, will have to start off again from scratch. I think that is poor government. My question is, as Mr. Miltenberger is reminding me, can the Minister confirm in actuality it is not 3 PYs but it is 17 PYs that are being let go across the Territories as a whole, three in my riding, one in the Keewatin and I guess the majority in Yellowknife. Is that correct?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Picco, I heard four or five questions there. I presume that we are going to deal with the last one now. Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, there are three PYs in this budget that are definitely a reduction in terms of funding that will go to the Language Bureau. The restructuring of the Language Bureau, the Member asked me earlier, is this a budgetary issue. The answer is no. The restructuring which is 18 PYs, all of the money from that was going to be redistributed to departments to ensure they could still purchase the same level of services as they are getting through the Language Bureau right now, as well as freeing up about a half a million dollars to provide to language communities to take on the function of language development and language promotion. The 18 PYs, not 17, are not a budgetary issue. It has nothing to do with last year's budget, this year's budget or next year's budget. That is a restructuring of the Language Bureau in order to provide funds to departments and to language communities. This budget does contain a three PY reduction.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I want to know from the committee, did we all hear the Minister say four times that this has nothing to do with the budget reduction? In other words, we have heard him say three or four times that reduction to the Language Bureau will not happen until the plan is put in place. It is not a budgetary process. We all understand, so there are no more questions on that line. Is that agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

I believe I have heard the answer four times. Mr. Picco, your line of questioning. I hope that you have got the answer clearly. You have one more question, Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Are you becoming the accuser and the saviour at the same time evaluator? No, Mr. Chairman, it is a budget issue because there are three PYs being lost. If we are going to restructure the Language Bureau in this fiscal year, which is what

we are looking at 1997-98 and there are 17 PYs lost although it is something that is not in the budget, it is something that could come after the budget with the recommendations from the Standing Committee, so to me it is a concern. If the direction that you are getting is that my questions are redundant, so be it. I do not want to see any person lose their job and I stand by that. My final question to the Minister, because you are telling me that I have five, I have not kept track this time. I will check and look in Hansard. Mr. Chairman, I am going to ask a question, I know that you are waiting. Mr. Dent, if the Minister could inform me again for the record, where these three PYs are being lost as a budgetary measure in the 1997-98 budget are. If I could slip another one in there, Mr. Steen, I would like to. When does he think the other 17 will be lost? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, as I said the 18, not 17 PYs are not in any budget because all that is a straight restructuring. The line would stay the same except for 3 PY reduction in the Language Bureau. Eighteen PYs is not the total Language Bureau. It was a portion of the Language Bureau, a big portion. If we were to restructure the Language Bureau, those 18 PYs would disappear. Whether we restructure or not, this budget includes a reduction of three PYs. As I was trying to help the Member understand, where those PYs turn out to be I cannot say exactly right now, as I indicated to the Member for Inuvik earlier, because we have more locations than we have PYs to layoff. It did not mean that there was necessarily one or two or three PYs laid off in the same community. If the Member is asking me, will all three PYs that we are reducing be in Iqaluit. If we do not restructure the Language Bureau, the answer is no. Will one of them, perhaps - I do not know. We will have to look at that. Somehow, if we do not restructure the Language Bureau, we have to find a way to run it with three PYs less in total. Where those PYs are located, I am not sure. We may try and work it through a vacancy rate rather than to have to lay people off, which is what we have managed to do in the regional offices. I hope that has cleared that up for the Member, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. That was your fifth question, Mr. Picco. I will now recognize Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. It is good to see everyone back. In the area of income support, there has been a lot of speculation and concern about how it is going to be implemented across the Territories. The Minister has indicated in the past, people may be required to do a little work for their income support. I do not think the Minister is thinking of people having to work from nine to five. Could the Minister expand on that area, please?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, in order to gain the full range of benefits under income support, participants will be expected to make productive choices. Productive choices range from education, that would be upgrading or continuing education, looking for work, it may even be wellness counselling. It is a fairly broad spectrum. In the end, what we are hoping to do is hand over administration of the income support programs to the communities. In some communities, it may make sense for the income support worker to suggest that someone who is on income support could contribute back to the community, perhaps by cutting wood for seniors or banking up snow around seniors' houses in the winter or perhaps hunting and providing food for seniors. The productive choices are intended to be relatively broad and we are hoping that each community will take a look at what makes sense in their particular community and then work with people on the income

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support program to make sure the dollars that are being expended are for the good of the whole community. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. This is not going to a universal policy. It seems as though some communities, people are going to have to do a little work

for their income support and in other communities people will not be required to do anything whatsoever. Is this a fair assessment of the situation?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I am not sure what the Member is questioning as not being universal. It is a universal program. The choices are broad and varied. Some people, in order to have a good chance of progressing from income support, need to undertake wellness activities, others need to take upgrading, others need to gain work experience. There are all sorts of different options, but each person will have to work with a counsellor to develop a career plan and then be seen as moving along that career plan to stay on the full spectrum of support. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. I am asking along the lines of what has been popularly called a workfare in other areas. The Minister had indicated things like cutting wood, banking snow, hunting, that type of thing. What I am saying is if this is done community by community, then it is not a universal program. In some communities, people may not be required to do any such work for their income support. In others, people will be required to do that kind of thing. Is this a fair assessment?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. If you allow a community to take control of a program, you have to respect a community's decisions about what makes sense in the program, within a broad range. We expect to be able to allow communities to make their own choices. It is entirely possible that what the Member suggests could happen. Although I would have to see a specific example to know whether or not it could. Our expectation is communities will, along with the individual career plan, take a look at what makes

sense for that individual in that community and quite broadly assess what makes a productive choice. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I have culture and careers, operations and maintenance, total operations and maintenance, \$103,977,000. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Is there any special training people are receiving in relation to these productive choices?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. All of our regional people have had extensive staff training on the new income support program. We are prepared and have some money in this budget to undertake community level training for those communities that are interested in taking on the program. The answer to the Member's question is yes.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Total operations and maintenance, \$103,977,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. I have some questions regarding the student financial assistance program. Could the Minister tell me in the secondary grants, if all students in the Territories are eligible for this?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ootes. Mr. Ootes, would your question fit under page 9-26, student grants? Mr. Ootes?

MR. OOTES:

Perhaps I can ask a question in relation to students. Are students given higher hiring priority with this government? The students that receive grants and financial assistance, are they given hiring priority by this government?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ootes. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I do not believe this government as a whole assesses whether or not the job candidate has received loans or grants for student financial assistance before deciding on whether to hire them. I know our department certainly does not.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Ootes.

MR. OOTES:

Do affirmative action individuals not get hiring priority, if some are students? Let me reword. Do affirmative action students receive hiring priority in the summer time?

CHAIRMAN (Mr. Steen):

Mr. Ootes, we are talking about grants. Are you referring to grants? Student grants?

MR. OOTES:

Culture and careers, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ootes. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, my department is not responsible for this policy but all government departments are subject to the affirmative action hiring policy of the government. Questions on that should be directed to another Minister.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I believe the Minister is correct, Mr. Ootes. You are talking about summer student programs, summer wage programs, are you not, Mr. Ootes?

MR. OOTES:

That is fine, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Steen):

Thank you. Total operations and maintenance, \$103,977,000. Mr. Erasmus.

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MR. ERASMUS:

Thank you, Mr. Chairman. Under career and development, I see \$4 million for apprenticeship programs. Is there some type of affirmative action involved in who receives apprenticeships as well?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, most of our apprenticeship programs rely on the private sector. We provide support to the private sector for employing apprenticeship candidates. But for the interest of the Member, more than 50 percent of all our currently registered apprentices are aboriginal.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Could the Minister indicate approximately how many people are in the apprenticeship roles? Is this a consistent number every year? How does it work?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. There are currently 433 active apprentices in 42 designated trades. This number varies year to year. Although it is relatively close to that number, there can be and have been over the past five or six years, quite significant variations.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. I have total operations and maintenance, \$103,977,000. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Could the Minister indicate how the public service career training works? I know at one time the government used to have trainees in certain areas and the people would get training on the job, as well as some formal education. I would like to know how the public service career training operate these days? Is it still the same way or how does it work?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, all of the public service career training is now vested in the individual departments, the funds are anyway. The Department of Education, Culture and Employment works with the individuals who are selected for the training programs, helps develop the individual training programs and assists the departments in drawing up the plans for the training programs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Are these people the Minister is referring to, are they actually trainees in training positions, or are they just people who might want one training course or two training courses?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. There are people who are taking public service career training who are full time. There are some who are taking only one or two courses for upgrading to improve their skills. Both are supported by the Department.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I have total operations and maintenance, \$103,977,000. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. The industry indicated there are some people full time, which I assume means trainees. Does every department then have this public service career funding for trainees?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The money that used to be allocated to the Department of Education, Culture and Employment for this program has been distributed to all of the government departments, so it is in each department and typically at the regional level.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Total operations and maintenance, \$103,977,000. Agreed? Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Is this the fund where people can go on training courses? For instance, the Aurora College in Yellowknife puts on training courses for our staff. Which area would that be under?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Staff training courses, like those offered by the College, are typically supported by each department. Each department will purchase a seat or a department that has a need to send somebody on a course will purchase a seat at the college as needed. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. What is the career and employment development then?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. That is typically delivered through our career centres and co-ordinates training on the job and other career programs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Who is eligible for those training programs?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. That really depends upon the individual program being offered. Most of these are offered in the regional centres. This would be the area I referred to when speaking about the Member for Inuvik that had seen the reductions of the four PYs. There are six offices in the Northwest Territories and programs will be

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delivered through those regional offices that work and make sense in each of the regions. So there is a very broad variety. They could range from apprenticeship, almost anything that the career counselling would recommend. So training on the job, career type programs, the programs are broadly available. This is not just for government employees. Our employment and career centres are open to the public and the programs are offered to the public. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Erasmus, considering you are the only Member left asking questions, maybe you could give some direction to the committee as to what you are hoping to achieve with your line of questioning?

MR. ERASMUS:

Thank you, Mr. Chairman. I am trying to find out what type of training we are supplying for these millions of dollars which we have no way of knowing. All we have here is a line that says \$103 million. We have four

lines and one of them is \$103,977,000 and there is absolutely no way of anybody knowing what that means, particularly the general public.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Committee agree that the line of questioning is productive? Then we will make him proceed? Have I got consensus here? I do not hear any objections. Anyway, Mr. Erasmus, you may proceed.

MR. ERASMUS:

Thank you, Mr. Chairman. The Minister had indicated the careers and employment development is not just for government employees. Does this mean that it is open to government employees as well?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Yes, the career centres are open to government employees as well. Mr. Chairman, just to mention the Member refers to there only being one line to look at. I think in recognizing that, the standing committee had earlier asked the Minister of Finance to table some detail to the task level in the House. Tabled document 29-13(4), which was tabled on January 31st, 1997, breaks down the \$103,977,000 into a number of tasks, so there is a bit better understanding of where the money is being spent. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Erasmus.

MR. ERASMUS:

Mr. Chairman, I do have that document, but it still does not really explain things. It just says career and employment development, \$3 million dollars. I guess in order to agree to this, I need to have a little bit of an explanation of what is career and employment development. I think the general public needs that information as well. At this time those are the questions I wanted to ask in that area. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Do I understand you to say that you have a question? No. Thank you. Okay, I am

back on culture and careers, operations and maintenance, total operations and maintenance, \$103,977,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. We will now move to page 9-18, detail of capital cultures and careers, buildings and works, headquarters, total region \$1,232,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Buildings and works, Fort Smith region, total region, \$1,110,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Buildings and works, Inuvik region, total region, \$347,000. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. In total building and works for Inuvik, Aurora Campus facility, last year's budget was \$700,000. There has been an amount that has been either deferred or taken out of approximately \$568,000. Can the Minister inform me why this was done?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. In recognition of the fact the studies determining whether or not to replace the Father Ryan Building or to move the campus to Grollier Hall were not complete, it was not certain what the funding would be at the end. We did not have an accurate budget. The intention is to have a project brief shortly, which will determine the budget requirement and scheduling of the project. As I have said, we are expecting to have that report back to us within the next two months so we will have a better

understanding of how much the budget should be and when it should be spent.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. You have here futures anticipated of \$1.7 million. Is this a fixed amount or is this just preliminary?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. No, that is a very preliminary estimate of what would be expected to either replace the facility or renovate Grollier Hall and move to that facility. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. This amount of deferral to leave it just at \$100,000 for this year. Has this been discussed with the campus?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The discussion is actually taking place with the college, not the campus, because the decisions are in conjunction with the Board of Governors of Aurora College. I would expect the campus staff are aware of the change because the college staff are. The expectation is by the time we get the studies

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done and decide where we are headed in conjunction with the college, we will not be far off the target time, although it has obviously slipped back a bit.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. With this amount of money then, it is just for a project brief? You stated earlier, there is no money then for an actual planning of facility or if it is a renovation or that area. There are no planning dollars there?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As I said in my previous answer, this change does mean a deferral of at least one year. We expect that is the level of deferral we are looking at. The Member is right, the \$100,000 does not include funds for the actual planning of a facility we are to be replacing or for the technical drawings if we are to be renovating.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. My concern is that we have known this has been going on for a while now. It has been discussed in this past year about the past renovations to Grollier Hall or the idea of possible new building which is something we can all aim for. If this is deferred a year and then discussions happen going on with the college, do they agree with the same numbers that it will only cost \$100,000 this year to do the brief?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I am not sure if the campus could have a wish list fulfilled, but they would agree this would be the right number to match that wish list. I think we have a pretty good relationship with the college, and through the college with the campus. They are aware of the fact we recognize the need to relocate or replace the facility. We are working to find out what is the best way in which to do this. Given the limited funds, we are putting an appropriate priority on moving as quickly as we can.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. I am hoping the department has taken into consideration the cost and implications of the high temp system rates jumping up and the possible shutting down of the system totally, which would require a lot of dollars just to bring that facility back up and keep it going. Hopefully the department is looking at that and addressing this one and rates it in the order of importance. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The concern will certainly be a part of the assessment as to which way we go in Inuvik with replacing or renovating. In any case, we are certainly aware of the potential for increased costs through the high temperature water system.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. I have total Inuvik region, \$347,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Page 9-19, sale of capital, cultures and careers, building and works, Baffin region. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, may I say you are doing a good job in the chair today. The chair is a very difficult position. I think you are doing a good job. Just a compliment. Thank you, Mr. Chairman. Mr. Chairman, on the married students' residence, Nunatta Campus, there is \$10,000 available. Ten thousand dollars is not very much in today's dollar value. I was wondering what we are going to do with the \$10,000. Should we get some chalk and a little bit of chalk board?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Picco, for your information, praise will not bring you six questions, you are still limited to five. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The \$10,000 is simply to allow Education, Culture and Employment to study the students' residence needs for Arctic College in Iqaluit.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. No, I would not try to get six questions from you. I only want five. I just had one, so I have four left. Thank you, Mr. Dent. On the \$10,000 and the future \$4.72 million, where are we coming up with that figure? If we begin to study it, and we do not know what we need for housing, then how have we come up with a \$4.7 million figure?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It would be no better than a class D estimate, which means it is not supported by much in the way of detail. It is just a guess as to what it would cost to provide 24 residences in Iqaluit.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, does the department have any idea when this \$4.7 million would be part of the class D estimate? When would it be accessed and used in your five year capital plan, has it moved up, moved down, stayed constant?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It has stayed about the same in the five year capital plan. There are projections for planning monies in '98/99, and construction in a two year period from '99-2000 through 2000-2001.

CHAIRMAN (Mr. Ningark):

Qujannamiik. (mike off) Baffin region, Mr. Picco.

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MR. PICCO:

Thank you, Mr. Chairman. I think this is my second question. Following up on my last question on the time frame for the \$4.7 million, earlier today we talked about the increase of student enrolment, so the privatization of the five-year capital plan may have enough now with the increased enrolment, and the need we just generated through the Department of Education, Culture and Careers for increased housing. I wonder if the department is taking advantage of those new numbers, and maybe pushing up the scheduled accommodation dates, because I know we are struggling right now to find the accommodation. Thank you, question number two.

CHAIRMAN (Mr. Ningark):

Thank you. That was question number three. Number four. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I have indicated earlier the department and FMBS are working on a housing strategy for the colleges and all of their campuses. We are hoping to have that come into cabinet within the next four to six weeks and going forward from there. We are working at dealing with the housing situation. I think it is important to point out most of the enrolment increase is due to the unified human resource development strategy. As I have said, the federal government is not willing to put funds into increased housing for people who are being trained under that strategy, since that money is sunsetted. We are being very cautious with putting money into housing over the long term for that strategy as well.

CHAIRMAN (Mr. Ningark):

Thank you. Building and works, Baffin region. Question number five, Mr. Picco.

MR. PICCO:

(Translation) Thank you, Mr. Chairman. With regards to (Translation ends) \$4.7 million for the Arctic College in Iqaluit. Is the student housing strategy the Minister just mentioned in isolation of the \$4.7 million estimate for the student accommodations? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Picco. The Honourable Minister for Education, Health and Employment, Mr. Dent.

HON. CHARLES DENT:

Thank you. Mr. Chairman. That is quite a challenge, to take on health too, I think. I will let Mr. Ng. carry on. The answer to the Member is no, the \$4.7 million will be considered as we develop our housing strategies for the colleges. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I apologize, the honourable Member is not here, I am sure he will forgive me. Thank you. Building and works, Baffin region, total region, \$871,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Thank you very much. Building and works, Kitikmeot region, total region, \$1,305,000. Agreed.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you very much. Total building and works, \$4,865,000. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Just a question on the class of estimates if I can I do not know if I will be allowed to go back to discuss the Aurora Campus facility. What class estimate is that? I would like to see something a little closer to actual reality costs.

CHAIRMAN (Mr. Ningark):

Thank you. Do we have concurrence of the committee that we go back to page 9-18? Agreed. Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. This is at best a class D estimate also and once we have the reports finished that I referred to in the next two months, we will be

able to come up with a more accurate estimate, although estimates change as you get closer and closer to construction. Some going up, some going down, depending on what Public Works and Services find. As we get closer and as the architects become more intimately familiar with the project, I will be able to give you a more detailed projection of the costs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Inuvik region, total region, \$347,000. Agreed? Thank you. We go back to total building and works, \$4,865,000. Agreed? Thank you. Total activity, \$4,865,000. Agreed? Thank you. Page 9-20, educational development, operations and maintenance, total operations and maintenance is \$151,487,000. Agreed? Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. The Minister stated in his opening remarks there would be great extensions continuing on and \$300,000 was put towards that. How many facilities will that actually upgrade?

CHAIRMAN (Mr. Ningark):

Thank you. For the record I have Mr. Roland, Mr. Erasmus and Mr. Steen. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. We do not have the detail for where this money would be spent, because it depends on requests that come in throughout the year. It is typically for the smallest of schools to assist them with providing modifications to accommodate grade extensions. It really does depend on how many requests we get from different sized schools during the year.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. I know in the committee we have heard that since grade extensions have been taken on, student population numbers have increased. Has there been any work done in the area of checking the quality of what is happening in the smaller communities with grade extensions? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Roland. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Just to go back to the Members' previous question, we have received requests from five communities for small community grade extensions. There may be more, but we are not sure how many more would come in at this point.

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It is certainly something there has been some discussion about, whether or not students in the smallest of communities are receiving the same level of education as those in larger communities with grade extensions. We believe the level of education being provided is fairly close. As I have said in the House, one of the best ways for us to tell will not be until all students are writing Grade 12 departmentals. When they do write Grade 12 departmentals, we then have an idea of how the students compare to Alberta students, because our students write the same exam as Alberta students do. In those schools where Grade 12 has started to be offered, we are showing very promising results in the departmentals. Results that would tend to indicate to us that yes, the level of education being received in the smaller schools which have grade extensions is pretty close to what is being seen in other areas. We know that is an ongoing concern and we are always looking for ways to continue to monitor and make sure the situation is as equitable as possible through strengthening the curriculum, distance education, ensuring we have high quality teachers and other elements in terms of constantly being aware, and working with divisional education councils to support them in the program being delivered in the smallest communities. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development, Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Can the Minister make us aware if there is a goal under your department for doing grade extensions to all communities in the NWT? What is your goal? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. I hope I get this right. The Minister for Education, Culture and Employment, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, we have a goal for which we are on track, which would see Grade 12 offered in all communities by the year 1999 or 2000.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. I have Mr. Erasmus and Mr. Steen. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. With the latest numbers, statistics in the city of Yellowknife indicate it is now the community in the Northwest Territories with the highest population with aboriginal people somewhere in the neighbourhood of four thousand or more. I was wondering how many aboriginal teachers there are in the schools in Yellowknife?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Cleveland is racing through the briefing book. We do have the number with us, but we have to look it up in the information we have. If the Committee will bear with me for 15 to 30 seconds, we will have it.

In Yellowknife District No. 1 has one full-time aboriginal teacher, Yellowknife Public Denominational has one full-time and one part time, along with one teacher who is on leave. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Considering the fact there are very few aboriginal teachers for the amount of aboriginal people in Yellowknife, what arrangements are there for cross-cultural training for the teachers in Yellowknife?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, all boards are encouraged to provide their teaching staff with cross-cultural training, but professional development is left to the boards and I cannot answer the Member's question about what the Yellowknife boards require of their teachers. I would be happy to have my staff look into it and get the answer back.

CHAIRMAN (Mr. Ningark):

Thank you, the honourable Member for Yellowknife North, Mr. Erasmus.

MR. ERASMUS:

Considering the fact the GNWT has the final responsibility for the education of students, does the GNWT provide any cross-cultural training? What is our involvement in that area?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I am advised we do provide some funding to both school districts for that purpose.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. Final supplementary, Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. If we provide funding for cross-cultural training, then why do we only encourage those schools to provide cross-cultural training, should we not insist they do?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I think I would like to check and see whether or not they offer the program before answering. I would hate to give the impression they are not when they may be. I would be surprised if there was not some training being provided, considering we have provided the funding for it.

CHAIRMAN (Mr. Ningark):

Thank you. Education development. I have Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Mr. Chairman, along with the department's supplying of up to grade schooling in the communities, when they extend the school from grade 9 up, is the department also responsible for assuring there is adequate housing for the teachers?

CHAIRMAN (Mr. Ningark):

Thank you. On the planning, Mr. Minister.

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HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the final responsibility for staff housing rests with FMBS. I can assure the Member my department works closely with FMBS to make sure if housing is required, it is available in a community for a teacher.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Member for Nunakput, Mr. Steen.

MR. STEEN:

Thank you, Mr. Minister. Mr. Chairman, could the Minister perhaps expand a little bit on how the department would assure it is done? Is it the responsibility of the local board or is it the responsibility of the local education committee? Whose responsibility would it be to assure there is adequate housing for these teachers if you expand the grades?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It is a shared responsibility. The district education authority is expected to look at the specific needs within the community to make sure those needs are communicated to the division education council. Then our department works with the divisional educational councils and, if necessary, with FMBS to make sure all situations are dealt with.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. I have Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Mr. Chairman, the community of Holman, for instance, is looking forward to expanding their school up to grade 12 level. I am sure the Minister is aware it is currently only at the grade 9 level. Grades 10, 11, and 12 are being accommodated in Coppermine, Kugluktuk. Obviously, when Nunavut comes into being in 1999, the Nunavut government will not be planning accommodations for students in the western territory. Therefore, it is quite critical to this community that grades 10, 11, and 12 be available April 1st, 1999. I do not see a school extension in this budget for Holman Island, even at the planning stage. In order for it to be in place by 1999, it would have to be in the planning stage this year. Assuming the community gave him an official request, would the Minister consider putting the planning funds into this year's budget for Holman?

CHAIRMAN (Mr. Ningark):

The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, one of the areas we talked about a couple of minutes ago was the \$300,000 we have for small school grade extensions, which is allocated on an as needed basis throughout the year for those schools that need assistance. We have capital funds planned for Holman, \$1.9 million starting to flow in '98/99. If something is needed before then, we would probably have to call on that \$300,000 pot to ensure the school was able to handle the grade extensions. We would look at space requirements as being the first priority for dealing with the needs of the community. If there is a need for space, we will find some way to accommodate it and move things around in the capital plan as necessary. Having said that, I am advised the school is at 62 percent utilization, which means we might not have to advance the funds for an addition, but we might have to spend some of those capital funds to move things around in the schools so it works with the grade extensions. I do not want to give the Member the impression we will automatically have to move the \$1.9 million around. We might be able to work within the \$300,000 we have in the budget. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Mr. Chairman, I want the Minister to understand, the community is not just asking to update the capital plan by one year just for the sake of updating it, but rather to prepare the community so if the students can no longer attend school in Kugluktuk, in Nunavut after 1999, they would have the proper school space within their community. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I understand the Member's concern. I look forward to meeting with the community and discussing this. On March 12th, the Member and I are scheduled to go into the community and discuss their concerns with them. We have made a commitment to put space shortfalls as our number one priority when we are looking at our capital plan. We may not be able to move all of the money around. Within the \$300,000 we have the flexibility to make sure we can, in the near term, deal with the concerns of the people of Holman Island.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. I have Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. My question is on the comments in the budget document, which states: with the extension in 1997/98, will see kindergarten to grade 12 programs offered in 33 communities. The communities that do not presently have grade 12 programs, where do the students taking grade 12 relocate to?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. High school is available to grade 12 in all regions. Students do not have to travel outside their region to attend high school. For instance, a student in Pelly Bay might go to high

school in Kugluktuk or Cambridge. A student in Grise Fiord would go to Pond Inlet. It is within the region.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. I have heard a number of concerns raised by parents in my community about students, when they go south for further education for courses that are not available in the north, how difficult that adjustment is for many of them. Students coming from a community with a population of 17,000. Has the department considered trying to provide an extended program up to grade 12 in more communities, rather than trying to put high school in each community, so young people get the opportunity to experience what it is like living in another community. No doubt they will have to travel to southern institutions to go to college or university, for those that choose that route. The question is: is

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it financially feasible to them? Is it not better for the students to be exposed to different cultures and sizes of communities early on? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, no. In the past, the residential school system offered in the Territories was a dismal failure. You only need to look back four or five years at the graduation rate of people from the small communities to see, compared to the numbers who were starting off in school, almost none of them were graduating. They are not going to get to go to southern colleges or universities unless they graduate in the first place. We have more than doubled the graduation rate in the past five years. Our participation rate in high school has jumped from 40 percent to over 80 percent. That indicates if they are not participating in school, they do not have any chance of carrying on. First and foremost, you have to get people to stay in school. We were being totally unsuccessful at keeping them in school when they had to leave their home communities. Now, when they can stay in their communities, they are, for the most part, staying in school. That gives us a much better chance of being successful with them moving

on to a higher education, if that is what they choose. Let us not forget there are all sorts of options that do not include going to a southern university. There are probably more jobs in the north related to not going to university, than going to a southern university. Those who do choose to go south, we have to find some way to support them in order to improve their chances of success. In the past, we had almost nobody to support, because they were not graduating. The grade extensions in each community have made a dramatic difference to the numbers of students who are staying in school. That is the first step in seeing a long-term educational success.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Educational development. Mr. Henry.

MR. HENRY:

In these 33 communities, to what extent are programs offered in the higher grades of 10, 11, and 12? Are there full science programs and a lab offered? To what degree are we offering as wide a variety of programs as possible? Or are we restricted and therefore restricting the students' ability to get additional education because of not being able to provide a full program at these grades? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The students still have to meet the same requirements to graduate as all other students. The Member asks specifically about science and lab. One of the things the \$300,000 is used for is to purchase a lab in a box. It is a modular science lab which can be shipped to a school. As long as we have a few students who are interested in science, we have something available for them to use. We are going to be depending on distance technology to ensure the full spectrum of courses are offered to students in the smallest of communities. It would be difficult to expect in the smallest of communities that one teacher will be able to knowledgeably deal with absolutely every subject, but they are qualified to support students who have access through distance technology to specialist resources. If the Member would like, to graduate a student must still receive 100 credits and there are a number of mandatory courses and optional courses and I could provide the Member with a listing but the answer is, yes, the programs are available. No, not

every course can be available in every single school. That is the case even here in Yellowknife, not every course which could be offered in a high school is, simply because even in Yellowknife we do not have the numbers to offer every single course. By and large, the courses needed by students are available.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. I have Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, on educational development, looking at policies and trying to get money in place, one of the biggest knocks against the Department of Education through the years has been the planning of the department. Later on, when we get to the detail of educational development, you will see we are continuing to renovate and put on additions to schools. To me, that is poor planning. We build a school today, in two years it is too small. Can we not project, in this year 1997, ahead and say if we build a school, 5,000 square feet, that in two years we are going to need 7,200 square feet, so we should have an allowance made for that. What happens eventually, we keep bringing portables and we add additions to everything. In some cases, the school is too small after it has been built. I wonder if the department has looked at their planning, under educational development. Have they conferred with the communities? Do they follow the demographics and the population increases so when they build schools, we do not continue to be in the same process of having to add onto them two years later? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, perhaps the Member could point out to me where there is a renovation or addition going on two years after the fact. I would be interested to see that. I believe our planning process is much further along than that. We work with communities, we work with divisional education councils, we do track population statistics, and we have been able to demonstrate to the standing committee that the criteria we use for planning is very fiscally sound. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, no, I cannot point out, based on the '97/98 capital plan. I would have to go back, as the Minister knows, through two or three years to see the additions. I can relate a story of when I lived in Hall Beach. They were building there in 1987/88 and I see now that you are doing an addition to the school there. What happened in 1987/88, Mr. Patterson was the Minister of Education and I saw him at the airport in Iqaluit. I said to Dennis, "Look, Dennis, you are building a school, I think it is a six classroom school. That is what we have right now. You need to replace it." He wrote a letter to Mr. Handley and they upgraded the school and added the extra two classrooms. It came into play in 1988/89. I see that we are going to do a \$2.5

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million addition to that school, which is needed in the community because the population is growing.

Tomorrow after I have had a chance tonight, I will be working until 9:00 or 10:00 p.m. in the office, I will find some other things. My question is on education, priority and planning. What is the criteria the department uses? When Mr. Dent and these departmental officials sit down to review the construction and additions to schools, what is the formula they are using to figure out what the population or the student enrolment will be and project a couple of years forward, so we do not get into a situation of revamping or adding on to the schools? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, it does not surprise me the community of Hall Beach needs an addition or renovation ten years later, given the growth of population in Hall Beach. The Member said doing something after two years after the fact. I am not sure ten years relates. We have provided great detail on how our capital plan is developed and what the capital standards and criteria are to the standing committee. We would be happy to provide the Member that same information. Mr. Chair, I am not

sure whether you want me to read into the record seven pages of information on how we develop our capital plan along with another two pages on how we do enrolment projections. I think the Member will be satisfied we do the work in significant detail, sufficient to ensure we are spending money as it is needed, where it is needed and in line with fiscal reality no sooner than is needed. The basic things we use to rank projects are number one; a project is ranked as a first priority if it has to do with life, health and safety. Number two is for space shortfalls. Number three is for technical deficiencies in the school. Number four would be for upgrades, which would include insulation or new siding to help us cut down on heating bills. Technical would be those which are more of a cosmetic or functional basis. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The time being 6:00, I will recognize the clock and report progress. I would like to thank the Minister and the witnesses for appearing before the committee. Thank you very much and have a good evening. Thank you.

MR. SPEAKER:

The House will come back to order. Item 20, report of the committee of the whole. Mr. Ningark.

ITEM 20: REPORT OF COMMITTEE OF THE WHOLE

MR. NINGARK:

Thank you, Mr. Speaker. Mr. Speaker, your committee has been considering Bill 8, Appropriation Act 1997/98, and Committee Report 06-13(4) Standing Committee on Social Programs and would like to report progress with four motions being adopted. Mr. Speaker, I move the report of the committee of the whole be concurred with. Thank you.

MR. SPEAKER:

Thank you. Seconded by Mr. Evaloarjuk. The motion is in order. To the motion. Question is being called. All those in favour? All those opposed? Motion is carried. Item 21, third reading of Bills. Mr. Antoine.

HON. JAMES ANTOINE:

Mr. Speaker, I would like to seek unanimous consent to return to Item No. 7, returns to written questions. Thank you.

MR. SPEAKER:

The Member for Nahendeh is seeking unanimous consent to return to Item 8, returns to written questions. Do I have any nays? There are no nays. Mr. Antoine, you have unanimous consent.

ITEM 8: RETURNS TO WRITTEN QUESTIONS

Return To Question 10-13(4): Funding for Self-Government Negotiations

HON. JAMES ANTOINE:

Thank you Mr. Speaker. Mr. Speaker, on February 3rd, David Krutko asked a question on funding for self-government negotiations. The ministry does not provide funding to aboriginal groups for self-government negotiations. The funding for aboriginal groups in participation for self-government negotiations is a federal government responsibility. The Ministry of Aboriginal Affairs' Self Government Division received a budget of \$794,000 for 1996/97 fiscal year. Other departments of government provide support using existing resource allocations and do not receive specific allocations for self-government negotiations. The proposed reduction to the 1997/98 budget for the Self Government Division of the Ministry of Aboriginal Affairs is \$192,000. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Returns to written questions. Mr. Clerk, orders of the day.

ITEM 22: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Hamilton):

Meeting of the Western Caucus immediately after adjournment. Meetings tomorrow at 9:00 a.m. of the Caucus, at 10:30 of the Ordinary Members' Caucus, at 11:15 of the Standing Committee on Government Operations, at 12:00 noon of the Western Coalition and at 12:00 noon also the Nunavut Caucus.

Orders of the day for February 25, 1997:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions

5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Reports of Standing and Special Committees

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12. Reports of Committees on the Review of Bills
13. Tabling of Documents
14. Notices of Motion
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
 - Bill 11, Loan Authorization Act, 1997-98
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 2, Justice Administration Statutes, Amending Act
 - Bill 8, Appropriation Act, 1997/98
 - Bill 9, Forgiveness of Debts Act, 1996/97
 - Bill 10, Supplementary Appropriation Act No. 3, 1996/97
 - Committee Report 2-13(4), Standing Committee on Government Operations, Report on the 1997/98 Main Estimates
 - Committee Report 3-13(4), Standing Committee on Infrastructure, Report on the 1997/98 Main Estimates
 - Committee Report 4-13(4), Standing Committee on Resource Management and Development, Report on the 1997/98 Main Estimates

- Committee Report 6-13(4), Standing
Committee on Social Programs, Report on the
1997/98 Main Estimates

20. Report of Committee of the Whole

21. Third Reading of Bills

22. Orders of the Day

MR. SPEAKER:

Thank you, Mr. Clerk. This House stands adjourned to
Tuesday February 25, 1997, at 1:30 p.m.

--ADJOURNMENT