



**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, Mr. Krutko, Mr. Miltenberger, Honourable Don Morin, Mr. Ningark, Mr. O'Brien, Mr. Ootes, Mr. Picco, Mr. Rabesca, Mr. Roland, Mr. Steen, Honourable Maniok 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, Mr. Enuaraq. Orders of the day. Item 2, Ministers' statements. Mr. Morin.

ITEM 2: MINISTERS' STATEMENTS

Minister's Statement 61-13(4): Minister Absent From House

HON. DON MORIN:

Thank you, Mr. Speaker. I wish to advise Members that the Honourable Stephen Kakfwi will be absent from the House today to attend meetings with the president of the Canadian Energy Research Institute and the chairman of the National Energy Board at the Canadian Energy Research Institute North American Gas and Oil in Calgary. As well, Mr. Speaker, the Honourable Kelvin Ng will be absent from the House for the remainder of this week to attend the meeting of Provincial/Territorial Ministers of Justice in Fredericton. Thank you.

MR. SPEAKER:

Thank you. Ministers' statements. Item 3, Members' statements. Mr. Steen.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Division Meetings in Holman Island

MR. STEEN:

Thank you, Mr. Speaker. Mr. Speaker, I would like to take this opportunity to thank the Premier on behalf of the community of Holman Island for allowing his staff including Mr. Gilmour, secretary to the Cabinet, to proceed to Holman Island on February 12, 1997 to discuss issues and concerns deriving from division 1999. Mr. Speaker, this community waited a long time for this important meeting to happen. I am told that some very fundamental issues in regards to future education and health and social service programs were discussed with further discussions to follow at a later date. Consequently, the community is expecting the Minister of Education, Culture and Employment and the Minister of Health and Social Services and their respective departmental officials to visit the community of Holman in the near future and address these concerns directly.

Mr. Speaker, as MLA for Nunakput, I plan to travel to Holman Island on March 12 and I am inviting the Minister of Education, Culture and Employment, Mr. Dent, to accompany me on this constituency visit and perhaps ease some of the concerns of the community. We would be visiting the communities of Paulatuk, Tuktoyaktuk and Sachs Harbour as well. With that, Mr. Speaker, once again I would like to extend my appreciation to the Premier, Honourable Mr. Morin. Thank you.

-- Applause

MR. SPEAKER:

Members' statements. Item 4, returns to oral questions. Mr. Antoine.

ITEM 4: RETURNS TO ORAL QUESTIONS

Return To Question 256-13(4): Drivers' Licence Photographs

HON. JAMES ANTOINE:

Thank you, Mr. Speaker. Mr. Speaker, I have a return to oral question asked by Mr. Erasmus on February 6th regarding drivers' licence photographs. On Thursday, February 6th, the Member for Yellowknife North asked about the Department of Transportation practice of retaining a duplicate of the photograph used in photo ID drivers' licenses. The Department of Transportation introduced photo ID drivers' licenses in April of 1991. For the first few years, the second photograph was not retained. The practice was changed in 1994 for better security in replacing lost or stolen drivers' licenses. The department found that

people could too easily obtain false photo ID drivers' licenses or age-of-majority cards by claiming to have lost their license and then presenting someone else's birth certificate or health care card as proof of their identity. Retaining the second photograph on file makes it possible to establish a positive identification of the person who comes to the motor vehicle office asking for a new document. This is especially important for these documents which, because of the photograph, are widely used as proof of identity. False identity documents can be used for fraudulent and criminal purposes. The motor vehicles division retains the photograph solely for identification purposes and strictly within the motor vehicles division. As with any documents issued or received by the motor vehicles division, its files are confidential and subject to the privacy provision of the Motor Vehicles Act and the Access to Information and Protection and Privacy Act. Mahsi, Mr. Speaker.

MR. SPEAKER:

Thank you. Returns to oral questions. Item 5, recognition of visitors in the gallery. Mr. Miltenberger.

ITEM 5: RECOGNITION OF VISITORS IN THE GALLERY

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MR. MILTENBERGER:

Thank you, Mr. Speaker. I would like to recognize a former colleague. One of the fine superintendents from Education, Culture and Employment, Ms. Sydney O'Sullivan.

-- Applause

MR. SPEAKER:

Welcome to the Assembly. Recognition of visitors in the gallery. Mr. Picco.

MR. PICCO:

Thank you, Mr. Speaker. I see a good friend of mine, long-time northerner and educator and I think now the assistant superintendent for ECE in the Baffin region, Miss Mary Ellen Thomas.

-- Applause

MR. SPEAKER:

Welcome to the Assembly. Recognition of visitors in the gallery. Mr. Ningark.

MR. NINGARK:

Thank you, Mr. Speaker. Mr. Speaker, it is my pleasure to introduce to you and my colleagues the superintendent of Education, Culture and Employment in the Kitikmeot region, Leona Aglukkaq.

-- Applause

MR. SPEAKER:

Welcome to the Assembly. Recognition of visitors in the gallery. Mrs. Thompson.

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. I would like to recognize my husband, my best friend and the best superintendent of all those guys.

-- Laughter/Applause

MR. SPEAKER:

Welcome to the Assembly. Recognition of visitors in the gallery. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Speaker. At this time I would like to recognize a dedicated worker in Inuvik region, making sure that the Inuvik budget stays together, Helen Sullivan, regional superintendent of Education.

-- Applause

MR. SPEAKER:

Welcome to the Assembly. Recognition of visitors in the gallery. Item 6, oral questions. Mr. Krutko.

ITEM 6: ORAL QUESTIONS

Question 389-13(4): Extension of Canadian Infrastructure Works Program

MR. KRUTKO:

Thank you, Mr. Speaker. My question today is for the Minister of Finance, the Honourable John Todd. It is my understanding, Mr. Speaker, that the federal government has offered to extend the Canadian Infrastructure Works Program to cover the 1997 construction season. Can Minister Todd confirm this?

MR. SPEAKER:

The Minister of Finance, Mr. Todd.

Return To Question 389-13(4): Extension of Canadian Infrastructure Works Program

HON. JOHN TODD:

Thank you, Mr. Speaker. Yes, I can confirm that the federal government has agreed to an extension of the existing infrastructure program. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Krutko.

Supplementary To Question 389-13(4): Extension of Canadian Infrastructure Works Program

MR. KRUTKO:

Thank you, Mr. Speaker. As most of the Members know in this House, I raised the issue last year related to the water problems in Fort McPherson and also in Aklavik. I would like to ask the Minister if it is hoped at this time to possibly assist the communities by accessing some of these funds to assist us in dealing with those outstanding problems.

MR. SPEAKER:

Mr. Todd.

Further Return To Question 389-13(4): Extension of Canadian Infrastructure Works Program

HON. JOHN TODD:

Yes, Mr. Speaker, that is the kind of project that this program can assist. I would caution my honourable colleague that the total dollar impact on this project for across the territories is somewhere in the region of \$2.7 million, of which 50 percent comes from the federal government, the rest from our coffers. Thank you.

MR. SPEAKER:

Oral questions. Supplementary, Mr. Krutko.

Supplementary To Question 389-13(4): Extension of Canadian Infrastructure Works Program

MR. KRUTKO:

Thank you, Mr. Speaker. Can the Minister identify what types of programs that this program will cover to be eligible for that?

MR. SPEAKER:

Thank you. Mr. Todd.

Further Return To Question 389-13(4): Extension of Canadian Infrastructure Works Program

HON. JOHN TODD:

Yes, Thank you, Mr. Speaker. As I alluded to earlier, there is a reality that there is roughly \$2.7 million as an extension with this program. That is significantly less dollars than what we had over the last three years because it is a three year program. There may be some concern about the way in which we distribute it. In the past, I believe that we distributed it on a per capita basis by community. Mr. Dent advises me that given the size of the monies we have in place, we may in fact be considering distributing this money on a regional basis rather than a community by community basis. That decision has not been finalized at this time. Thank you.

MR. SPEAKER:

Oral questions. Final supplementary.

Supplementary To Question 389-13(4): Extension of Canadian Infrastructure Works Program

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MR. KRUTKO:

Thank you, Mr. Speaker. Can the Minister keep myself and the communities that I represent informed on the availability of these resources so that we can take advantage of them especially in light of the problems that I raised last year in regards to our utilidor and water problems in Fort McPherson? Thank you.

MR. SPEAKER:

Thank you. Mr. Todd.

Further Return To Question 389-13(4): Extension of Canadian Infrastructure Works Program

HON. JOHN TODD:

Yes, Mr. Speaker, it would be our intent to keep the communities and each of the constituents aware of

this issue, but again, I stress to you it is a \$2.7 million project across all of the communities in the Arctic. We may have to take a slightly different approach than we did in the past. I believe the dollar amount last time for a three year period was in the region of \$17 million. It may be that we will have to take a slightly different approach, but certainly the intent is to get the money as quickly as we can down to the communities and down to the people where it is most needed. Thank you.

MR. SPEAKER:

Oral questions. Item 7, written questions. Item 8, returns to written questions. Mr. Clerk.

ITEM 8: RETURNS TO WRITTEN QUESTIONS

Return To Written Question 11-13(4): Community Libraries

CLERK OF THE HOUSE (Mr. Hamilton):

Mr. Speaker, return to Written Question 11-13(4) asked by Mr. Picco to the Minister of Education, Culture and Employment concerning community libraries. On February 4, 1997 the Member for Iqaluit requested information on community libraries concerning:

1. The funding allocated in the 1997-98 budget for training and ongoing support services for libraries and library staff in the Baffin and Keewatin Regions.

Funding for local librarian training and ongoing support services in both the Baffin and Keewatin Regions is provided through the regional O and M budget. O and M budgets for Baffin and Keewatin are as follows:

REGION 1996/97 1997/98

Baffin	\$26,000	\$26,000
Keewatin	\$15,000	\$15,000

The funding for local librarian training in the western Arctic is provided through the budget from headquarters in Hay River. Libraries in the western Arctic receive funding support from the GNWT to cover salaries only. All other services are provided directly from headquarters in Hay River.

Ongoing support services, such as: centralized ordering, receiving, cataloguing, processing, database and automated library system maintenance, are

provided to all regions from headquarters. All the library materials purchased, including books, videos and audio cassettes, have been allocated to the western Arctic, the Baffin region and the Keewatin region. One-half of the resources are allocated to the east and one-half to the west.

2. The number of training workshops provided by the headquarters staff, the headquarters staff in the Baffin and Keewatin and the regional librarians in the Baffin and Keewatin.

Training is provided by headquarters staff for all regional staff.

a) Training related to implementation of new systems is provided through workshops.

In 1996 fifteen individual on-site workshops were provided for libraries in the western Arctic; that is, libraries in Inuvik, Yellowknife, Hay River, Fort Smith and the Legislative Library in Yellowknife. These workshops enabled staff to become familiar with changes in the computerized systems, as libraries in these communities became able to access the systems.

Similar training workshops for regional staff in Iqaluit and Rankin Inlet were not provided in 1996 since they were not yet able to access the on-line systems to the same level. Once the Digital Communications Network has been enhanced in these communities in 1997-98 similar on-site training workshops will be delivered.

Smaller libraries operate according to the Local Librarian Handbook with assistance from headquarters and a local library board as needed.

b) Ongoing training in procedural updates and problem solving is also provided:

- by telephone and electronic mail as part of daily routine work at headquarters;

- through the Local Librarian Handbook which is updated and revised at headquarters as needed.

In 1992 there was a general training workshop in Iqaluit for both the Baffin and Keewatin community librarians held by the territorial librarian with the participation of the regional librarians. In 1994 and 1995 general workshops were provided in Iqaluit by the Baffin regional librarian for all Baffin community librarians. There was no workshop in 1996; however, regional librarians in the Baffin and Keewatin regions

also provide additional ongoing training within their regions during visits to communities and by telephone and electronic mail.

3. Confirmation that the Baffin region is the only region where all library holdings are completely documented in the system.

All the collections from the six local libraries have been entered into the on-line database, partly by regional staff and partly by headquarters staff.

4. Identification of the contract or contact position available to consult with community librarians in the Baffin about local issues such as relations with hamlet councils, education authorities and school principals.

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The regional superintendents for Education, Culture and Employment will provide this service in the Baffin and Keewatin regions. This service is already provided by regional superintendents in the western Arctic.

5. Confirmation that community libraries in the Baffin and Keewatin will be able to recover all expenses from this department for additional long distance charges for telephone, fax or computer to headquarters or Yellowknife rather than the regional centre.

The need for calls to headquarters or Yellowknife from the Baffin and Keewatin regions is not expected to be significantly increased since initial contact will be with the regional library technician. This position will still be based in Iqaluit and will continue to provide ongoing advice and support to community librarians in the east. The regional superintendent will also provide support and either the library technician or the regional superintendent can call headquarters staff to provide direct help to community librarians at headquarters' expense if such support is required.

In addition, the Digital Communications Network will provide more economical communications between all communities as they become connected, thereby reducing telephone, fax and computer links to headquarters.

MR. SPEAKER:

Returns to written questions. Item 9, replies to opening address. Item 10, 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: TABELING OF DOCUMENTS

MR. PICCO:

Thank you, Mr. Speaker. Mr. Speaker, I seek unanimous consent to go back to item 10, petitions.

MR. SPEAKER:

The Member for Iqaluit is seeking unanimous consent to return to item 10. Do we have any nays? You do not have unanimous consent, Mr. Picco. Tabling of documents. Mr. Evaloarjuk.

MR. EVALOARJUK:

(Translation) Thank you, Mr. Speaker. I have two letters to table. The first one is a letter about a video that is called "Atanajuat", Tabled Document No. 55-13(4).

Mr. Speaker, I am tabling this document, Tabled Document No. 56-13(4). It has to do with the Inuit Cultural Institute wanting to produce a video. Thank you, Mr. Speaker. (Translation ends)

MR. SPEAKER:

Thank you, Mr. Evaloarjuk. Tabling of documents. Mr. Krutko.

MR. KRUTKO:

Thank you, Mr. Speaker. I would like to table a letter, Tabled Document No. 57-13(4), which was sent to Ethel Blondin-Andrew, the MP for the western Arctic. It is from the mayor of Fort McPherson. It is in regards to the infrastructure funding program and also a letter that was sent to Mr. Todd in relation to the same program.

MR. SPEAKER:

Tabling of documents. Item 14, notices of motion. Item 15, notices of motion for first reading of bills. Item 16, motions. Item 17, first reading of bills. Item 18, second reading of bills. Item 19, consideration in committee of the whole of bills and other matters. Bill 2, 8, 9, 10, Committee Report 2-13(4), Committee Report 3-13(4), Committee Report 4-13(4) and Committee Report 6-13(4). 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. We have a number of items to be considered under item 19. What is the wish of the committee? Mr. Barnabas.

MR. BARNABAS:

Thank you, Mr. Chairman. We will consider Bill 8, Appropriation Act, 1997-98, Committee Report 2-13(4), Committee Report 3-13(4), Committee Report 4-13(4) and Committee Report 6-13(4). We will conclude the Department of Education, Culture and Employment. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Do we have agreement that we will consider Bill 8, Appropriation Act, 1997-98 and then Committee Reports 2-13(4), 3-13(4), 4-13(4) and 6-13(4)?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Thank you. We are on page 9-20. We are reviewing 1997-98 main estimates of the Department of Education, Culture and Employment, activity summary. Mr. Minister, do you wish to bring in any witnesses before we get into the detail? Mr. Dent.

HON. CHARLES DENT:

Yes please, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Are we agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Agreed. Sergeant-at-Arms, see to the witnesses, please. Thank you. Mr. Minister, would you please introduce the witnesses to the committee.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, on my left is Mr. Mark Cleveland, assistant deputy minister for Culture and Careers and on my right, Mr. Paul Devitt who is the director of finance and administration.

CHAIRMAN (Mr. Ningark):

Welcome to the committee. We are on page 9-20, educational development, total operation and maintenance. Total operation and maintenance in this activity is \$151,487,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. I would like to get some information from the Minister on the practice of high school graduates graduating after the exams have been done. A concern was raised in the community I represent that, during the graduation ceremonies, although there appears to be a

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large number of graduates, that actually is not the fact. Is there a policy or standard in that area? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, each board sets its own policy for when the graduation ceremonies are held. It has been common practice in many jurisdictions in North America, to hold grad ceremonies in the spring even though the final marks are typically not back for the grads. There are some jurisdictions that have chosen to have their grad ceremonies in the fall. For instance, I know I was invited to a grad ceremony in Rankin, during the Thanksgiving weekend this past fall. They decided to have their grad ceremonies following receipt of the final marks. It is a decision that is left up to each of the boards.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Member for Inuvik. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Once again in the area of graduates, the concern raised is not the timing of when the ceremonies are, it is the number of people actually taking part in the ceremony as graduates having to come back the following year to finish off their courses. Again, that lends to the concern of the quality of the certificate when it is given out. Is there anything there when it comes to the actual graduating class and do you have to be graduating that year? Is that a policy of this government or of the boards? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. A grad ceremony which takes place before marks are back is just a ceremony. The graduation certificates are only signed and distributed after a person has actually achieved the 100 credits necessary for graduation to officially take place. The statistics that the department uses are based on successful completion of graduation and not in any way based on the number of people who participate in a ceremony. I think it is important we understand that the ceremonial occasion does not necessarily mean all of the requirements for successful graduation have been met.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. My concern is not only with the graduation process itself, but the quality of it and lending to that concern would be the idea of the automatic pass system. I know that would not affect the actual graduation itself, the certificate, because you have to achieve the 100 credits. For the rest of the program, you are allowed to follow up through the system, is that a policy of this government?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. No, the government does not set a policy in that area. It is left again to each of the divisional education councils to set their own policy.

CHAIRMAN (Mr. Ningark):

Thank you. We have Mr. Henry and Mr. Picco. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. The Minister told us yesterday, and I think he mentioned a figure, I do not recall it right offhand, a large percentage increase in the number of students attending school in communities since schools were raised to Grade 12. My question to the Minister is, does he have figures on what the graduation rate increased, if any, in the last number of years? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Qujannamiik. The honourable Minister. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the graduation rate for aboriginal students more than doubled in the period of 1991-1995. The overall graduation rate has not doubled but has continued to increase over that period of time, probably in the area of five to ten percent, I would guess.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Educational development, Mr. Henry.

MR. HENRY:

Thank you. So, the participation rate has increased, has doubled, but the graduation rate is up by between five and ten percent? Maybe the Minister could provide those statistics, broken down by community or whatever way he has them available to him. Does he have figures, say from 1991-95, on the number of students that go on to further education? I am not particularly talking about trades, on to college or university. Does he have figures in that area? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The number that carry on to post-secondary studies will take some time to be provided to this committee. In response to the Member's first part of the question, the participation rate is a measure of how many eligible students are attending school. So, in 1991, we had just over 40 percent of those who should be in school attending school. In this year, we have over 80 percent of those who are of school age actually attending school. The graduation rate will not automatically increase because you have to remember that a number of students will have come back into the system in Grades 10 and 11 and will not yet have achieved graduation. So, there will be a lag of two or three years behind the increase in the participation rate to the graduation rate.

CHAIRMAN (Mr. Ningark):

Thank you. Are you okay on that, Mr. Henry? Okay. Thank you. We have Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, under educational development, I see public libraries are also mentioned here. I would like to bring up the situation regarding the proposed restructuring of library funding and also the proposed elimination of the regional librarian positions. The regional librarian position trains the community librarians and also adds support to the community librarians, most of which are part-time and volunteers in the smaller communities. I wonder if the Minister could tell me who will be providing ongoing training and support to the smaller libraries outside

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the regional centre, when we have no more regional librarians?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, in every region right now, other than the Keewatin and the Baffin, the responsibility for that is taken on by the regional superintendent with assistance from the libraries branch based in Hay River.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Picco.

MR. PICCO:

Thank you. So, the Minister is telling me that the regional superintendent of the Baffin, for example, will fly into Pond Inlet, Clyde River, Igloolik, to train and help support the volunteer, in some cases, or part-time community librarian. Is that correct?

CHAIRMAN (Mr. Ningark):

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

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I would expect that in face to face visits to communities, the regional superintendents would be able to assist with that. I think it is necessary to remember that a lot of the assistance can still be provided by the library technicians who will still be resident. It is also important to point out that training sessions have not been as formal as the Member might think. There were no training sessions or training seminars in 1996, for instance. Most of the assistance that is required can be provided either by telephone, fax or electronic mail. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

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

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, I think we are missing something here on the regional librarian positions. I think what we are missing on the regional librarian positions is the work that they have done outside of the regional centre. I know, for example, in my community, the regional librarian would go to Clyde, would go to Igloolik, to set up libraries. Then they are also flying in and out of those communities to add that support. In a lot of cases where the small community libraries have just been set up, they get their books from the regional library. The referral service helps them set up the Dewey Decimal System and so on. I am not convinced by the Minister that a library technician, who is actually based in our community library in Iqaluit, is now going to be going out to continue that type of on-site help for the community libraries. So, is the Minister telling me that the library technician, it sounds like a "yes" position, is now going to be providing part of the logistic help the

regional librarian was providing? Is that correct and what percentage?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, given the fiscal situation, there is no question that travel is going to be reduced. Face to face meetings in all departments are less frequent. I would maintain that the past two years have proven that the regional superintendents have effectively taken over the duties of assisting local libraries to perform their function within the other regions and, should a major new project be undertaken, headquarters would deliver extensive on-site training. The ongoing training can be maintained by the regional library technician at the regional level. It has to be remembered that, in addition, headquarters is available to assist by telephone, fax and electronic mail. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Education development. Final supplementary, Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, a professional librarian is a person who of course has graduated from university, has the necessary training in the filing, the Dewey Decimal System we talked about before. The community librarian positions are often part-time and the person hired usually does not have much experience in working in a library. This makes the role of the regional librarian more essential to maintaining the community library services. My follow up question to the Minister on this area is: with the advent of Nunavut in April 1, 1999, one of the key areas the NIC has recommended to this government is having a library service set up. By eliminating the library position today, it means we will have to rehire and restructure that position for tomorrow. I think that is dumb planning on behalf of this government. I do not think it is strategic. I do not think it is acceptable. Mr. Todd is agreeing with me. My follow up question now to the Minister concerning the regional librarian position is: what about the Legislative Library that is currently trying to be set up in the capital of Nunavut, with all the duplicate files being sent over, who will be maintaining the system? Who will be filing the

system? Who will be doing that work? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Picco. Mr. Todd is a very understanding man.

-- Applause

CHAIRMAN (Mr. Ningark):

Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, if money was not limited, we probably would have librarians in every community who had graduated from university and we would have large libraries in every community. In fact we do not. We have found, given the fiscal climate, we are able to deliver satisfactory service in other regions. Making the change we propose to make in Nunavut and the Keewatin is a result of the fiscal climate in which we are forced to operate these days. In response to the Member's direct question about the Legislative Library, the Legislative Library for Nunavut will still have the assistance of the Legislative Library we have here in Yellowknife. That is the proper place for the library to get its assistance right now for Nunavut. If in fact, the interim commissioner believes it is necessary to set up such a position in advance of Nunavut coming into effect, it is entirely the responsibility of the person who fills the position to set such a library up. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. We are reviewing the Department of Education Culture and Employment. We have on the list, Mr. Erasmus, Mr. Ootes, and Mr. Miltenberger. Mr. Erasmus.

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MR. ERASMUS:

Thank you, Mr. Chairman. In the Minister's opening address he indicated the department is continuing to participate in the National School Achievement Indicators Program which assess the students in the areas of math, reading, writing, and science. Unfortunately, this testing does not indicate to us which students are up to the national level, and which ones are under, although it does give us an indication

of an overall picture. How come the system does not allow us to find out where the successful students and the unsuccessful students are in relation to these particular tests?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, it is a national program which is designed to provide a Canadian wide information base to assist Departments of Education across Canada to assess the performance of their education systems relative to others. It is not intended to be a measure of individual students success or failure. Given the tests are not normed for northern populations, it would be improper to put too much weight on the results. What they do is give us an idea of how our students are performing in relation to others in Canada. From that we can determine whether or not we need to expend some energy to strengthen our curriculum in certain areas. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. What does "not normed for northern students" mean?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It means it is not specifically designed for the circumstances of northern students. It does not recognize the fact many northern students have English as a second language. It does not respect the cultural background of our students.

CHAIRMAN (Mr. Ningark):

Merci. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. The Minister indicated they would make adjustments based on the performance.

How can you make adjustments if you do not know who was tested at the national level and who has not?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. We are not talking about an individual education plan. We are talking about a curriculum which is broadly based for all of the students of the Northwest Territories. For instance in the past, given the results we have seen in some of the School Achievement Indicators Program testing, we have undertaken exercises, like establishing a math camp, to prepare more grade nine students to enter the academically challenging Math 10 course. We have taken on the task of working with the Western Consortium which is a group of four provinces and the Yukon Territory and ourselves, to develop a common math and english language arts curriculum. So, we can say we are expecting the same sort of outcomes at the same levels in school.

We have worked at strengthening the whole numeracy and literacy curriculum to try and improve the results of our students in the territories. We are not trying to use the results to say one school is performing better than another. What we are doing is trying to assess how the curriculum in general is performing in the Northwest Territories. The individual school results are measured by the divisional education councils and the superintendents by making sure the students in each grade are performing to the levels set in the existing curriculum and by watching for problem areas. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Are there some areas that are not affected by cultural differences? Course areas, for instance math as compared to social studies.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. All areas would be affected, particularly by linguistic background, in test performance. The cultural background would have a different level, depending on the subject area, of importance. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. If all areas are affected then I find it difficult to understand why we would not try to find a way how we can test these students and compare them to each other. We will then know where the students have not actually met the national standard and where the students have met the national standard.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, as I have said, grade 12 graduation requires students to take departmental exams which we share with Alberta. We do get a comparison at the grade 12 level as to how our students are doing with a southern jurisdiction. To develop our own testing for ages 13 to 16 would be very expensive. The development of the tests would be expensive, administering them would be expensive. You are still left with only one test getting only a snapshot. It is much better to assess a student's performance because of the different learning styles people have over the course of a year. That is why each of the divisional education councils and their superintendents are tasked with watching students' performance throughout the school year. To ensure they are meeting the levels expected that are set out in the existing curriculum. I think we have a relatively good system of assessing how our students are doing in the north. The amount of money it would take to set up a valid testing process, I would argue, is much better spent getting resources into the classroom. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. That was a final supplementary for the honourable Mr. Erasmus for the time being. We are reviewing the 1997/98 main estimates of the

government, Department of Education, Culture and Employment. We are on the activity educational development. We have Mr. Ootes, Mr. Miltenberger, and Mr. Henry. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. I understand the system through out the territories uses an automatic passing system. I wonder if the Minister could explain it to me, what it is and how it works?

CHAIRMAN (Mr. Ningark):

Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I do not know if that is the system used throughout the territories. Whether or not a student is progressed on to the next grade is something that is handled by each of the divisional education councils and divisional education authorities in the Northwest Territories. The Member wants to know why some do it. Being a non-educator, I am not sure if I am qualified to give all the arguments for why it is considered to be more appropriate to keep students within their age group, rather than making students repeat. I do know that from what I have read, the success rate of students who are forced to repeat a grade is close to nil. Therefore, there does not seem to be much point in forcing students to repeat. Perhaps by keeping a student in school and progressing with their age group, they have a better chance of picking up some of the skills that will help them be more successful in life, even if they have not successfully concluded the previous year. I can only offer that as a possible explanation, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. While I appreciate the Minister's comments and explanation of that, statistically in 1991, we had 1,589 students in senior high and in 1995/96, we had 3,371. In other words, more than double the number of students in senior high. When I look at the graduation figures of senior high, they have not substantially changed. In 1990, it was 203. Then in 1992/93, it did jump to 254, but there has been no change in '94/95. There are only 273 graduates. These students are progressed on by

each educational authority and because the department has to put in exams at grade 12, could it be these students are just not meeting the requirements?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As I explained in response to Mr. Henry, the participation rate typically leads the graduation rate by a significant portion of time. What we have found when we have offered grade 10, for instance, in a community where it was never offered before, where we might have expected there would be two, three, or four students carrying on from grade nine to grade 10, we have received not only those two, three, or four students, but another ten who are in the community, who had dropped out of a residential school. The participation rate has gone up significantly. We have received a lot of students back into the system who had already left the system. It will take some time for those graduation numbers to improve. Again, some of them may not complete grade 12, but it does not mean they are not further ahead for having completed grades 10 and 11. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. Again, I appreciate the Minister's explanation. Yes, I agree with him. It is important to get students back into the system. Really, if we do not have some sort of criteria by which they are evaluated - students seem to be progressed by each authority. When they do have an exam, such as the departmental exams, they are not able to graduate the numbers. This says to me that all through the system there are some tremendous shortcomings. Even though we have so many students in grade 11, if they cannot meet certain criteria, then why would they be in grade 11 or grade 10?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I think I have answered the question. The grade extension programs started with the last government. Grade extensions started to be offered in only a few communities in the early '90s. We are up to where they are being offered in 30 communities. Each year, as we offer the grade extensions in more communities, we get more students. I think we will be able to demonstrate success. For instance, in 1981, a total of 365 students had passed grade 10, grade 11, and grade 12 English, and by 1992 that number had almost doubled to 655 students. The numbers are increasing. I am confident the graduation rate will continue to increase. It is a factor of needing to get the students into the system and participating in order for them to achieve graduation. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. We have Mr. Miltenberger, Mr. Henry, and Mr. Picco. Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. About distance education technology, could the Minister indicate the involvement his department is going to have in the construction and building of the digital backbone that has been referred to in this House many times?

CHAIRMAN (Mr. Ningark):

The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As a department, we have no direct involvement in the construction of that system. The department will participate on the program side and as a member of the steering committee, overseeing the implementation of the system.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Member for Thebacha, Mr. Miltenberger.

MR. MILTENBERGER:

Will the Minister and his officials have input into the system design, so it will be adequate for the present and future needs of the department?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you Mr. Chairman. The department was actively involved in working on the committee that set the terms of reference for the system, and the system will be installed according to those terms of reference. Thank you.

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CHAIRMAN (Mr. Ningark):

Thank you. Mr. Miltenberger.

MR. MILTENBERGER:

Does the Minister know if the technology used is going to be the most state of the art? For example, the use of fibre optics as opposed to copper wire?

HON. CHARLES DENT:

Thank you, Mr. Chairman. I expect that the initial installations we are talking about involve typically three locations in a community, the school, library and the municipal office. Based on that, the initial expectation is that it will be coaxial cable that will be installed, not necessarily fibre optics in the smallest of communities.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. Is the Minister reasonably confident that in fact we will be partners in putting in a system that will not be obsolete technically, before it is even installed; that there is potential or a capacity to move with the technology which advances as it seems to at a very quick pace; that we are not putting all our money in something that is technically obsolete or will be very quickly?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, from what we have seen of the design of the system and in the evaluation which did include an assessment of an ability to take on improvements over time, we are

satisfied that it will meet our needs, as far as we can project them, at this point.

CHAIRMAN (Mr. Ningark):

Thank you. The final supplementary, Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. Could the Minister elaborate briefly on the million dollar re-investment in distance technology that is ear-marked in the budget?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The million dollars that we have identified is for a combination of capital facilities to ensure schools are prepared to receive the signal from the satellite and distribute it throughout the school. Therefore, it is typically capital improvements for networking within the schools and for training to make sure people in the schools are prepared to take advantage of the service, once it is available.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Henry. Are you next on the list?

MR. HENRY:

I have a question on the National School Achievement Indicator Program. I think I understand where the Minister is coming from and how difficult it is to separate a school or an area as to the results but if the Minister could give me a little background as to the number of schools that participated in this program, the number of students who participated, the subjects that were tested and the grades that were tested. I know he talked about an age group earlier but if he could specifically talk about grades. Are all the students in a school tested, or just a little more background would be beneficial for everyone if we had that background, to know and accept that it is very difficult to give results of individual schools or districts. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I would be happy to provide the Member with some of the technical background on some of the School Achievement Indicators Program which would answer some of those questions. I do not have all of that information with me.

The program is aimed across Canada, not at a grade level but at age 13 and age 16. That is so we can find out whether at that age, students are achieving at similar levels because grades are different in each of the jurisdictions, with some jurisdictions having 11, 12 or 13 years of what is considered primary school. We can not say just a certain grade level across Canada, that is the reason for that age being set. The program across Canada would be very expensive and for us to be able to find out how our individual schools are doing, we would have to leave the program and conduct our own tests. Basically all of the jurisdictions have agreed that in order to keep the costs as low as possible, the results would not be used to try and target one school over another. The schools are not identified to the markers and the results are not then tabulated, according to region they come from. They are given back to all of the provinces and territories on the same basis.

The program and cash cost to us is around \$4,000, because the federal government contributes the majority of the funding and all of the provincial contributions are on a per-capita basis. We pay a very small amount to participate in this program.

The Member asked what kind of test had been undertaken. The most recent ones were for science. Previous to that there was a test in mathematics. The previous year there was one in language arts. The program was initially set up three years ago to run on a three year cycle, which would include those three areas. We are now entering the second, three year cycle. Human Resources Canada has just committed to continue their funding for this program, so we will be continuing with an annual test for math, language arts and three years down the road, another one for science. Ministers of Education have suggested to Human Resources Development Canada we should look at adding a test which would examine students knowledge of new technology. In terms of how many schools and how many students were tested in the Northwest Territories, I will have to get that specific information to the Member, with the technical background I have offered.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Henry.

MR. HENRY:

I guess the reason that I wanted to know specifically how many schools and the number of students within a school would lead me into the next part you were talking about in your opening remarks. To improve student achievements, we need to know how students are doing in key subject areas. Really by not being able to decide what jurisdictions or schools are doing well, you may in fact be telling students as you are in the Northwest Territories, that we are scoring low on a national level in science, when in fact a school district or even a school could be doing extremely well,

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and you are still telling them, we are doing low. That would not be an accurate statement. That was why I was looking for the information about how many schools participated. Was it one in each region, or just a couple of schools. There were four students participating in the whole program. That was the reason for looking at that type of information, but I definitely have a concern here that you may be telling all the schools and all the students in the Northwest Territories we are below average in our science, you know the results prove it, whereas in fact there could be a lot of schools and a lot of students doing extremely well. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Was there a question? Perhaps Mr. Minister wanted to respond.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I have been very careful when talking about the School Achievement Indicators Program, to say that it does not indicate very much more than give us a snapshot of broad performance and indicate if we may have a need to strengthen our curriculum broadly across the Territories to address what may be a problem. I think the Member is right, we have to be very cautious with how any sort of test result is used. That is why I am much more comfortable saying the divisional education councils and the superintendents are the ones who are responsible for assessing performance on an ongoing basis and ensuring students in the Northwest Territories are achieving at the levels expected by the curriculum we have set.

The School Achievement Indicators Program is only one small part of the information we have. We do not react just to that part, we use it for what it is, a tool we use to assess how our students across the Territories are doing. I do not think anyone in the department or the ministry forgets that it does not tell how an individual is performing or how one school may be performing in relation to another. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. I thank the Minister for that. It certainly would alleviate my concern to the question I raised in his comments and I do believe he did allude to it previously and it did not strike home until now, that individual superintendents can advise students in a particular school or a particular district how they are doing. So I thank him for that. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. We have Mr. Picco and Mr. Erasmus. We are on page 9-20 of Education, Culture and Employment, educational development. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, I would just like to go back to the regional librarian positions with a few more questions I did not have a chance to ask the Minister. I guess we should back up and look at the history of the regional librarian positions. The positions were created because there was a need in the regions for a provider and co-ordinator of all the services that could not be offered by community libraries. The library headquarters in Hay River could not meet the needs adequately both due to distance and not knowing the communities intimately. My question to the Minister is who will provide that co-ordination? He had said it was going to be the superintendents of ECE. I think the superintendents for ECE are quite busy, as demonstrated by their meeting here this week. Is there going to be extra funding available in the department of ECE to provide the ongoing support to the community libraries that the regional librarian was supporting?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the Member is right in that our regional superintendents are busy people. More and more demands are being placed upon all of our government staff in these difficult fiscal times because we have had to reduce the total number of staff we have. They have demonstrated in other regions the ability to support library services. As I have indicated to the Member previously, if we had an unlimited supply of money we would probably not be making this kind of move but given the fiscal situation, it is a response to the total amount the department has to spend and we have balanced that off against what is seen as an acceptable level of service we have been able to demonstrate in other regions. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, the Minister keeps telling me the Baffin region and the Keewatin region are the only regions left having regional librarians and the other regions have done very well without the regional librarians. Maybe the Minister could tell me, for example in the Inuvik region, how many community libraries does the Inuvik region or the superintendent for ECE co-ordinate? In the Fort Smith region, how many community libraries does the ECE superintendent co-ordinate? I know in our region there are four, there is another one up and coming, that is five communities being co-ordinated. In the Keewatin region, I believe there are three or four more communities that regional librarian is co-ordinating. I do not think you can compare apples and oranges, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the Baffin region has six, the Keewatin region has three, Kitikmeot has two, the Inuvik region has three, the Fort Smith region has five.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Picco.

MR. PICCO:

Mr. Chairman, when you look at just the Baffin region, for example, those six communities are co-ordinated out of Iqaluit anywhere between 1,500 flying miles from the community. On the one hand, the Minister's department is saying the people of the Northwest Territories do not have adequate skills to participate in the technological revolution, and on the other hand, it wants to equip communities with computers to increase access to libraries and information. Who is going to do that training in the communities? Who is going to equip the library so they can download equipment if training is not there? That is something the regional librarian was going to do.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

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HON. CHARLES DENT:

Thank you, Mr. Chairman. Looking at the list, I would say Pond Inlet is about the farthest away from Iqaluit and that is about 700 miles. I do not think it is 1,500 miles. It is much closer by phone and by fax and by e-mail. As I have indicated, there are limited funds and the chances for face to face visits are going to be restricted. There were no seminars or training sessions offered in Iqaluit in 1996 and that is going to be the way that we are, unfortunately, going. We do not have the money to spend on these services. As I said to the Member, if money were unlimited, this would not be the approach we would take. However, we have had to compromise between what might be an ideal approach and what is acceptable given the limits of funding. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I would like to try and keep order in this House. It is coming to a point where we should take a break soon. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, the savings to this government of those two positions is about \$70,000, but the cost to this government by laying off these two positions will be a lot more. I do not think you can put a price tag on that type of information and the support they have been giving the communities. It is not just my concern, Mr. Chairman. We have had petitions coming in from outside of Iqaluit, you have

had them come in from Pond, you have had them from Igloodik, you have had them from Arctic Bay, you have had them from Clyde River, you have had them from other communities. It is a budget issue, Mr. Todd, thank you. I am trying to get on with the budget. I think it is a legitimate question, Mr. Todd. Is he trying to debate me or am I asking questions to the Minister of Education?

CHAIRMAN (Mr. Ningark):

Do Members want to take a break now, or do you want to continue? I would like to have order in this House. Mr. Picco, you have the floor.

MR. PICCO:

Thank you, Mr. Chairman, and thank you colleagues. I will try to be more statesmanlike in my questions to the Minister of Education. Can the Minister tell me if he consulted with the communities that would be affected by the loss of the regional librarian position?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. No, we did not consult with the communities when the librarians were proposed to be eliminated in the other regions, either. There has been no consultation with communities. Is the Member suggesting we should maintain these two positions and reduce the contributions to libraries? Because the bottom line, Mr. Chairman, is this is all the money there is. There is no more money. It has to come out either from those positions or from contributions to libraries.

CHAIRMAN (Mr. Ningark):

Thank you. The final supplementary, Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, the regional librarian, as I think I have articulated here today, has done more than just run a library. My final supplementary question is, if the regional librarian position is eliminated, who will provide the ongoing support of shipping books in our region to the smaller community libraries, where you only have a part-time person, in most cases not trained, do not have the library degree and so forth, so who will do that? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. In the borrow by mail program, if the Member is referring to that, the typical first point of contact would be the library technician, whose position will remain in Iqaluit. In terms of other supports, as I have said, those will be provided by the library technician position, as well as by the regional superintendent and by libraries headquarters staff. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. I have Mr. Erasmus. Perhaps, after Mr. Erasmus, we should take a break. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. This in the area of National School Achievement Indicators Program. Did the Minister indicate that he does not know how many schools were involved in this particular testing?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As I indicated to Mr. Henry, I do not have that detail with me and would be happy to provide it to this committee as soon as possible.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development, Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. In an effort to find out where students are not meeting the national standard, is it possible just to photocopy the tests the students do and then have the teachers themselves from the schools mark them, or have them sent to a central location and corrected here in the Northwest Territories, so that we can see for ourselves where perhaps the problems may lie? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I think I have already answered this question. To participate in this program, we have had to agree, across Canada, to the protocol. The protocol is such that none of the jurisdictions will separate out the information by school. We are either all in the program or we are all out. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Educational development, Mr. Erasmus.

MR. ERASMUS:

What does the Minister mean by not separating out by school?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. What that means is the marking and dissemination of results will be handled by the Council of Ministers of Education of Canada. It will be all done in the same format with jurisdictions not having

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access to the individual exams or where they came from or how individual students did.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus, question Number four.

MR. ERASMUS:

I believe it is Number three, but I do not want to debate it. I agree it is Number four. I would like the Minister to indicate why we have agreed not to separate the results of our schools or regions? I am not looking at individual students, but I think it would be worthwhile to know the different areas at least where people may not be meeting the national standard. So, why have we agreed to this?

CHAIRMAN (Mr. Ningark):

Thank you. We will check out the Hansard tomorrow. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, first of all, there are no national standards. Education is an exclusive jurisdiction of each province and territory. What we have agreed with Human Resources Development Canada is to conduct tests so each jurisdiction can have a snapshot of how their curriculum is performing in comparison to other jurisdictions in Canada. As I understand it, there was significant opposition among jurisdictions to participate if the results could be used to single out schools or regions or individuals and how they were performing. Therefore, the Ministers of Education from across Canada would only agree to the program if it were run on a broad base. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

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

MR. ERASMUS:

Mr. Chairman, perhaps the Minister could indicate why they do not want the people who are doing the tests at the national level, why do they not want to separate out to different regions? I do not mean provinces but the smaller regions. Why do they not want to do that?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Erasmus. The honourable Minister. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As I have been saying, this test is only one small tool in the arsenal of all jurisdictions to assess their curricula. It would be dangerous to be taken as an indicator of how a school or a region is doing. It is intended to be used only to give us some broad-based performance indicators and not specific ones. There is no way a test could be designed that would be valid for all of the regions of Canada. That has to be recognized when you are talking about a nationally-provided test. Given the cost and the fact that it gives us a snapshot of how our curriculum is performing in relation to the curriculum of other jurisdictions for the amount of money we invest, which is \$3,000 or \$4,000, it is another tool that helps us when we are making decisions about our curriculum. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

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

-- Break

CHAIRMAN (Mr. Steen):

I would like to call the committee to order. For the record we are on Bill 8, Appropriation Act, 1997-98. We are on Education, Culture and Employment, educational development, page 9-20, operations and maintenance. Mr. Picco.

MR. PICCO:

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

CHAIRMAN (Mr. Steen):

You have the floor, Mr. Picco.

Committee Motion 25-13(4): Recommendation to Retain Baffin and Keewatin Regional Librarians in the 1997-98 Budget

MR. PICCO:

Thank you, Mr. Chairman. I move that this committee recommends the Minister of Education, Culture and Employment take measures to ensure the regional librarian positions in the Baffin and Keewatin regions remain in the budget for 1997-98.

CHAIRMAN (Mr. Steen):

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

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, I think this is a very important motion to bring forward at this time. I do not think the Department of Education, Culture and Employment has demonstrated to me or to this House that the regional librarian positions are not needed. I think they are needed. I think this motion spells that out in no uncertain terms and at the proper time I will ask for a recorded vote on this motion. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

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

MR. ROLAND:

Thank you, Mr. Chairman. Unless there is a plan to put all regional librarian's positions back in place, I cannot support it. Thank you.

CHAIRMAN (Mr. Steen):

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

MR. MILTENBERGER:

Thank you, Mr. Chairman. The Social Programs Committee addressed this issue in their report. I cannot support this motion either. I consider it to be contrary to the content of our report and the direction agreed to. We looked at it very carefully. We have addressed it with the Minister. We have responded to Mr. Picco. Unfortunately, in these times of restraint we all have to share the pain. I think Mr. Picco should keep that in mind. It is not something that we enjoyed doing, but we had to do a lot of things that we would rather not do. So, I cannot support this motion, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. To the motion. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. As a Member of the Social Programs Committee I cannot support this motion either. As previous Members have indicated, we did look at this item and we had to consider various other things and there are certain things in motion. Just to indicate that we want positions in certain places is not the proper way to go, in my

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estimation at this time. I cannot support this motion. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. To the motion. Do I have any further Members who wish to speak to the motion? Mr. Barnabas.

MR. BARNABAS:

(Translation) Thank you, Mr. Chairman. I will be in support of the committee motion because in my constituency they have to get books through ordering books from the regional office and we have been

presenting petitions and I have been in support to keep this program going. Thank you, Mr. Chairman. (Translation ends.)

CHAIRMAN (Mr. Steen):

Thank you, Mr. Barnabas. To the motion. I recognize the honourable Member for Iqaluit, Mr. Picco, as the last speaker.

MR. PICCO:

Thank you, Mr. Chairman. Thank you, honourable colleagues. I have noted a couple of the points made by some of the Members. First of all, Mr. Roland said about putting all the regional librarian positions back into the budget. Well, we are only dealing with the budget for 1997-98. I know it is pretty hard to talk about previous budgets and previous governments. So, I think that is a redundant issue. The social programs, two Members, Mr. Miltenberger and Mr. Erasmus as Members of that committee which I had sent letters to, requested meetings from the Minister and I understand they did look at it. I just find their position on it not acceptable to me and therefore my motion. I would also commend them for looking at it in a very serious vein and I would ask for a recorded vote in respect of the committee for these positions. These are people we are talking about. They are not numbers. They are in need of positions. Thank you, Mr. Chairman. Thank you, Mr. Todd.

CHAIRMAN (Mr. Steen):

Mr. Picco, what has Mr. Todd got to do with this? To the motion.

-- Applause

MR. PICCO:

Thank you, Mr. Chairman. That is my final comment. I thought Mr. Todd was waving at me, but I see he is usually saying hi or something.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. The Member for Iqaluit has asked for a recorded vote. I will ask those that are for the motion to please stand.

DEPUTY CLERK (Mr. Schauerte):

Mr. Picco, Mr. O'Brien, Mr. Krutko, Mr. Evaloarjuk and Mr. Barnabas.

CHAIRMAN (Mr. Steen):

Thank you, those against the motion.

DEPUTY CLERK (Mr. Schauerte):

Mr. Roland, Mr. Miltenberger, Mr. Ootes, Mr. Erasmus, Mr. Henry, Mr. Ningark.

-- Applause

CHAIRMAN (Mr. Steen):

Thank you, those abstentions. Please stand.

DEPUTY CLERK (Mr. Schauerte):

Mr. Antoine, Mr. Morin, Mr. Todd, Mr. Arlooktoo, Mr. Dent.

CHAIRMAN (Mr. Steen):

Thank you. Results of the recorded vote. For the motion, five. Against the motion, six. Abstentions, five. The motion is defeated.

-- Applause

CHAIRMAN (Mr. Steen):

We are on page 9-20, operations and maintenance, educational development, total operations and maintenance, \$151,487,000. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Just in the area of early childhood services, according to the information tabled in this House on January 31, 1997, the early childhood services is going up from \$2.7 million to \$6 million. Can the Minister inform me and this House the items covered in this increase? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the major difference in the early childhood services will be the early intervention or healthy children initiative that I previously announced. That accounts for about \$3.5 million.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I have total operations and maintenance, \$151,487,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Agreed. Thank you. Page 9-21, details of capital, educational development, buildings and works, headquarters, total region, \$300,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Agreed. Thank you. Buildings and works, Fort Smith region, total region, \$1,697,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Page 9-22, detail of capital, educational development, buildings and works, Inuvik region, total region, \$857,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Buildings and works, Baffin region. On page 9-23, total region, \$7,203,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Buildings and works, Keewatin region, total region, \$6,198,000. Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. Could the Minister indicate the status of the new high school in Rankin Inlet?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the school is under construction and is on track for occupancy in December of this year.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. Could the Minister indicate whether or not any of the most recent numbers have changed in terms of justification for the school? Since the last time we got together on this, the numbers have sort of dropped over less than anticipated.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I do not believe the numbers have dropped from the last time we discussed the high school in Rankin.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. I have Mr. Miltenberger and Mr. Enuaraq. Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. Could the Minister indicate the normal length of planning period for the building of such a school? When did this first start?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The project commenced, I believe, in the year 1990/91, and has been on-going since then. I picked the wrong year. Sorry, Mr. Chairman, it was 94/95 the project was initiated with the planning monies. The project has been ongoing since then and with a project of this magnitude, this is the average timeframe.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Chairman. Could the Minister indicate if the issue of whether or not there was adequate planning and analysis, or there was a lack of adequate planning and analysis, whether that situation has been remedied? We are not dealing with significant capital projects in the future. They may not be justified in these times of limited dollars.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Miltenberger. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, as I told this House on May 8, 1996, this project, as all on-going projects, was given priority for inclusion in the capital estimates. We have provided to the standing committee the process for setting up the capital program. The process has been revised and I believe the standing committee has received quite a detailed information package which sets out the process. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I will now recognize the Member for Baffin Central, Mr. Enuaraq.

MR. ENUARAQ:

Thank you, Mr. Chairman. I have a question on detail of capital, educational development. On building and works, Baffin region, I do have two questions for the Minister. My first question to the Minister, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Mr. Enuaraq, we passed the Baffin. We are now on the Keewatin. If you would like to return to the Baffin region, we would have to get consent from the Members. Could I ask you to hold off on your questions until we finish Keewatin region? I will then ask the Members to return back to the Baffin. Mr. Enuaraq?

MR. ENUARAQ:

That is okay with me, Mr. Chairman. It will be fine. Thank you.

CHAIRMAN (Mr. Steen):

Thank you. We are on buildings and works, Keewatin region. I recognize Mr. Erasmus.

MR. ERASMUS:

Excuse me. Thank you, Mr. Chairman. Under the high school in Rankin Inlet for a prior year cost, it says \$3,090,000. Yesterday there was an indication of where a lot of the money was not spent, although it was under prior year cost. Has this \$3 million already been spent?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Honourable Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Part of your costs shown in this budget include the current fiscal year. I believe that will represent the expenditures through March 31, 1997.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Is the Minister saying the whole \$3 million will be expended by the fiscal year?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Erasmus. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The understanding or the expectation is yes, those funds will have been spent by March 31, 1997.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I have buildings and works, Keewatin region. Mr. O'Brien.

MR. O'BRIEN:

Thank you, Mr. Chairman. My question to the Minister is in reference to the addition to the school in Baker Lake. Can the Minister briefly explain what this will entail? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. O'Brien. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, it is a five classroom addition that is going in, as well as a new gymnasium, along with a renovation in the basement which may allow classrooms to be developed underneath the gym at a future date.

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CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Buildings and works, Keewatin region. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. I wonder if the Minister could tell us what the anticipated enrolment might be for the high school in Rankin Inlet. If I recall last year there was some concern about the percentage of enrolment.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ootes. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I do not believe our enrolment figures have changed from last year. We are just looking through the information we have to see if we have projected numbers with us. As far as I am aware, there has been no change in the projected enrolment in the school.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. Could the Minister advise us what is the projected enrolment or the enrolment now?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ootes. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I can give the Member what we have in terms of projections for the two schools in Rankin right now, Leo Ussak and Maani

Ulujuk. This year Leo Ussak has 334 students. That is projected to rise by the year 1999-2000 to 369 students. Maani Ulujuk school has 244 student this year and that is projected to rise to 257 by 1999-2000.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. I am not clear as to what I am searching for, that is the percentage of enrolment versus the available space.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ootes. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The 1996-97 percentage is shown as just over 70 percent and over the same period rising to about 76 to 78 percent over the same period for which I provided the numbers.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Ootes.

MR. OOTES:

For the new high school, the expected enrolment is about 70 percent of available space. Am I correct on that?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ootes. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Yes, currently the number is about 70 percent that is what we are projecting. Just for Members' information, when we open a new school in a community, that is our target for school occupancy upon opening, 70 percent.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I have building and works, Keewatin. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. On the same high school, can the Minister tell me if in the expansion of that new

high school there is dedicated space there for Arctic College?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. No.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, on this same area again and the school enrolments given previously for this size of school, is the Minister saying after the completion of this school, it will be only at 70 percent occupancy? Is that what the Minister said?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the numbers I gave you were for the existing schools and the projections based on those existing schools. Mr. Chairman, when the new school opens it will be only at 62 percent. Sorry, when I was reading off the first numbers they are obviously relating to the schools that are in existence right now.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, is he now saying the school would be at 62 percent occupancy when completed?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Mr. Chairman, I may have to clarify this and get back to the committee. I have two different sets of numbers here and I think that I am confusing school occupancy

and community utilization. I am not sure which numbers are accurate. As I read this briefing note now, the 62 percent refers to a total community utilization and does not relate to that school. The school itself may in fact be at 70 percent which is what I was reading previously. The total community utilization of the schools appears to be 62 percent But I will seek clarification from the department and provide that information to the committee.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Picco.

MR. PICCO:

Thank you. Is it standard practise for the Department of Education to construct schools or other facilities that are at 60 or 70 percent occupancy when complete?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, our current capital standards say we should start a new school or an addition when the school reaches 85 percent occupancy, and plan to open the addition or the new school in the year that the school is projected to reach 100 percent, bringing the occupancy down to 70 percent. Seventy percent is the target occupancy when new classroom space is open in the community.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Picco.

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MR. PICCO:

If that is the case, Mr. Chairman, does that mean then that the school or any school, not just this particular case, but any school would have classrooms sitting empty awaiting the enrolment that is projected to come in future years?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. There would be extra space, whether or not a classroom would be empty or they would find a use for it in the school, I cannot say, but when the new space opens in a community the expectation is, with our current capital standards, that utilization would be at 70 percent.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I have building and works, Keewatin region, total region, \$6,198,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Does the committee agree that we return to education development, Baffin region on pages 9-22 and 9-23?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. I have a question from Mr. Enuaraq.

MR. ENUARAQ:

Thank you, Mr. Chairman. This is regarding school renovations in Pond Inlet. My first question to the Honourable Minister Charles Dent is that in the 1996-97 main estimates, the total capital projections there were \$9,474,000 allocated for school renovations. In the 1997-98 main estimates, it says Takijualuk School. Are we talking about the same school here? Are we talking about the same building here, Mr. Chairman?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Enuaraq. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. What we are talking about is a new school designed to hold 264 students, as well as completing work at the old high school which will involve selective renovations and some demolition, as well, as building a link between the elementary school and the old high school gym to permit elementary students to access the gym without having to go outside. We are also considering another option, which would be including a community

learning centre in the old high school. The change in budget reflects the closer we are getting to the project proceeding and an upgraded class of estimate provided by Public Works and Services.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Enuaraq.

MR. ENUARAQ:

Thank you, Mr. Chairman and thank you, honourable Minister. You have answered my second question before I got a chance to ask it. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Enuaraq. I have total Baffin region, \$7,203,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. We now move down to Kitikmeot region and the total for that is on page 9-24. Total region \$3,137,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Total building and works, \$19,392,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Contributions, headquarters, page 9-24, total region, \$1,880,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Contributions, Fort Smith region, total region, \$8,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Contributions, Inuvik region, total region, \$194,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Total contributions, \$2,082,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Total activity, \$21,474,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. I have details, grants and contributions. Total grants, \$12,583,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Yesterday I was asking questions about the student financial assistance. My first question is when will the discussion paper on the student financial assistance be coming forward?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, it is my intention to have that paper ready for release before the end of this session. I am counting on being able to get it on the table by March 6th.

CHAIRMAN (Mr. Ningark):

Thank you. Details, grants and contributions, grants, total grants. Mr. Erasmus, your second supplementary.

MR. ERASMUS:

I cannot read my own writing here, Mr. Chairman. Before I get to that, yesterday I had asked a question and there was an indication that I should ask it today. What is the eligibility criteria for students to receive grants under the student financial assistance program?

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CHAIRMAN (Mr. Ningark):

Thank you. I would like to remind the Members if you want to speak do not hesitate because we will recognize another person who has their hand up. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. We have provided this information to the committee in some detail. Briefly, there are two levels of grants: the basic grant provides assistance for a student with tuition costs and travel, and the supplementary grant provides living assistance. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Grants. Mr. Erasmus, second supplementary.

MR. ERASMUS:

Thank you, Mr. Chairman. I would like to thank the Minister for that information. How do students become eligible for these grants?

CHAIRMAN (Mr. Ningark):

Thank you, the honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The basic grant students qualify for is based on years of schooling in the north. You have to be a Canadian citizen or permanent resident of Canada, accepted in a approved institution as a full time post-secondary student, been ordinarily resident in the NWT for at least one year prior to the date of acceptance for registration. One year of post-

secondary education is covered for every three years that a person attended elementary or high school in the Northwest Territories.

The supplementary grant is provided in addition to the basic grant. The conditions for the supplementary grant are a Canadian citizenship, accepted at an approved institute as a full time post-secondary student, born in the Northwest Territories and have been ordinarily resident of the NWT during your life and are also a descendent of a person who is or who was a member of an NWT aboriginal group, or a person described as a member of those aboriginal groups, or an adopted child of a person who is a member of one of those aboriginal groups. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, on page 9-26, Mr. Erasmus, question four.

MR. ERASMUS:

Thank you, Mr. Chairman. Is there some type of date whereas people have to be in the Northwest Territories prior to, in order to be eligible for the supplementary grant?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I am not sure that I understand the Member's question, but as I said one of the conditions for the supplementary grant, one must have been ordinarily resident in the Northwest Territories. That typically means within the immediate time preceding or has been interpreted to mean that.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus are you okay on that now? Mr. Erasmus, final.

MR. ERASMUS:

Thank you, Mr. Chairman. I guess I am not making myself clear. There was some people who called my office and they were not eligible for student financial assistance for supplementary grants although they were born in the Northwest Territories. I was wondering how long do the people's families have to be in the Northwest Territories? How far back do they have to trace their roots, as far as 1921 or the 1800s?

How far back do they have to be able to trace their ancestry in the north?

CHAIRMAN (Mr. Ningark):

Mahsi. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, as I read the regulations the applicant must have been born in the Northwest Territories. It does not talk about where their parents were born. There is a waiving of that requirement if a person was born outside of the Northwest Territories for medical reasons. Otherwise, that is the way I read it.

CHAIRMAN (Mr. Ningark):

It is very difficult. Most of the Keewatin are born in Manitoba and most people in Baffin are born in Montreal. Anyway, I have Mr. Ootes and Mr. Henry.

MR. OOTES:

Thank you, Mr. Chairman. My questions are also with regard to the secondary grants for student financial assistance. Could the Minister clarify this area more for me? I understand that the student must be of aboriginal ancestry. Does that mean that Metis individuals will also be eligible?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. In line with the Canadian Constitution recognizing Metis as aboriginal people and in line with this government's policy recognizing Metis as aboriginal people, the answer to the Member's question is yes.

CHAIRMAN (Mr. Ningark):

Thank you. Grants. Mr. Ootes.

MR. OOTES:

It is correct that Dene and Metis individuals can receive secondary grants? What about Inuit children, are they also eligible in this situation?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Just to correct the Member for the record, we do not have secondary grants. We have supplementary grants and Inuit are entitled to claim those as well.

CHAIRMAN (Mr. Ningark):

Thank you. Of course, we are. Mr. Ootes.

MR. OOTES:

Yes, thank you, Mr. Chairman. Supplementary grants, I take it are what I am referring to as secondary grants. I just get a nod so I am taking that as affirmative. The Minister may or may not be involved in this but I am going to pursue the question because he may be involved and hence the question. Mr. Chairman, with respect to summer student employment with the affirmative action policy in place, is it not true that summer students who are affirmative action candidates get priority for summer employment?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

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HON. CHARLES DENT:

Thank you, Mr. Chairman, I answered this question yesterday by indicating that the Department of Education, Culture and Employment, like all government departments, is bound to follow the affirmative action policy of this government. That policy is the responsibility of Minister Todd. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Details of grants and contributions. I have Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. This supplementary grant, is this paid for solely by the GNWT or is this federal assistance? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. All student financial assistance programs, the basic grant and the supplementary grant are paid from GNWT funds.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. Is the Government of the Northwest Territories refunded for any monies paid for the supplementary grant for aboriginal students?

CHAIRMAN (Mr. Ningark):

Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. No, there are no refunds offered. We get almost all of our money from the federal government, probably 80 percent of it comes from the federal government. We have had since 1955, agreements with the federal government to ensure that we would provide access to aboriginal people to post-secondary training.

CHAIRMAN (Mr. Ningark):

Thank you. Grants. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. Is it fair to say then that the monies expended on supplementary grants is done so on behalf of the federal government? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I do not know that I could say that it is on behalf of the federal government because we have a formula financing agreement, but I expect it would be unlikely that this government would have taken over the program if there had not been an understanding between the two levels of government that programs offered by this government would at least match those of the Department of Indian Affairs and Northern Development. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Henry.

MR. HENRY:

Mr. Chairman. Maybe I can get a little personal here to see if I can get the depth and implication of this. In my family I have five children, two of them are aboriginal and three are non-aboriginal. All were born in the Northwest Territories. When two of my children, my aboriginal children, if they decide to go on to school, they can get the cost of travel, the basic grant and they can also get a supplementary grant. Three of my non-aboriginal children can just get a basic grant, just for cost of travel and tuition. Mr. Chairman, I would like to ask where the fairness is in that?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the Member missed one important aspect of our student financial assistance program and that is that the Member's children who are non-aboriginal would also qualify in this jurisdiction for primary loans which are fully remissible. The end result is the same as a grant. If he were living anywhere else in Canada, his non-aboriginal children would not have access to that kind of support, but his aboriginal children would still qualify for the support that aboriginal children receive in the Northwest Territories. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Final question, Mr. Henry.

MR. HENRY:

I suspect there is very good information in what the Minister told me. Maybe he moved a little fast for me. I am curious if the Minister is telling me that my aboriginal children can get the basic grant and the supplementary grant and my non-aboriginal children can get the basic grant and borrow money from the government which they will have to pay back. Is that what the Minister is telling me?

CHAIRMAN (Mr. Ningark):

Mr. Henry. Your mike was off. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. The last part of my question was, is the Minister telling me that my aboriginal children can get the basic grant and the supplementary grant for post-secondary education and my non-aboriginal children can get the basic grant and they can borrow money from the government and if they choose to live in the Territories after schooling they will have it forgiven. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Yes, that is what I was saying. A loan which is available currently to non-aboriginal students is in many respects a grant because it is not necessary for it to be repaid if the graduate comes back or the student comes back and lives in the Northwest Territories. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Details of grants and contributions. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. This program of grants and forgivable loans for non-aboriginal students, is there a similar program to this anywhere else in Canada?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. To the best of my knowledge, no.

CHAIRMAN (Mr. Ningark):

Thank you. First supplementary, Mr. Erasmus.

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MR. ERASMUS:

Thank you, Mr. Chairman. The Minister had indicated 80 percent of the money provided for the aboriginal students is recovered or provided by federal government. What percentage do we recover from the

federal government of the money for the grants and forgivable loans to non-aboriginal students?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The Member may have misinterpreted what I was saying. What I was saying was this government receives about 80 percent of its funds in transfer payments from the federal government. Almost all of our expenditures, whether they are for student financial assistance or for building infrastructure, come from the federal government, it is true, whether it is for basic grants, supplementary grants, or for forgivable loans. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. Is there a very large amount of the money provided to aboriginal students specifically given to this government for the post-secondary education of aboriginal students?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Not to the best of my knowledge. Our formula financing agreement with the federal government does not separate out one area over another. As I had indicated in a previous answer to Mr. Henry, I am confident the agreement between the territorial government and the federal government to take over administration of education programs for aboriginal people would not have been undertaken and agreed to had there not been an understanding that the programs would continue to support aboriginal students at the level at which DIAND was doing it. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Details of grants and contributions. The honourable Member for Yellowknife North, Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. The discussion paper for student financial assistance that will be forthcoming by March the 6th, were there any aboriginal people involved in developing that discussion paper?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The discussion paper is being written in-house for broad distribution. The discussion paper is not intended to provide answers. It is intended to list some of the areas that need to be discussed as we look at redefining our student financial assistance program. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The final question, Mr. Erasmus.

MR. ERASMUS:

I am glad this discussion paper is done in-house and that it is going to point out certain areas we need to discuss, but were there any aboriginal people involved in putting this discussion paper together?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I do not believe so. It is not a position paper. It is only a listing of what we provide now and an outline of the financial outlook and an indication that we therefore need to find some way to ensure the program is sustainable.

CHAIRMAN (Mr. Ningark):

We have Mr. Ootes and Mr. Henry. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. The Minister has pointed out there are grants and then there are the supplementary grants and there are the forgivable loans and if a student comes back to the territories and lives in the territories, that loan can be forgiven. I have a concern with that from the perspective, Mr. Chairman, that with the job scarcity here in the

territories and then with the affirmative action policy, it really does favour those who fall under the affirmative action eligibility. The northerners who are not of aboriginal parentage or descent are therefore not as eligible for the jobs but they are also not as eligible for the financial assistance. Therefore, chances are if they want to find a job they may have to go south. I find it extremely unfair. I would like to ask the Minister, if it is fair, but I know that is a rhetorical question, so I will not ask it. Perhaps the Minister could answer this question for me, has the department looked at and investigated what the cost difference might be to extend the grant program and the supplementary grant to all students from the Northwest Territories? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

One purpose of the consultation is to examine whether or not we should become like all other jurisdictions and not forgive any loans, maybe we should make all the loans repayable. I would argue the Member is missing the point. We have the most generous financial assistance package for any student in Canada. I do not know of any jurisdiction that guarantees students jobs to the same extent that this one does. This government hires more students per capita for summer jobs than any other government in Canada. It is unreasonable to say there should be a real expectation that everybody who is a student will get a job. Most of the students who qualify for the loans programs that are remissible will be P2s because they will have lived in the Northwest Territories for more than half their life, so they too will qualify under the affirmative action program. I have indicated that we are looking at revising the student financial assistance program. There are all sorts of options we are going to look at. Looking at extending the program to everybody so that it is provided on the same basis that it is to aboriginal students, can be one of the things that is up for discussion. If this House sees fit to provide millions more dollars, we can certainly do it. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. I do not think I was implying the government should provide jobs to every student. What I am saying is that certain students are at a

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disadvantage before they start. My question was, has the department looked into, or perhaps this discussion paper could look into, extending the program to other students for the supplementary grants? Let me ask another question here. Are long-time northerners also considered eligible for the supplementary grants? They do fall under the affirmative action policy of this government. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the supplementary grants are provided for aboriginal people only. It is worth pointing out that in headquarters here in Yellowknife in 1994, we had 9 percent of our positions filled by Metis people, 6 percent filled by Dene people, and 81 percent filled by non-aboriginal people. Given the make-up of the population at large, that does not come close to approaching a representative number in the population. I throw it back to the Member, is that fair?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Ootes.

MR. OOTES:

Thank you, Mr. Chairman. I guess we are not here to debate the affirmative action issue. In response to the Minister, I would like to state, how do we know the majority of the remaining number of individuals are not long-time northerners? That was my question. Are long-time northerners eligible for supplementary grants? Because if the long-time northerners who do fall under the affirmative action policy are eligible, why can they not be eligible for this policy for supplementary grants? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, during the review of the student financial assistance program I would encourage the Member to put forward his suggestions for revision. We will take a look at them. The whole issue of student financial assistance and changes to that program are seen as being controversial, just as the affirmative action program is, that is one of the reasons I am coming forward with a discussion paper and looking forward to hearing the views of as many northerners as possible in trying to design a new program that is fiscally sustainable. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Ootes. (Translation) Mr. Ootes your fourth question. (Translation ends)

MR. OOTES:

Thank you, Mr. Chairman. I would like to get the reassurance of the Minister that they will look at the possibility of extending this program, the supplementary loan area, to other students in the territories. Thank you.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I think everything on the student financial assistance program area is on the table for examination. The examination is being undertaken in light of our fiscal situation. I think we have to remember that. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Qujannamiik. We have Mr. Henry and Mr. Erasmus on the list. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. Staying on this student financial assistance, the Minister gave me some good information earlier. Is it the department's way of levelling the playing field by treating non-aboriginal students by ensuring they have access to forgivable loans by living in the Territories and giving aboriginal kids a supplementary grant, is that a means of balancing the playing field? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. This goes back long before my time in this position or even in the Legislature so I cannot answer the Member's question definitively. It certainly appears that way to me. Historically that was probably one of the reasons for it, yes.

CHAIRMAN (Mr. Ningark):

Thank you. Before I recognize Mr. Henry again on behalf of Mr. Levi Barnabas I would like to recognize up in the public gallery, Mr. Berry and Freida Tibbitt from Arctic Bay.

-- Applause

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. Does the Minister have available to him the approximate cost, and if we use Edmonton because it is closest, that a student would receive in the supplementary grant going to university in Edmonton? Approximately how much would the supplementary would cost each year?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The supplementary grant is a living allowance and is based on the number of dependents that a student would have. It varies considerably. I am not sure I can come up with a figure off the top of my head. I expect we could provide the Member, given some time, the average. It would be difficult to pick a number. I can give numbers on a monthly basis but not throughout the year. As I understand it, a single student living with employed parents, \$290; single student, \$675. That is the range we are talking about. Mr. Chairman, I am afraid I have to stop there because it appears that Mr. Devitt's book is missing a page.

CHAIRMAN (Mr. Ningark):

I would not be surprised if Mr. Henry has that page.

-- Laughter

MR. HENRY:

Mr. Chairman, I have a lot of pages here so I can always spare one and I have more upstairs if he needs them. Thank you, Mr. Chairman. If we can agree at a figure of maybe around \$8,000, would that be reasonable for a supplementary grant? How does that compare then with non-aboriginal students who would be eligible to receive the re-payable grant? How would those two figures compare dollar-wise?

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CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Mr. Chairman, that depends entirely on whether or not the student receiving the supplementary grant has dependents. The best thing for me to do is to offer to try to get some average figures back to the Member. I cannot do that off the top of my head or with the information we have with us in the House.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Henry.

MR. HENRY:

Mr. Chairman, I can appreciate maybe this is difficult information but some of the figures, if we can deal with a single person, I am just trying to get the analogies between both. I think it is fair to say from the initial information he gave me, if we just take a single person not worrying about dependents or that, it seems that grant is, I would even drop it down, \$6,000 per year and a forgivable grant how much is that? If we would agree with it being \$6,000 a year even for a single student and how much would the forgivable grant be for a single student?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. It is \$675 a month and there are eight months, \$5,400 would be the number for a single student. Under the primary loan, the amount that is available for the same purposes I believe is \$3,200.

CHAIRMAN (Mr. Ningark):

Thank you. Your final question, Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. So if we use the figures the Minister is suggesting, it would be \$5,400 for a supplementary grant for an aboriginal student and a non-aboriginal student could get a grant, \$3,200 of which could be forgiven. I see a large difference there. I, like Mr. Ootes, will also be pleased to offer some comments when this item comes up for review. I think there are certainly much more fair and equitable ways to handle this situation, even if the supplementary grant was provided on a needs basis rather than automatic. I will finish with this question, is there a needs assessment done or does every aboriginal student get a supplementary grant regardless of need? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Henry. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. There are no needs assessments done for aboriginal students in the provision of their grants. In this review of the whole process maybe one of the things we should take a look at is handing back the administration to the federal government, for aboriginal students. If there is a real problem with a difference between the two, I think we have to recognize that difference is found across Canada and relates to fiduciary responsibility that the federal government has to aboriginal peoples. If we are administering a program on their behalf, I do not think it is reasonable that aboriginal people should find themselves treated differently by this jurisdiction because we are administering the program, over what would happen if the federal government were to administer it. All of these things will have to be examined in the student financial assistance review and I am sure that will be one of the positions that aboriginal groups will certainly want to take a look at. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Henry, final question.

MR. HENRY:

Thank you, Mr. Chairman. Yes, I would suggest that proposition by the Minister may be something worth

looking at if the federal government has an obligation to aboriginal students. I think the minimum we can do as a government is collect the funds that are expended for that purpose. I look forward to that review and thank the Minister for his answers.

CHAIRMAN (Mr. Ningark):

Thank you. I believe that requires no response from the Minister, unless the Minister wants to. No. Okay, I have the honourable Member for Yellowknife North and the honourable Member for Iqaluit. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. The Minister had indicated that aboriginal students would get \$5,400 and a non-aboriginal student would get \$3,200, Single people. I was just looking at this book "A Blueprint for the Future" by Aurora College, which indicates people with grade 8 or less make an average of \$13,000 a year. I flip back to this other page and I see that 33 percent of the aboriginal people in the Northwest Territories have grade 8 or less, Mr. Chairman. It indicates that only three percent of the non-aboriginal people in the western NWT have grade 8 or less. So I see a huge disparity in the amount of money that non-aboriginal people can provide to their kids when they go to school. The difference between what aboriginal people can provide. Only making \$13,000 a year, you can not give too much to your kids when they want to buy another car or go to another concert when they are at school. Mr. Chairman, what I would like to know, do non-aboriginal people have to be born here before they are eligible for those forgivable loans?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. No.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. So if a person is only here for four years, they are eligible for one year of education. Is that forgivable?

CHAIRMAN (Mr. Ningark):

The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The remission is based not on numbers of years of residence but the number of years you have schooling. One year of remission or support is granted for every three years of schooling. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. So how long for a person to be classified as part of an NWT aboriginal group?

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How long would that aboriginal group have been in the Northwest Territories?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I can not answer that question. In terms of student financial assistance, our regulations require that the aboriginal person be born in the Northwest Territories.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. From the work I have done with the land claims, I believe aboriginal groups have been up here for 19 thousand years. I believe a person who is only here for four years should be treated a little differently than a person who can trace his ancestry to this region for centuries and beyond that. I do not have a question, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Thirty thousand years to be precise. I have Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr Chairman, under student financial assistance I have some questions. Last year there was some major problems in our region with checks being issued to student financial assistance and not arriving on time and students having to go out and hunt to provide food for their families because the cheques were not arriving. I wonder if the Minister can just update me at this time on the situation regarding the student financial assistance cheques, the new process in place.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Picco. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, we seem to have dealt with the problem by and large. Most of the calls we are getting are complementary rather than complaints. I think the staff have done a very good job turning what was a poor situation around quite noticeably and the students have been quite thankful for the change. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, on the student financial assistance, can the Minister inform me what monies are available to move a student in, for example, Hall Beach or Pond Inlet moves to Iqaluit to take Arctic College courses? Are there monies available through student financial assistance to move the spouse and the children of that student to Iqaluit, including their belongings?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. For regular college programs, yes the student would qualify for assistance to move their family to Iqaluit. The travel program has changed somewhat in that we do not provide family travel at the end of each semester, but only once a year now. The expectation is that if the whole family is moved, they will not return home for Christmas but will stay at the Campus location or if they return, it would be at their own expense. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

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

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, one of the problems with students attending school is in some communities when they leave their place of residence and give up their housing association house, to take a course in Iqaluit any other regional centres. When they go back to their home community they do not have a house because they have given it up and the demand on housing in the smaller communities is such that it is very difficult for the local housing association to hold those houses. Has the Minister of Education been in contact with the Minister of Housing to look into this situation or has it come up at the departmental level? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The department has worked with the Housing Corporation over the years to try and address this problem. In general, the local housing associations have been co-operative. There is a concerted effort to make sure that housing is available. The Member is right. It is difficult in this time of tight housing. It has been a co-operative effort and I think it has been largely successful to-date. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. For the record, we are on page 9-26 of the 1997/98 main estimates. We are in the area of grants and contributions. We are in the grants. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, under the amounts for grants, I know the total amount of grant money has gone up in the '97/98 main estimates because there is more demand on the funds. The actual amounts of the grants, have they decreased?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Could I have the Member repeat that question please? I did not catch all of it.

CHAIRMAN (Mr. Ningark):

Thank you. Would the honourable Member please repeat his question? Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, under student grants, I noticed in the '97/98 estimates, it has gone from 11.5 in '96/97 to 12.4 in '97/98. There is a forced growth amount in that dollar amount because of the increased enrolment. Have the amounts of the student grants gone down? For example, is it still x-number of dollars for supplementary grants, x-number of dollars for basic grants, and so on.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. There have been no changes in the monetary amounts provided to

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students for grants. Pending discussion expected to take place subsequent to the distribution of the discussion paper, we have made no significant changes to the program at all.

CHAIRMAN (Mr. Ningark):

Thank you. Final question, Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, is the intent of the discussion to look at decreases in the total allowable grants under the policy for students? If a student is eligible for a basic grant and a supplementary grant and x-number of dollars, the intent of the discussion paper is to see if we could lower that amount because of our fiscal situation. Who will he be discussing this with? Will he be talking to adult educators, students, colleges, what is the intent of the discussion paper? Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the driving factor for discussing student financial assistance is its continued growth and the fact the department's budget continues to shrink. What the changes will be, I cannot say. In this consultation, we all have to recognize that we do not have as many resources as we had a few years ago. We have more demand for the resources we do have. We do not have any preconceived notions. What we are doing with this discussion paper is trying to put on the table as many of the factors we can think about for people to discuss. We are intending it to be a broad based discussion which will include MLAs because I will be tabling the report, to students, to colleges, to interested parties east and west. We are looking for ideas as to how we can restructure the student financial assistance program to make sure that it continues in the future. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Todd, did you want to ask a question? No. Thank you. We are on page 9-26, grants, total grants is \$12,583,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

Thank you very much. Contributions. Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Mr. Chairman, I would like to ask the Minister under community income support deliveries, how many communities would that \$1,410,000 address?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Steen. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. All of the communities in the Northwest Territories.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Mr. Chairman, one of the communities I represent would be willing to take on income support programs provided there was funding available on a full-time basis for that person. Is that where this funding would be addressed?

CHAIRMAN (Mr. Ningark):

Thank you. By the way, the details of grants covers 9-26, 9-27, 9-28, and 9-29. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The Member is right, that is the line item where funding for that position would be based. What we do is allocate the resources based on a formula according to how many income support visits the community worker would have to - I lost my train of thought, Mr. Chairman. Let me start over again. There is a formula that we use to assess what the community contributions should be and it takes into account the number of consultations or visits with clients that a community worker would have to undertake in the course of a year. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Minister. Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. The amount of money available to communities is not negotiable, it is based on the formula.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The Member is right. It is not really something that we are looking to negotiate. We have found the formula to be accurate in the 12 pilot projects we have run across the territories in different locations. The formula appeared to work in those locations. If a community had a reason to demonstrate there was a significant difference, we would be willing to discuss that with the community. The department is prepared to work with the community to demonstrate why the figure is reasonable and how they can deliver the services within what we have available as a resource. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

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

MR. STEEN:

Thank you, Mr. Chairman. Mr. Chairman, if the \$1,410,000 is for every community in the territories, why does the town of Iqaluit have \$3 million all by itself?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Steen. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The \$3 million is not just the administration of the program, those are program dollars as well. We show the program for social assistance in a different location for all other communities. Because it is a contribution agreement between the GNWT and the town of Iqaluit, it includes both the delivery and the program dollars.

CHAIRMAN (Mr. Ningark):

Thank you. The final supplementary at this point, Mr. Steen.

MR. STEEN:

Thank you, Mr. Chairman. Since it is my final question, I wonder why, with Iqaluit getting all the infrastructure work from the federal government plus all the work that is in this budget as capital work, why would the

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amount of income support dollars be going up from last year rather than down?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The difference is not a significant one and is based on our projections. We would be happy to see more work and less income support paid in Iqaluit. The actual figure may look somewhat different.

CHAIRMAN (Mr. Ningark):

Thank you. On behalf of Mr. Picco, up in the public gallery, I would like to recognize a long-time northerner and adult educator, Ian Rose. According to Mr. Picco, we have Maureen Doherty, friends of Mr. Todd. Welcome.

-- Applause

Thank you. We have Mr. Picco on the list.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, I think it is opportune to point out, contrary to what some Members of this House believe, Iqaluit does have a lot more people and that is why the income support amount is so high, Mr. Steen. My question concerns the community library services of \$307,000 under grants and contributions. I see there is a reduction of \$44,000. Can the Minister explain the for-falling in the \$44,000?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I think the Member is misreading the estimates. The '97/98 main estimates are exactly the same as the '96/97 revised forecast.

CHAIRMAN (Mr. Ningark):

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

MR. PICCO:

The '95/96 actuals were \$351,000 and the estimates for '96/97, '97/98 main estimates are \$307,000. I am wondering about the \$44,000 reduction.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I do not have my budget book from last year. I do not remember what the reduction was from '95/96 to this year. The amount that we are projecting for next year in the main estimates is exactly the same as what is being expended in this current fiscal year.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, the contributions towards administrative and operational expenses of the locally operated libraries under the community library services, does that include the payment of the wages to the part-time librarians in the community libraries?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I believe that is correct.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent, are you getting further information on this subject. Mr. Dent, before I recognize Mr. Picco, are you getting further material for the honourable Member for Iqaluit?

HON. CHARLES DENT:

Thank you, Mr. Chairman. I am saying that the Member was correct that this is where the salaries for those people would be.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, we have had some discussions on the different libraries and how many we had, community libraries and one of the reasons that the Minister has talked about the reductions in the libraries is because you have staff in the community libraries. I wonder if the Minister could tell us how many staff are supported out of this \$307,000.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. This \$307,000 is provided to 13 libraries. I do not know that I have a breakdown

of how many people that supports, but those are the libraries that were provided contributions. On top of that, Mr. Chairman, we have six libraries, which are operated by the government, I believe.

CHAIRMAN (Mr. Ningark):

Qujannamiik. Thank you. Contributions. Your final question, Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. My final supplementary is on 9-27, details of grants and contributions. It is to deliver the income support programs specified in the programs and service agreement between the GNWT and the town of Iqaluit. It concerns the amount of \$3 million. The actuals for 1995-96 was \$3.5 million. The estimates for 1997-98 is \$3 million. There is quite a controversy right now in the community of Iqaluit with this money. Can the Minister update me at this time as to what is happening with the agreement between the town and the government?

CHAIRMAN (Mr. Ningark):

Qujannamiik. Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, I have talked to the mayor about the situation. Mr. Cleveland will be meeting with their administration in the near future. We are hopeful that we will have an amicable settlement in the next few weeks. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. We are reviewing details, grants and contributions. Contributions cover pages 9-26, 9-27, 9-28 and 9-29. Mr. Miltenberger.

MR. MILTENBERGER:

Mr. Chairman, I would like to make a motion under details of grants and contributions, early childhood intervention, page 9-28.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Miltenberger. Proceed with the motion please.

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Committee Motion 26-13(4): Recommendation that Funding be Allocated to an FAS/FAE Education/Training Module

MR. MILTENBERGER:

Thank you, Mr. Chairman. I move that this 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.

CHAIRMAN (Mr. Ningark):

Thank you. The motion is being circulated to the Members and the motion is in order. To the motion. Mr. Picco.

MR. PICCO:

Do we have a quorum, Mr. Chairman, for the vote?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Picco. I shall ring the bell. Thank you. The chair recognizes the quorum. Mr. Miltenberger, for the record will you please read your motion again? Thank you.

MR. MILTENBERGER:

I move this committee recommends 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.

CHAIRMAN (Mr. Ningark):

Thank you, honourable Member. The motion is in order. To the motion. Question is being...Mr. Miltenberger, did you want to have a final say to the motion.

MR. MILTENBERGER:

Very quickly if I may, Mr. Chairman. We are recommending this funding be taken out of the money that is already in the budget. We are not suggesting that there be new money. This is a very important initiative that has an effect on a lot of the children across the north, as the member from Iqaluit pointed out from his statement a number of weeks ago on a study of Inuvik. We think this is an area that has to have funding devoted to it, so we can better address the whole range of concerns related to this very

critical condition that affects so many of our children. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. All those in favour to the motion? Mr. Erasmus.

MR. ERASMUS:

Thank you, Mr. Chairman. The Social Programs Committee has looked into this and there is very little material for teachers to use when they are working with children that are affected by fetal alcohol syndrome and fetal alcohol affects. It is very difficult to work with these children because of the way the alcohol has affected them. It is almost like things do not connect. If you look at a circuit, it could be that part of a circle is missing, so it does not quite connect. For that reason, teachers have a hard time with children and they need to develop some type of manual which can be used across the north. It would not only be for one area, for one school, for one region or whatever, it could be designed so people right across the north could use it. We did contact the teachers in the Yellowknife schools and we were informed that there is very little to use and it is a very complex area and they would greatly appreciate anything that we can do to assist them. I will be voting in favour of this motion. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you. To the motion. Question is being called, all those in favour, signify. Down. Thank you. Opposed. The motion is carried. Thank you. Contributions, I have Mr. Steen.

MR. STEEN:

Yes, Mr. Chairman. I have another question on community income support delivery. The Minister indicated this funding is for all of the communities, but then Mr. Chairman, he indicated the \$3 million for Iqaluit included the funding that would have been or similar to other communities. I presume Iqaluit is not included in the \$1.4 million?

CHAIRMAN (Mr. Ningark):

Thank you. Madam Groenewegen. Before I recognize Mr. Dent to reply or respond to question, I would like to recognize Madam Groenewegen. Madam Groenewegen, thank you.

MRS. GROENEWEGEN:

Thank you, Mr. Chairman. Just in returning to the House, I now note you are on the page on which I would like to declare a conflict. Mr. Chairman at this point, I would like to advise the Members of a business which I control, Greenway Limited Holdings leases office space to Arctic College, which falls under the authority of the department of Education, Culture and Employment. As such, I make conflict and in consideration of this line item I would like to declare a conflict and refrain from debating this matter and withdraw from the committee. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. That is noted. Mr. Dent.

HON. CHARLES DENT:

Thank you Mr. Chairman. Mr. Chairman, regarding program delivery in Iqaluit, there are \$3 million which may in fact only be program dollars. It may not include the administration, contrary to what I said earlier. One of the issues which is under discussion is the cost of administration that Mr. Picco referred to and I have talked to the mayor of Iqaluit about this. It is somewhat difficult for me to answer right now. When the income support program was handed over to Education, Culture and Employment from Health and Social Services, nine PYs were transferred at the same time. Obviously, nine PYs were not enough to do program delivery across the Northwest Territories but that is what we received. Some of those PYs will still be shown under culture and careers ongoing positions rather than here in contributions. I would have to do some research to find out exactly where the administration costs to Iqaluit shows up. We are proposing Iqaluit use the same formula that is being used in other areas and that is one of the things we are discussing with the mayor and town council at this point in time. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. We have Mr. Steen and Mr Roland. Mr. Steen.

MR. STEEN:

Mr. Chairman, can the Minister indicate to me whether Iqaluit is the only one that has a program and services agreement with this government?

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As well as Iqaluit, Cape Dorset, through the community transfer

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process, also took over delivery of income support. There are a number of communities that we are currently negotiating with to take on program delivery. At this point, I believe those are the only two communities that we have signed agreements with.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Steen.

MR. STEEN:

Thank you Mr. Chairman. Could the Minister explain to me why Cape Dorset is not listed here as one of those communities with a service agreement?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, the administration portion with the program for Cape Dorset was transferred to MACA under the old community transfer agreement process. All community transfers were funnelled through MACA. Our department has previously gone through the process of a negative amount in a supplementary appropriation to transfer monies to Cape Dorset. The program dollars are still delivered through our budget, but the administration dollars are delivered to the community through MACA now. There has been a change in the approach. Things were done through the old community transfer agreements prior to community empowerment. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Steen.

MR. STEEN:

Mr. Chairman. Does that mean Iqaluit will eventually fall under the community empowerment program and would then be receiving funding from MACA for supplying this service?

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. At this point, we are looking to negotiate the contract between ECE and the town of Iqaluit. Right now, the approach has been Education, Culture and Employment negotiates the income support agreements with municipalities.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Steen's final.

MR. STEEN:

Mr. Chairman, I do not understand why Iqaluit is being treated any differently than the rest of the communities. That is my best indication I get from these figures. Perhaps the Minister could explain that.

CHAIRMAN (Mr. Ningark):

Thank you. The honourable Minister, Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The agreement with Iqaluit goes back quite some time. We are in the process of trying to negotiate a contract with Iqaluit which would see them treated in the same way as other communities. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. We are under contributions, pages 9--26, 9-27, 9-28, and 9-29 covers the contribution. I have Mr. Roland and Mr. Henry.

MR. HENRY:

Thank you, Mr. Chairman. At this point I would like to advise Members of a business which is controlled by me which leases office space to the Native Communications Society. As such, I have a conflict considering this line item and I would like to declare this conflict and refrain from debating on the matter and withdraw from the committee. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. Do we agree?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Ningark):

It is noted. Contribution. I believe Mr. Roland, the honourable Member from Inuvik had his hand up. He wanted to speak to this item as questioned. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. I noticed here in the contributions the Youth Initiative Community Groups funding has been terminated. I would like to know from the Minister if this amount of money was used in a previous year.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I know that some of this information was provided to the committee. I am not sure if we provided them with 95-96 actuals and the details of that. I am not certain how much of the \$295 thousand in the 96-97 revised forecast will have been spent. I can ask the department to get that information to the Member.

CHAIRMAN (Mr. Ningark):

Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Can the Minister inform us in what areas this funding would have been available to youth groups?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Roland. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I have the 95-96 actuals with me. I can read off a number of the groups that received funding, so the Member can get an idea. The Air Cadets League got some funding, the Baker Lake Community Education Council, the Deninoo K'ue First Nation, Dogrib Divisional Education Council got some money, Girl Guides of Canada, the RCMP, Soaring Eagle Friendship Centre. As I said, Mr. Chairman, I believe the details have been provided to the standing committee. There are about 20 or 25 different groups which total to almost \$404,000 in 95-96.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. For 95-96 actuals, you have here this budget document, \$404,000. Was the full amount used that year? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. \$403,997 of it was used. All but three dollars.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. I have contributions, Mr. Picco.

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MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, under our youth initiatives groups, it seems it was \$404,000 in the actuals in 95-96 and in 96-97 they revised it to \$295,000, there was nothing in the 97-98 main estimates on page 9 - 27. I was wondering was that a federal program that was sun-setted or is it an actual reduction in this year's budget?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. This is a reduction of this government. It is not from federal funds.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, one of the things we are trying to do within this budget, was not to cut youth groups, youths, elders. The monies available for youth, the community groups, the youth groups are very important to the culture of this territory. I am wondering what type of consultation did

the department do when they arbitrarily cut the \$295,000 for youth initiatives?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. There was no public consultation undertaken.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Picco.

MR. PICCO:

Mr. Chairman, the Youth Initiatives Community Groups grant was to provide assistance for community groups, for youth initiatives related to activity programs and the development of youth leadership. How are we going to develop youth leadership, Mr. Chairman, if there is no money available for the youths? I wonder in this case, Mr. Chairman, was this a direction by the department as directed by Cabinet or was it the proposal brought forward in the Social Committee? Exactly where did this proposal come from?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I am sure the Member is aware of how the budget process works. The department does an assessment of programs and takes a look at them. It takes a look at available resources and ranks by order of priority the programs and then determines what programs can fit within the available resources. This program was examined in recognition that most of the programs of this department are aimed at young people and youth. It was felt there are many other youth programs in government and this program was a duplication of effort. Therefore, it could be cut. As I have said, the whole driving force is the budget situation. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Picco.

MR. PICCO:

Thank you, Mr. Chairman. Mr. Chairman, under the early childhood program which are the contributions for operation of established centres and initial equipment, in short, other costs associated with the start up of a day care centre or home, I asked some questions to the Minister on this area in the House last week. I see a bit of a reduction there. Although, we have created more day care spaces, does the \$1.197 million in the 1997-98 estimates take in any forced growth or any of the increases?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Picco. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. The number is not a reduction. It is a projection based on current spaces and what we expect to see in terms of applications. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. I am on page 9-29. Total contributions, \$180,993,000. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. To deal on questions earlier asked by the honourable Member for Natilikmiot on regarding the income support programs, what is the administration that is normally paid to communities that take on this program?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I believe the number is one PY per two thousand cases or client visits. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. Is that the same scenario in all communities including Iqaluit?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. As I have said, Mr. Chairman, that is the formula we use across the Northwest Territories. We feel it has been proven out in the 12 pilot projects which were run in regions across the territories. So, we are working to establish it in the agreement with the town of Iqaluit.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. For the time being right now, that is not the present level with the agreement with Iqaluit.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. We are in the process of negotiating a new agreement. The agreement expired December 31, 1996 that was in effect in Iqaluit.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Minister. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. What was the administration about in Iqaluit compared to the others? Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Minister Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. I cannot answer the question because the old agreement was with Health and Social Services. It was signed before the program was split between Health and Social Services and income

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support was handed off to Education, Culture and Employment. The administrative funding includes social service functions, as well as income support. I am not sure how it would break out. We have since

taken over the task of income support and run some pilot projects which have given us, we feel, a fair indication of the various regions of the territories, what is a reasonable expectation of a cost of administering the programs. We are now working with communities to apply that in agreements with them. This is the first time we have had to deal with the community where the circumstances have allowed us to be separate from Health and Social Services. We have not finalized things with Iqaluit as yet. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. Mr. Roland, your last question.

MR. ROLAND:

Thank you, Mr. Chairman. In the case of reorganizing this and coming into line now, I would take it then that this is the amount for '97/98 or \$3 million is not necessarily the accurate number, that could be reduced? Is that correct?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. I would like to ask the Members if they could bear in mind that their voices can be picked up when another Member has his microphone live. If they would refrain from holding meetings next to the live microphone. Thank you. Mr. Minister.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Like everything in this budget, it is our best forecast. There is not a guarantee of how many cases we will have in Iqaluit or any other community. When it comes to forecasting demand for social assistance, we provide our best estimates and that is what we work with. There is no science which tells us how many dollars we will actually need in Yellowknife, Iqaluit, Gjoa Haven, or any of the communities in the north.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Dent. Mr. Roland.

MR. ROLAND:

Thank you, Mr. Chairman. For example, if Inuvik wanted to make an agreement with your department, we could look forward to seeing a number as such in this agreement here?

CHAIRMAN (Mr. Steen):

Thank you, Mr. Roland. Mr. Dent.

HON. CHARLES DENT:

Thank you, Mr. Chairman. Mr. Chairman, if the Member is asking are we prepared to move to block funding in this area, we are willing to take that approach if the community is interested. We are also willing to discuss with the community the handing off of the administrative dollars and negotiating an agreement for the community to administer the program. The program funds then stay in another line. Both approaches are available to a community.

CHAIRMAN (Mr. Steen):

Thank you, Minister Dent. I am on total contributions, \$180,993,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Total grants and contributions, \$193,576,000. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Page 9-30, information item, active positions. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Information item, page 9-31, student loan fund.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Page 9-32, information item, detail of funding allocated to education bodies.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Information item, page 9-33, divisional education council support services. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Information item, colleges. Page 9-34.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Information item, page 9-35, college funding allocations.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Information item, college support services, page 9-36. Agreed?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Detail of work performed on behalf of others, page 9-37.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Detail of work performed on behalf of others, page 9-38. Total department, \$5,289,000.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Agreed. Thank you. I will now return to program summary, Education, Culture and Employment program summary, operations and maintenance, total operations and maintenance, \$259,421,000.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Capital. Total capital, \$26,339,000.

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Thank you. Total expenditures, \$285,760,000.

SOME HON. MEMBERS:

Agreed.

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CHAIRMAN (Mr. Steen):

Agreed. Thank you. Does the committee agree that consideration of the department's estimates is concluded?

SOME HON. MEMBERS:

Agreed.

CHAIRMAN (Mr. Steen):

Agreed. Thank you. I would like to thank the Minister and his witnesses. I need some direction from the committee. Direction from the committee, Mr. Ningark.

MR. NINGARK:

Thank you, Mr. Chairman. Mr. Chairman, I would like to move that we report progress. Thank you.

CHAIRMAN (Mr. Steen):

Thank you, Mr. Ningark. The motion is in order and is not debatable. I will have to ring the bell for a quorum.

I have a motion on the floor to report progress. The motion is not debatable. All those in favour of the motion. Opposed. The motion is carried. I will now rise and report progress.

MR. SPEAKER:

Good evening. The House will come back to order. We are on item 20, report of committee of the whole. Mr. Steen.

ITEM 20: REPORT OF COMMITTEE OF THE WHOLE

MR. STEEN:

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

MR. SPEAKER:

Thank you. Seconded by Mr. Ningark. The motion is in order. To the motion. Question is being called. All those in favour. All those opposed. The motion is carried. Item 21, third reading of bills. Mr. Clerk, item 22, orders of the day.

ITEM 22: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Hamilton):

Mr. Speaker, a meeting of the Standing Committee on Government Operations immediately after adjournment this evening. At 9 a.m. tomorrow morning of the Ordinary Members' Caucus.

Orders of the day for Wednesday, February 26, 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

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, 1997-1998
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, 1996-1997
 - 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 4-13(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 Wednesday, February 26, 1997, at 10:30 a.m.

--ADJOURNMENT