



**Nunavut Canada**

**Nunavut Youth Parliament**

**1st Session**

**7th Assembly**

**HANSARD**

Official Report

**DAY 1**

**Thursday, November 22, 2018**

**Pages 1 – 49**

**Iqaluit**

Speaker: The Honourable Dustin Pawatualuk, M.L.A.

## 2018 Youth Parliament

### *Speaker*

**Hon. Dustin Pewatualuk**  
(Tununiq)

**Ian Aklah**  
(Netsilik)

**Kendal Kuodluak**  
(Kugluktuk)

**Dawson Pikuyak**  
(Amittuq)

**Hon. Teghan Angulalik**  
(Cambridge Bay)  
*Minister of Justice and Minister  
responsible for the Qulliq Energy  
Corporation*

**Nathan Maniapik**  
(Pangnirtung)

**Hon. Kim Qavavau**  
(Iqaluit-Sinaa)  
*Minister of Family Services and  
Minister responsible for the Status of  
Women*

**Donna Aqqiaruq**  
(Aggu)

**Hon. Devon Manik**  
(Quttiktuq)  
*Minister of Economic Development and  
Transportation*

**Hon. Sarah Sagiaktuk**  
(South Baffin)  
*Minister of Education, Minister of  
Culture and Heritage, and Minister of  
Languages*

**Rosemary Arreak**  
(Uqqummiut)

**Crystal Mitchell**  
(Gjoa Haven)

**Hon. Rhea Monteiro**  
(Iqaluit-Tasiluk)  
*Minister of Finance and Minister of  
Health*

**Janette Seeteenak**  
(Baker Lake)

**Betsy Audla**  
(Hudson Bay)

**Donald Mullins**  
(Rankin Inlet North-Chesterfield  
Inlet)

**Hon. Rachel Tagoona-Tapatai**  
(Rankin Inlet South)  
*Minister of Community and  
Government Services*

**Hon. Kasandra Katokra**  
(Aivilik)  
*Minister responsible for the Nunavut  
Housing Corporation and Minister  
responsible for Nunavut Arctic College*

**Jaiden Natanine**  
(Iqaluit-Niaqunnguu)

**Hon. Leo Tatty**  
(Arviat South)  
*Premier and Minister of Environment*

**Lydia Kaviok**  
(Arviat North-Whale Cove)

**Ika Vincent**  
(Iqaluit-Manirajak)

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**Iqaluit, Nunavut  
Thursday, November 22, 2018**

**Members Present:**

Mr. Ian Aklah, Hon. Teghan Angulalik, Ms. Donna Aqqiaruq, Ms. Rosemary Arreak, Ms. Betsy Audla, Hon. Kasandra Katokra, Ms. Lydia Kaviok, Ms. Kendal Kuodluak, Mr. Nathan Maniapik, Hon. Devon Manik, Ms. Crystal Mitchell, Hon. Rhea Monteiro, Mr. Donald Mullins, Ms. Jaiden Natanine, Hon. Dustin Pewatualuk, Mr. Dawson Pikuyak, Hon. Kim Qavavau, Hon. Sarah Sagiaktuk, Ms. Janette Seeteenak, Hon. Rachel Tagoona-Tapatai, Hon. Leo Tatty, Ms. Ika Vincent.

>> *House commenced at 13:30*

**Item 1: Opening Prayer**

**Speaker** (Hon. Dustin Pewatualuk): Good afternoon and welcome. Our first item is prayer. I ask that Member Katokra lead us in prayer.

>> *Prayer*

**Speaker:** Thank you, Ms. Katokra. As Speaker of the 2018 Youth Parliament, I welcome everyone who has joined us today in the House and I welcome Nunavummiut who are watching our sitting on their television.

We will now introduce ourselves to the visitors in the gallery and our viewing audience.

**Item 2: Introduction of Members**

**Speaker:** I am Dustin Pewatualuk. I am from the community of Pond Inlet, representing Joe Enook, MLA for

Tununiq and Speaker of the Legislative Assembly.

We will proceed around the Chamber starting on my left. Please rise when you are introducing yourselves. Member for Baker Lake, please introduce yourself.

**Ms. Seeteenak:** My name is Janette Seeteenak. I am from the community of Baker Lake. I am representing Simeon Mikkungwak, who is the Member of the Legislative Assembly for the constituency of Baker Lake.

**Speaker:** Member for Hudson Bay, please introduce yourself.

**Ms. Audla:** My name is Betsy Audla. I am from the community of Sanikiluaq. I am representing Allan Rumbolt, who is the Member of the Legislative Assembly for the constituency of Hudson Bay.

**Speaker:** Member for Gjoa Haven, please introduce yourself.

**Ms. Mitchell:** My name is Crystal Mitchell. I am from the community of Taloyoak, Nunavut. I am representing Tony Akoak, who is the Member of the Legislative Assembly for the constituency of Gjoa Haven, Nunavut.

**Speaker:** Member for Iqaluit-Niaqunnguu, please introduce yourself.

**Ms. Natanine:** My name is Jaiden Natanine. I am from the community of Iqaluit. I am representing Pat Angnakak, who is the Member of the Legislative Assembly for the riding of Iqaluit-Niaqunnguu.

**Speaker:** Member for Amittuq, please introduce yourself.

**Mr. Pikuyak:** Thank you, Mr. Speaker. My name is Dawson Pikuyak. I am from the community of Hall Beach. I am representing Joelle Kaerner, who is the Member of the Legislative Assembly for the constituency of Amittuq. Thank you, Mr. Speaker.

**Speaker:** Member for Arviat North-Whale Cove, please introduce yourself.

**Ms. Kaviok:** Thank you, Mr. Speaker. My name is Lydia Kaviok. I am from the community of Arviat and I am representing John Main, who is the Member of the Legislative Assembly of the constituency of Arviat North-Whale Cove.

**Speaker:** Member for Iqaluit-Manirajak, please introduce yourself.

**Ms. Vincent:** Thank you, Mr. Speaker. My name is Ika Vincent. I am from the community of Iqaluit, Nunavut. I am representing Adam Lightstone, who is the Member of the Legislative Assembly for the constituency of Iqaluit-Manirajak. Thank you, Mr. Speaker.

**Speaker:** Member for Aggu, please introduce yourself.

**Ms. Aqqiaruq:** Thank you, Mr. Speaker. My name is Donna Aqqiaruq. I am from the community of Igloodik, Nunavut. I am representing Paul Quassa, who is the Member of the Legislative Assembly for the constituency of Aggu. Thank you, Mr. Speaker.

**Speaker:** Member for Kugluktuk, please introduce yourself.

**Ms. Kuodluak:** My name is Kendal Kuodluak. I am from the community of

Kugluktuk. I am representing Mila Kamingoak, who is a Member of the Legislative Assembly for the constituency of Kugluktuk. Thank you, Mr. Speaker.

**Speaker:** Member for Netsilik, please introduce yourself.

**Mr. Aklah:** Thank you, Mr. Speaker. My name is Ian Aklah. I am from the community of Taloyoak, Nunavut. I am representing Emiliano Qirngnuq, who is the Member of the Legislative Assembly for the constituency of Netsilik. Thank you, Mr. Speaker.

**Speaker:** Member for Pangnirtung, please introduce yourself.

**Mr. Maniapik** (interpretation): My name is Nathan Maniapik from Pangnirtung. I am representing Margaret Nakashuk, who is the Member of the Legislative Assembly for the constituency of Pangnirtung. Thank you, Mr. Speaker.

**Speaker:** Member for Rankin Inlet North-Chesterfield Inlet, please introduce yourself.

**Mr. Mullins:** Thank you, Mr. Speaker. My name is Donald Mullins. I am from the community of Chesterfield Inlet. I am representing Cathy Towtongie, who is the Member of the Legislative Assembly for the constituency of Rankin Inlet North-Chesterfield Inlet. Thank you, Mr. Speaker.

**Speaker:** Member for Uqqummiut, please introduce yourself.

**Ms. Arreak:** Thank you, Mr. Speaker. My name is Rosemary Arreak. I am

from the community of Clyde River. I am representing Pauloosie Keyootak, who is the Member of the Legislative Assembly for the constituency of Uqqummiut. Thank you, Mr. Speaker.

**Speaker:** Member for Iqaluit-Sinaa, please introduce yourself.

**Hon. Kim Qavavau:** Thank you, Mr. Speaker. My name Kim Qavavau. I am from the community of Iqaluit. I am representing Elisapee Sheutiapik, who is the Member of the Legislative Assembly for the constituency of Iqaluit-Sinaa. Thank you, Mr. Speaker.

**Speaker:** Member for Rankin Inlet South, please introduce yourself.

**Hon. Rachel Tagoona-Tapatai:** Thank you, Mr. Speaker. My name is Rachel Tagoona-Tapatai. I am from the community of Baker Lake. I am representing Lorne Kusugak, who is the Member of the Legislative Assembly for the constituency of Rankin Inlet South.

**Speaker:** Member for Cambridge Bay, please introduce yourself.

**Hon. Teghan Angulalik:** Thank you, Mr. Speaker. My name is Teghan Angulalik. I am from Cambridge Bay. I am representing Jeannie Ehaloak, who is the Member of the Legislative Assembly for the constituency of Cambridge Bay. Thank you, Mr. Speaker.

**Speaker:** Member Arviat South, please introduce yourself.

**Hon. Leo Tatty:** My name is Leo Tatty. I am from the community of Arviat, Nunavut. I am representing Joe Savikataaq, who is the Member of the

Legislative Assembly for the constituency of Arviat South. Thank you, Mr. Speaker.

**Speaker:** Member for Aivilik, please introduce yourself.

**Hon. Kasandra Katokra:** My name is Kasandra Katokra. I am from the community of Naujaat, Nunavut. I am representing Patterk Netser, who is the Member of the Legislative Assembly for the constituency of Aivilik.

**Speaker:** Member for South Baffin, please introduce yourself.

**Hon. Sarah Sagiaktuk:** My name is Sarah Sagiaktuk. I am from the community of Kimmirut. I am representing David Joanase, who is the Member of the Legislative Assembly for the constituency of South Baffin.

**Speaker:** Member for Iqaluit-Tasiluk, please introduce yourself.

**Hon. Rhea Monteiro:** Thank you, Mr. Speaker. My name is Rhea Monteiro. I am from the community of Iqaluit. I am representing George Hickes, who is the Member of the Legislative Assembly for the constituency of Iqaluit-Tasiluk. Thank you, Mr. Speaker.

**Speaker:** Member for Quttiktuq, please introduce yourself.

**Hon. Devon Manik:** Thank you, Mr. Speaker. My name is Devon Manik from Resolute Bay. I am representing David Akeeagok, who is the Member of the Legislative Assembly for the constituency of Quttiktuq. Thank you, Mr. Speaker.



**Speaker:** Our next item of business is the Commissioner's Opening Address. Please determine if the Commissioner is prepared to enter the Chamber to address the House.

### **Item 3: Opening Address**

**Commissioner Nellie Kusugak**

(interpretation): Please be seated.  
(interpretation ends) Please be seated.

(interpretation) Good afternoon. Welcome. I am very pleased to be with you today to deliver the Opening Address for the 2018 Nunavut Youth Parliament.

Each and every one of you has worked very hard this week and I wish to congratulate you on your efforts.

(interpretation ends) I am certain that your schools, communities, families, and friends will be very proud of your accomplishments this week.

As Members of the Seventh Nunavut Youth Parliament, you have the opportunity to express the needs and concerns of your communities and to highlight the successes of your constituents.

Your participation in this event reflects your commitment to improving the well-being of our territory.

(interpretation) Everyone in attendance today and everyone who is watching these proceedings on TV or over the Internet or listening on the radio will see and listen to your hard work in action. I welcome them all.

(interpretation ends) During today's

proceedings, you will have the opportunity to make ministers' statements, members' statements, and to ask questions of the Premier and ministers of the Seventh Youth Parliament.

(interpretation) I encourage you to speak with confidence in your role as youth parliamentarians.

I assure you that the members whose seats you are sitting in were as nervous on their first day as you may be feeling right now. I am sure that you are nervous and shy.

(interpretation ends) I have confidence in you and your ability to represent your constituency as you rise to speak on issues of concern and importance.

(interpretation) Later this afternoon the Hon. David Joanasié, Nunavut's Minister of Education, Minister of Culture and Heritage, and Minister of Languages, will appear before you to discuss his ministerial roles and responsibilities and to share some reflections on his own career path.

(interpretation ends) Today you have the unique opportunity to raise specific issues, concerns, and ideas in the areas of education, language, culture and heritage directly with a senior minister of our government.

(interpretation) The minister and his officials are in the unique position of being able to provide insight into the mandates and operations of our government and to discuss some of the actions and steps that are being taken to achieve objectives in these areas.

(interpretation ends) As representatives of your constituencies, you will demonstrate your ability to efficiently express the needs and concerns of your communities, which is not an easy responsibility.

(interpretation) Some of you wrote about what you envision Nunavut to look like in 10 years. Remember that you can play an important role in bringing those visions into reality.

(interpretation ends) Some of you wrote about what it takes to be a leader. You are all aware that being a leader is not an easy role to take on. There are always challenges to face and overcome. It takes time and effort to work towards improving the lives of others. Going forward, I encourage you to continue to empower yourselves and your communities through lifelong learning and higher education.

(interpretation) Make your visions for a brighter territory become reality by setting your own goals for its future and never stop working to achieve those goals.

Your future and the future of Nunavut will be determined by your contribution, your commitment, and your hard work and effort.

(interpretation ends) There are so many exciting and wonderful opportunities available to Nunavummiut who wish to pursue further education and start careers.

Nunavut Arctic College offers a wide range of programs in such fields as health care, education, law, environmental science, language

services, business and administration.

(interpretation) The Nunavut Trades Training Centre offers programs for Nunavummiut who wish to pursue careers in the skilled trades.

There are many great post-secondary institutions across Canada where you can acquire the skills and knowledge necessary to fill professional occupations that this territory needs. The knowledge of our elders should also be taken advantage of, to grasp their great knowledge to be able to pass that on to the generations to come.

(interpretation ends) Today you are taking a step towards fulfilling your responsibilities as good citizens. Your participation in Nunavut's Seventh Youth Parliament reflects your desire to improve your communities, territory, and nation.

(interpretation) There are also many options for you to build a career around the concept of civic duty in such areas as law enforcement, the Royal Canadian Mounted Police, the Canadian Armed Forces, or the public service.

Many of you travelled from your home communities to participate in today's event. (interpretation ends) In doing so, you have demonstrated a level of courage and commitment necessary to achieve your goals.

There can be as much to learn at home as there is in new surroundings, so I encourage you to explore the wide variety of options that may be available, whether here in Nunavut, in other parts of Canada, or abroad.

If you seek a thrilling tour over arctic and Antarctic waters, you may be interested in the Students on Ice expeditions.

(interpretation) If you would like to develop work and volunteer experience, you may wish to spend a summer in the south with Northern Youth Abroad and consider taking part in this organization's trades or international programs.

(interpretation ends) Those of you who will be graduating soon may wish to challenge yourselves and enrol in the Nunavut Sivuniksavut program, a program that teaches students on what is now called the *Nunavut Agreement* and the struggles our past leaders faced to get where we are today, and also prepares Inuit youth for education, training and career opportunities in Nunavut.

(interpretation) Take advantage of the support provided by your family, teachers, and even the friends you have made this past week.

Remember that there are a number of programs accessible that provide financial support if you choose to pursue specific programs or college or university studies. You can also look into applying for summer jobs within your communities.

(interpretation ends) Your generation is growing up with the world's technological advances. You can use your skills with technology to your advantage in your pursuit of higher education, in your future careers, and in your communities.

(interpretation) Always keep in mind that you are role models for your peers, ambassadors for your community and family. This is an important responsibility, the same as the responsibility that comes with your Inuktitut name if you are named after a family member or a close family friend. You have to be proud of your name, remember it, and never be shy of it.

(interpretation ends) It is important to remain focused on your studies as well as investing time and energy into volunteering and community work.

Consider spending some of your time helping out with an elders' group or a youth committee or mentoring younger students in your school. It could be as simple as opening doors for them, shovelling their steps, getting ice, and carrying their groceries for them. These are all great ways of helping out your elders in your community.

Take part in recreational activities, sports clubs, or community events. Stay healthy and taking part in any of these even lead to travelling inside and outside of the territory.

(interpretation) Join a youth organization such as the Junior Canadian Rangers or the cadet programs, which promote leadership, physical education, land skills, and good citizenship and offer even more options for travel and skill development.

(interpretation ends) Each and every one of you will have many great opportunities to help create stronger communities and build a stronger Nunavut. Take advantage of those opportunities.

By sharing your strengths, helping hands, kindness, and abilities, you can work together for a better future.

Today you are all leading your peers by example. In the future you will lead your territory by your achievements.

(interpretation) After this week's experience, some of you may even end up here in the future as elected MLAs, cabinet ministers, and Premier or even replace me as the Commissioner of Nunavut.

It is important to remember that Nunavut's non-partisan, consensus style of government relies on respectful deliberation, debate, and discussion and also Inuit societal values.

It is of utmost importance that we remember to go by *Inuit Qaujimajatuqangit*. These principles have guided our ancestors on steps toward a better and brighter future: *Inuuqatigiitsiarniq, Tunnganarniq, Pijitsirniq, Aajiiqatigiinni, Pilimmaksarniq, Qanuqtuurniq, and Avatattinnik Kamatsiarniq.*

I encourage you to participate in today's proceedings knowing that you have a voice and that what you say can make a difference. I look forward to a productive sitting today and wish all of you the very best. Thank you.

**Speaker:** Please be seated. Before we proceed with the business of the House, I wish to make a statement.

#### **Item 4: Speaker's Statement**

The statement I will be making for today will be about the foster care system. The reason for this is because I have gone

through it at a young age and realize there was a lack of communication. I never understood what was going on, why I am here, or told why I am separated from my brother.

There was a huge lack of communication throughout my time with Family Services and I feel like it would help a lot of kids if there was a better understanding of what is going on, what is going to happen in the care of Family Services, why they're away from their family, and how long they will stay. Kids need to know what is going on because confusion and separation from family and moving in with someone you don't know is frightening at a young age.

I encourage the Minister of Family Services to make changes in the system of family services so there will be less confusion for the kids in the care of Family Services. Thank you.

>>Applause

Our next item of business is Ministers' Statements. Premier Tatty, please proceed.

#### **Item 5: Ministers' Statements**

##### **Minister's Statement 001 – 7(1): Too Many Polar Bears**

**Hon. Leo Tatty:** Thank you, Mr. Speaker. My statement today is as Minister of Environment.

Mr. Speaker, I rise today to talk about the safety concern for the people who live in a high polar bear population.

Mr. Speaker, we all know polar bears are very dangerous. Animals can see them

and we can also see animals and our people growing, and many children play outside without adult supervision. Polar bears often wander into towns looking for food.

Mr. Speaker, I myself have encountered a polar bear back home in Arviat. One night while I was going out to visit a friend, a huge polar bear about eight feet tall started chasing me. Thankfully I ran into a random person's house.

I know I'm not the only one who has encountered these predators because I have heard many stories about people being chased by these dangerous animals. The thought of a child being chased by these bears is a very scary thought because children are defenseless against polar bears.

For the safety of our people and the children, we will increase the quota for safety. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister Manik, please proceed.

**Minister's Statement 002 – 7(1):  
Establishing Facilities and Services  
to cope with the Onslaught of  
Attention to the High Arctic**

**Hon. Devon Manik:** Thank you, Mr. Speaker. Before I begin my statement, I would like to say "hello" to everyone in Arctic Bay, Resolute Bay, and Grise Fiord.

Mr. Speaker, I rise today to talk about arctic sovereignty. There's a growing interest in the Arctic and the Northwest Passage, and many include countries like

China, the United States of America, Greenland, Russia, Canada and people who live in or around the Northwest Passage, such as towns like Resolute Bay, Arctic Bay, Pond Inlet, Grise Fiord, Cambridge Bay, Kugluktuk, and Clyde River.

Mr. Speaker, predictions that the fabled Northwest Passage will become a viable alternative shipping route for transits between Asia, North America, and Europe, along with warnings that if Canada does not raise its game in the Arctic, our entire arctic sovereignty will be threatened.

Mr. Speaker, the strengthening of the shipping port in Nanisivik is a major step in ensuring Canada's sovereignty over the Northwest Passage, but what I would like to see is that our towns will be able to cope with the onslaught of interest in the High Arctic.

One thing I want to see is that Resolute Bay be the hub for all High Arctic airline transportation. I encourage the federal government, First Air, and Canadian North to invest in this. Resolute Bay already has a runway, terminal, and buildings to hold people. All it needs are warehouses and connections from the east and west.

Mr. Speaker, as Minister of Economic Development and Transportation, I commit to continuing to work with my colleagues and the federal government to make this happen. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister Monteiro, please proceed.

**Minister's Statement 003 – 7(1):  
Believing in Improving Mental  
Well-being**

**Hon. Rhea Monteiro:** Thank you, Mr. Speaker. I rise today to address the importance of mental well-being of Nunavummiut.

As we all know, lately many residents of Nunavut have experienced the loss of a loved one due to suicide. Why is this a problem? The lack of mental health help deprives the residents of the territory and takes away people's ability to seek help.

Nunavummiut have limited access to mental health facilities. Smaller communities have the least access to facilities, not only regarding mental health but in general. The sensitive issue of suicide is accelerating at a higher rate.

Mental health affects everyone, including its victims, and their families and friends. Are we aware of who can we turn to when we need psychological support? Most individuals residing in Nunavut are unaware of the minimal resources available. We have a mental health helpline which is accessible 24-7. Call 1-800-265-3333 or you can talk to someone you trust. The mental health centre, Akausisarvik, has open doors for youth who need help.

What can we do in order to improve Nunavut's mental health? More Inuktitut-speaking employees working to support mental health, especially in the smaller communities, recognizing the importance of mental health in the new education curriculum. Finally, I encourage all Nunavummiut to come together and help each other by standing for one another.

I appreciate every single individual for being resilient and strong while dealing with intergenerational trauma that affects most individuals even today. Let us all come together and share the responsibility to encourage and support self-resilience and believe in improving mental well-being. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Minister Sagiaktuk, please proceed.

**Minister's Statement 004 – 7(1):  
Importance of Inuit Languages**

**Hon. Sarah Sagiaktuk:** Thank you, Mr. Speaker. I rise today to talk about the importance of Inuit language.

Nunavummiut youth and adults are more and more unable to speak the Inuit language over the past years from almost no one speaking it at all at the schools and at workplaces.

Due to the lack of teachers, not many people are able to speak, read, or write in Inuktitut. For example, the library in Kimmirut has not been open for a couple of years. There is only one Inuktitut teacher in the school for only younger grades.

What has been done is great, and there is now Inuit language training in Nunavut Arctic College and for government and hamlet employees. What can be done to improve this is to hire more Inuit elders and/or adults to teach at secondary schools, post-secondary schools, and also at all sorts of workplaces in Nunavut. It would be great to be able to hear and listen to our *inuuqatiit* speaking

and writing in our own language more often.

This is why I am excited to announce that Nunavut Arctic College has improved its Inuit language training in most communities and are working on getting all Arctic Colleges to include more Inuktitut resources, such as Inuktitut books that help train students, computer programming and apps in Inuktitut that help Inuit understand better in our own language. Maybe these resources will help the younger generation as they grow older. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister Katokra, please proceed.

**Minister's Statement 005 – 7(1):  
Housing Programs and  
Responsibilities**

**Hon. Kasandra Katokra**

(interpretation): Thank you, Mr. Speaker. I rise today as Minister responsible for the Nunavut Housing Corporation and Nunavut Arctic College. I am pleased to announce trades training for construction in Nunavut.

(interpretation ends) In Nunavut there are some challenges we face. We do not have enough housing and some of the housing we do have is in need of repair and improvement. Some problems with houses include doors that can't close, walls and ceilings that are broken, sinks that leak, toilets that can't flush, showers that can't work, and windows that can't open. Mr. Speaker, we also see many houses with mould, which can lead to health issues.

That is why I am happy to announce more trades training programs for construction. This will help for the future new construction throughout Nunavut, as well as repairing and renovating current housing. These training programs will give more Nunavummiut the skills needed to take advantage of the program opportunities and increase employment.  
(interpretation) Thank you.

>>Applause

**Speaker:** Minister Angulalik, please proceed.

**Minister's Statement 006 – 7(1): New  
Justice Program**

**Hon. Teghan Angulalik**

(interpretation): Thank you, Mr. Speaker. I would like to work to assist our youth, and how will we provide the assistance to them? This applies to our youth who are undergoing hardships. How can we support them? We need an appropriate mental health program to ensure they have a good life.

(interpretation ends) This program will be coming for one week in the coming year. It will take place in one community in each region. It will include local elders and RCMP involved in training the youth. That way they feel more connected to their communities.

Mr. Speaker, good leaders have a clear vision. They can see into the future. They create it, they articulate it, and then drive it to completion, and then they have the ability to guide our communities toward a well-defined vision by clearly communicating short- and long-term goals, inspiring

confidence and trust among community members.

We want to build positive relationships and encourage youth to consider a career in policing because sometimes people don't speak English very well, then they have the option to speak in their own language.

I am also working with my hon. colleague, the Minister of Health. We want this workshop to focus on mental wellness since that is a big issue with youth. Training and understanding will also help first responders like the police. More information and applications will be coming soon. *Quanaqquitit*, Mr. Speaker.

>> *Applause*

**Speaker:** Minister Tagoona-Tapatat, please proceed.

**Minister's Statement 007 – 7(1):  
Sports and Recreation  
Organizations and Initiatives**

**Hon. Rachel Tagoona-Tapatat:** Thank you, Mr. Speaker. I rise today as the Minister of Community and Government Services to talk about the issue of sports and recreation organizations and initiatives.

Sports teams around Nunavut have to deal with issues such as unscheduled tournaments, which can lead to more issues like insufficient funding and a lack of resources or equipment. Unscheduled tournaments can lead to not having much time to prepare athletes for the upcoming tournament and leaving school.

However, I do believe that athletes in Nunavut are passionate and capable enough to work with the time they have, but not only does having a tournament date or even an approximate tournament date allows teams to prepare for the tournament; it allows students to complete schoolwork on schedule.

For example, using personal experience and being on at least five sports teams in my hometown of beautiful Baker Lake...

>> *Laughter*

...we have struggled with not having proper equipment, not having time to prepare and practise for tournaments and experiencing insufficient funding. In addition to that, our sports teams need additional options for fundraising as gambling is not always the best option.

Our canteen had been auctioned off and is now unavailable for use of the Baker Lake Blizzards sports teams. In addition, our school basketball net had broken off and local CGS said that they had no control on fixing it. Therefore we were forced to wait approximately three months for it to be fixed. Expanding the sports organizations and initiatives may resolve these issues.

Now, I understand that the government does not have all control over sports funding and organizations. These events would not be possible without governmental support. However, I do believe that the government can and should help to contribute to practical solutions in this area.

As minister, I am announcing that my department will focus on:



1. Expanding sports organizations;
2. Expanding fundraising options; and
3. Improving sports facilities.

Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister Qavavau, please proceed.

**Minister's Statement 008 – 7(1):  
Importance of Safe Homes**

**Hon. Kim Qavavau:** Thank you, Mr. Speaker. I rise today to announce funding for safe homes for victims of domestic violence. Unfortunately violence and abuse occurs often in many Nunavut homes and is also likely unknown and/or repeatedly.

This government believes offering shelters in smaller Nunavut communities would be a step in the right direction. That is why I am pleased to announce funding to build one safe home in each region of Nunavut outside of the regional centres.

These safe homes will provide short-term housing and support for women and children while promoting options for making positive changes in their lives. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Our next item of business is Members' Statements. Member for Baker Lake, Ms. Seeteenak, please proceed.

**Item 6: Members' Statements**

**Member's Statement 001 – 7(1):  
Improving the Inuktitut  
Curriculum in High School**

**Ms. Seeteenak:** Thank you, Mr. Speaker. I rise today to talk about the problem of youth in Baker Lake not being able to speak or understand Inuktitut.

We are losing our language more and more through each generation. In the elementary school you learn so much; songs, stories, elders' stories, and cultural games, but as soon as you move onto secondary school, you forget all of that.

The Inuktitut curriculum in the secondary school becomes repetitive and dull. They do not meet the standards and interest to stimulate us to want to learn more. I think we should learn more songs, throat-singing, legends, and other elders' life stories. I believe that these kinds of activities will help us want to learn the language a lot more.

I myself can barely speak Inuktitut or understand it. That makes me feel detached from my culture and I would like to become more fluent in my culture's language. Many of my friends also feel the same way about the school's Inuktitut school curriculum.

I can't think of all the solutions by myself. We as a territory need to solve this problem. We need to come together and figure out how Inuktitut should be taught in each community for all ages. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Hudson Bay, Ms.

Audla, please proceed.

**Member's Statement 002 – 7(1):  
Changes to New Things in  
Sanikiluaq**

**Ms. Audla:** Thank you, Mr. Speaker. I rise today to talk about changes that are needed in Sanikiluaq.

In our community the old houses need everything to be changed. They need to make the houses bigger too, and the town needs more houses. I predict those people who always complain about wanting to get a house would stop complaining if there were more houses.

Our community hall is very small. I am hoping we get a new community hall with everything new, especially hockey nets, volleyballs, and volleyball nets. We need space to hire more nice employees like the ones we have now.

The food we buy from the stores is too expensive to buy to feed our families, and I wish they would lower the prices. If the stores were in better shape and bigger, this could improve the service.

Mr. Speaker, Sanikiluaq needs more development. I hope the government and construction companies work together to make it happen. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Member for Gjoa Haven, Ms. Mitchell, please proceed.

**Member's Statement 003 – 7(1):  
Continuing Care Facilities of  
Nunavut**

**Ms. Mitchell:** Thank you, Mr. Speaker. I rise today to address the fact that Nunavut doesn't have a continuing care facility in every Nunavut community. I see how Gjoa Haven's continuing care facility is benefiting them. Not every elder who wants to get into that facility can go into that facility, so we need more of them in each Nunavut community.

In an article that was released earlier this week, it said that there's not enough room for the elders in Nunavut to stay in Nunavut, so they are sent outside of Nunavut. Our elders deserve to stay close to their family. Those who are in a continuing care facility and are far away from home miss home so much. Our elders are the ones who care about our language and culture.

On October 2 I attended the district education authority meeting in Taloyoak. To my surprise, there were only two youth, me and one other. One elder said something like, "Our language is not being used anymore; our youth aren't speaking it," and I get why the elder was saying this. They care. That is why we need a continuing care facility in every Nunavut community so the elders can help us speak our language or give their insights about how to promote speaking Inuktitut.

Our elders are precious. They are the ones who started the *Inuit Qaujimajatuqangit* principles in the first place. They taught us the *Inuit Qaujimajatuqangit* principles way before they were written on paper. They helped us to get our own Nunavut. We should help make sure that they are well cared for at home in Nunavut. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Iqaluit-Niaqunnguu, Ms. Natanine, please proceed.

**Member's Statement 004 – 7(1): Tea Party**

**Ms. Natanine:** Thank you, Mr. Speaker. I rise today to welcome my colleagues and also to speak about the elders' tea.

I am in grade 11 here in Iqaluit. One of the classes I am taking is leadership. The leadership class is a way to build up our leadership skills. Other students in the class are organizing different activities.

On December 12, 2018 a few of my partners and I will be organizing the elders' tea. The elders' tea is important to my community because it gives us both a chance to connect with each other, youth, and elders. While the elders are at my school, the Inuksuk High School, they will be playing games with prizes to win, eating country food, and listening to live music from the Inuksuk Drum Dancers.

Doing this is a way of giving back to my community and giving our elders a chance to get to know us and to pass on their traditional knowledge to the youth. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Amittuq, Mr. Pikuyak, please proceed.

**Member's Statement 005 – 7(1): Suicide Prevention**

**Mr. Pikuyak:** Thank you, Mr. Speaker.

I rise today to speak about the recent deaths in Hall Beach and how we could deal with this.

In the past month three people have died. Those who died were very close to the people of Hall Beach and we are still dealing with the fallout of this event. Some families are still at risk. We need to start consoling and reassuring those still dealing with these deaths.

We should also take steps to start to prevent further loss of life. I recommend several suicide prevention campaigns in and around the constituency of Amittuq. We could send counsellors to the schools in my constituency to help out the youth, but that would not help those who do not attend. I do not know how we could help those who do not attend school, but I think we should work hard to reach them for they are the most affected.

This matter is of the utmost importance. If we do not address this immediately, more people may be at risk. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Arviat North-Whale Cove, Ms. Kaviok, please proceed.

**Member's Statement 006 – 7(1): Polar Bear Problem**

**Ms. Kaviok:** Thank you, Mr. Speaker. I rise today to make a statement about the issue of the polar bear problem occurring in Arviat.

Every day, many Arviarmiut are often unaware when a polar bear is present in or around town. Many of our people love

to see polar bears, but we also know that they can be dangerous. For a solution, I would like to suggest a better awareness, such as sirens, local radio, red fireworks, or something loud to inform the people of Arviat that a polar bear is present in or around town.

Mr. Speaker, for the protection of our people of Arviat and for Nunavut, I strongly suggest that adults of Arviat and other communities with a similar problem working in or outside of the town to prevent anymore polar bear attacks in the further future, I ask the government to look into the best ways to prevent polar bears coming into the town in the future. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Iqaluit-Manirajak, Ms. Vincent, please proceed.

**Member's Statement 007 – 7(1):  
Gender Equality**

**Ms. Vincent:** Thank you, Mr. Speaker. I rise today to talk about gender equality.

I don't think it's right that because of your gender, you wouldn't get the job you want. Anybody should be able to get the job they want if they are capable of doing it. Many people think that just because you are a woman, you only clean and make babies. Many people think that only men are the ones who earn money. I believe we should think that all people, men and women, are capable of doing the same thing.

Let's say that you are a woman and you want to be a construction worker and the boss says, "I don't think you can get this job because you're not strong enough." I

don't think they should say that. They should say, "Let's see what you could do." Just because she's a woman doesn't mean she is not capable of doing that job.

Let's say a man wants to do something that everyone thinks only women should. He should still get the job because he can make a change in the world.

Your gender doesn't matter; it's what you are capable of doing. I encourage all employers to judge people on what they can do and not if they are a man or a woman. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Aggu, Ms. Aqqiaruq, please proceed.

**Member's Statement 008 – 7(1):  
Smaller Communities Need Bigger  
Infrastructure**

**Ms. Aqqiaruq:** Thank you, Mr. Speaker. I rise today to talk about my community that is growing bigger. Our population is expanding. There are not enough houses for all the people.

We need more housing and places where youth can keep busy. The problem is that big communities have many upgrades. For example, they have swimming pools, apartment buildings, stores, arenas, and other recreational places. Small town communities like mine should also get more buildings as well.

Some of the small town communities hardly have any places to go or activities for youth. More infrastructures would benefit the small communities because some youth and children would have

hobbies, for example, playing sports or fun activities and other things to look forward to. They would have somewhere to go or something to do rather than stay at home and be bored.

More infrastructures would make my community better because some children are bored and find themselves getting into trouble with the law.

I ask all of the government to work together to make changes to benefit our growing populations and especially our youth. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Kugluktuk, Ms. Kuodluak, please proceed.

**Member's Statement 009 – 7(1): The Effects of Removing Alcohol Restriction**

**Ms. Kuodluak:** Thank you, Mr. Speaker. I rise today to talk about the alcohol restriction that has been removed in my community. As a youth in Kugluktuk, I am concerned about it.

There will be more alcohol around young children and youth will get into the substance more easily. They may want to experiment it or try it out and soon they would start to get addicted. There would be more people who would abuse it and wouldn't care how much they would spend on it.

What can we do to prevent these kinds of problems? I would like to suggest that there should be more people speaking out to the youth about the effects that alcohol has. I believe that we need programs for people who struggle to stay

away from drinking, for example, healing camps that heal people from alcohol abuse.

Mr. Speaker, we are going to have more alcohol around us. We can only try our best to help in our community to be responsible with it. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Netsilik, Mr. Aklah, please proceed.

**Member's Statement 010 – 7(1): The Problem of Vandalism and Breaking and Entering**

**Mr. Aklah:** Thank you, Mr. Speaker. I rise today to talk about the problem that youth or teens and even kids vandalize or break-and-enter public buildings or local people's homes.

I think the problem is that these youth need to be entertained or distracted by positive activities in the community. They could participate or compete with other people in sports or they could go out on the land and learn some skills in surviving out on the land.

The communities will need more programs or groups or committees to run activities and keep the youth entertained, and the government won't have to continue using a lot of money towards repairing or rebuilding buildings that were destroyed by vandalism.

This is what I think should happen so that no vandalism will happen throughout each community in the Kitikmeot: provide positive options for activities could probably improve the

communities while having better relationships within the communities of the Netsilik region. These ideas can improve the communities' way of interacting with each other. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Pangnirtung, Mr. Maniapik, please proceed.

**Member's Statement 011 – 7(1): How to Address the Housing Situation**

**Mr. Maniapik:** Thank you, Mr. Speaker. I rise today to say that the housing in Pangnirtung is getting worse by the year from overcrowding. I think demolishing or even fixing up the houses that are not being used would help two main issues the community is struggling with: the need for jobs and overcrowding.

You may ask how we can help the situation. Taking houses down or fixing them would provide jobs for Inuit. They could get employment helping or build or take down houses. If they are building houses, they should make more rooms, expand or add the houses for the families who are buying or already living in them. Even making space in the town for more houses would help the Inuit in the community.

Hopefully other communities are thinking of this since other communities are probably struggling with this too. Just because you may not see it, it is there.

I hope the Government of Nunavut will find out how to help with the housing problems and lack of jobs that Inuit may

be facing. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Rankin Inlet North-Chesterfield Inlet, Mr. Mullins, please proceed.

**Member's Statement 012 – 7(1): Renovations of Chesterfield Inlet Arena**

**Mr. Mullins:** Thank you, Mr. Speaker. I rise today to talk about an important issue in my community.

The problem that Chesterfield Inlet has is that our arena needs to be renovated inside and out, new boards installed and also artificial ice installed, and extend the rink size. Having a good arena would help the youth to be involved with more sports because the youth have such a small place to play sports in now.

Another problem that keeps occurring is that Chesterfield Inlet doesn't receive their supplies for the arena on time. The youth need more space to play hockey, and the rink size is too small for the senior men's hockey as well.

I know that hockey is a great sport for the youth. It makes the youth physically stronger and more interested in other sports. Personally I know the problems because I play hockey.

Chesterfield Inlet's arena is the smallest and the oldest arena in the Kivalliq. It would be nice to have Chesterfield Inlet's arena renovated so the community can use it for more sports. Hockey is a really awesome sport. It's good for the mind. Renovating will help to keep youth more out of trouble. Thank

you, Mr. Speaker.

>>Applause

**Speaker:** Member for Uqqummiut, Ms. Arreak, please proceed.

**Member's Statement 013 – 7(1): The Need for More Housing Units in Clyde River**

**Ms. Arreak:** Thank you, Mr. Speaker. I rise today to talk about the lack of housing units in Clyde River.

There are people who have been waiting for years to get a place to call home. In my community there are people who need a place to live with their families. These people face difficulties by not having a place to call home. These people try hard to get a unit, but we are short of housing units in Clyde River.

In my community there should be more houses built to provide a better life for the families and for the children to come home from school, where they feel loved and warm; a place where they can grow peacefully. Let's say that these families, which need a place to live, should be the first to be dealt with by the housing association of Clyde River. Families should be on top of the list.

Building more housing units is an attempt to make people's lives better. I call upon the government to make this a priority. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Our next item of business is Recognition of Visitors in the Gallery. Member for Baker Lake.

**Item 7: Recognition of Visitors in the Gallery**

**Ms. Seeteenak:** Thank you, Mr. Speaker. I am gratefully pleased to be able to recognize Shawna Seeteenak and Sapatie Stokes. Welcome to the 2018 Youth Parliament. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Iqaluit-Manirajak.

**Ms. Vincent:** Thank you, Mr. Speaker. I am very happy to recognize Joanne Kilabuk. This person is my mom and I am happy that she is here to support all of us this year, this Youth Parliament. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Iqaluit-Tasiluk.

**Hon. Rhea Monteiro:** Thank you, Mr. Speaker. I would like to recognize my mom and thank her for supporting the 2018 Youth Parliament.

I would also like to recognize my co-workers from the Representative for Children and Youth. I worked there last summer. Thank you for coming and supporting us. Thank you.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Cambridge Bay, Ms. Angulalik.

**Hon. Teghan Angulalik:** Thank you, Mr. Speaker. I am very happy to

recognize Joanna Angulalik for supporting us all during Youth Parliament.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Gjoa Haven, Ms. Mitchell.

**Ms. Mitchell:** Thank you, Mr. Speaker. I am very happy to recognize Ann Rose Totalik. This person is my auntie and I'm happy that they are here to support all of us during this Youth Parliament. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Iqaluit-Niaqunngu, Ms. Natanine.

**Ms. Natanine:** Thank you, Mr. Speaker. I am very happy to recognize Brenda. This is my mom. I am happy that she is here to support us all during this Youth Parliament. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Hudson Bay, Ms. Audla.

**Ms. Audla:** Thank you, Mr. Speaker. I am pleased to be able to recognize Terry Audla. Welcome to the 2018 Parliament. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Aggu, Ms. Aqqiaruq.

**Ms. Aqqiaruq** (interpretation): Thank you, Mr. Speaker. I would like to recognize my boyfriend, Mark. I'm happy that he was able to support the 2018 Youth Parliament. (interpretation ends) Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Rankin Inlet North-Chesterfield Inlet, Mr. Mullins.

**Mr. Mullins:** Thank you, Mr. Speaker. I would like to recognize Johnny Issaluk. This person is from my constituency and I thank him for supporting the 2018 Youth Parliament. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Netsilik, Mr. Aklah.

**Mr. Aklah:** Thank you, Mr. Speaker. I am very happy to recognize Mimi Tucktoo. This person is from my constituency and I am happy that they are here to support all of us during this Youth Parliament. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Recognition of Visitors in the Gallery. Member for Pangnirtung, Mr. Maniapik.

**Mr. Maniapik** (interpretation): Thank you, Mr. Speaker. I would like to recognize my father and mother, who are at home, who have supported me in all aspects of my life. Thank you, Mr. Speaker.



>> *Applause*

**Speaker:** Recognition of Visitors in the Gallery. I would like to recognize my two aunts and grandma over there.

>> *Laughter*

>> *Applause*

Our next item of business is Oral Questions. Please raise your hand if you have a question. Member for Baker Lake, please proceed.

### Item 8: Oral Questions

#### Question 001 – 7(1): Inuit Language Improvements

**Ms. Seeteenak:** Thank you, Mr. Speaker. My question is for the Minister of Culture and Heritage.

In my statement I talked about how I feel distant from my culture due to the fact that I can't speak Inuktitut.

What is the minister doing to provide resources like dictionaries, thesauri, and grammar books that could help the Inuit language more learnable? Thank you, Mr. Speaker.

**Speaker:** Minister of Culture and Heritage, Minister Sagiaktuk.

**Hon. Sarah Sagiaktuk:** Thank you, Mr. Speaker and MLA Seeteenak, for the very important question. Language is a very important part of culture and identity, and we are trying our best to provide resources. Earlier in my minister's statement I announced Inuit language training will include more Inuktitut resources, such as Inuktitut books

that help train students, computer programming, and apps in Inuktitut that will help Inuit understand better in Inuktitut. These resources will be made available to everyone. Thank you, Mr. Speaker.

**An Hon. Member:** Good answer.

>> *Applause*

**Speaker:** Member for Baker Lake, your first supplementary question, please proceed. Oh, never mind.

>> *Laughter*

Member for Hudson Bay, Ms. Audla, please proceed.

#### Question 002 – 7(1): Sanikiluaq Needs Infrastructure

**Ms. Audla:** Thank you, Mr. Speaker. My question is for the Minister of Community and Government Services.

Our community needs more buildings and the roads need to be fixed. I would like to ask the minister: when will they be ready to build a new arena in Sanikiluaq? Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Minister of Community and Government Services, Ms. Tagoona-Tapatai, please proceed.

**Hon. Rachel Tagoona-Tapatai:** Thank you, Mr. Speaker and MLA Betsy Audla, for the question. I am not currently familiar with Sanikiluaq and I do not have a schedule. Therefore I do not know when they will be ready to build a new arena in Sanikiluaq, but I

can promise into looking at when they will be able to consider gathering resources and planning for the building process. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Oral Questions. Member for Gjoa Haven, Ms. Mitchell, please proceed with your question.

**Question 003 – 7(1): Continuing Care Facilities in Nunavut**

**Ms. Mitchell:** Thank you, Mr. Speaker. My question is for the Minister responsible for the Department of Health.

I am raising this question because our elders are being moved away from home to other communities that have continuing care facilities. This is a problem because our elders don't want to leave home and their families. Will the minister commit to keeping our elders in their home community? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister for Health, Ms. Monteiro, please rise.

**Hon. Rhea Monteiro:** Thank you, Mr. Speaker and MLA Mitchell, for the question. I cannot commit to keep all the elders in the community, but I assure you that I will look into this matter and make provisions to provide better health care facilities to the elders in the upcoming year. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Oral Questions. Member for

Iqaluit-Niaqunngu, Ms. Natanine, please proceed.

**Question 004 – 7(1): Diesel Power Plants**

**Ms. Natanine:** Thank you, Mr. Speaker. My question is for the Minister responsible for Qulliq Energy.

I understand that the corporation owns and operates 25 diesel power plants across Nunavut. Can the minister tell me if she has ever looked or thought about using other types of generators not using diesel fuel? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister for the Qulliq Energy Corporation, Ms. Angulalik, please rise.

**Hon. Teghan Angulalik:** Thank you, Mr. Speaker and MLA Jaiden Natanine, for the question. We have looked at using other types of generators other than diesel fuel. We have thought about using windmills since most communities are flat and there is a lot of wind. We have also thought about using solar power during the summer season since we have 24 hours of sunlight. We are still studying what is feasible. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your first supplementary question, please proceed, Ms. Natanine.

**Ms. Natanine:** Thank you, Mr. Speaker. Can the minister tell me if changing the generator earlier will improve the quality of the electricity? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister Angulalik, please rise.

**Hon. Teghan Angulalik:** Thank you, Mr. Speaker. I am glad the MLA asked the question and I will look into it as soon as possible.

>>Laughter

>>Applause

**Speaker:** Member for Amittuq, Mr. Pikuyak, please rise.

**Question 005 – 7(1): Working Together to Prevent Suicide**

**Mr. Pikuyak:** Thank you, Mr. Speaker. My question is for the Minister responsible for Executive and Intergovernmental Affairs.

The Minister of Executive and Intergovernmental Affairs may be able to get different organizations to help with the suicide problem in Amittuq.

Suicide is a problem in Amittuq. How will the minister work with his fellow ministers to address this problem? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister for Executive and Intergovernmental Affairs, Mr. Tatty, please rise.

**Hon. Leo Tatty:** Thank you, Mr. Speaker and MLA Pikuyak, for the question. Suicide is definitely a problem all across Nunavut and we have the highest suicide rate all across Canada.

As a cabinet, suicide prevention is a priority and all fellow ministers work together to solve this problem. The Department of Health is the lead for suicide prevention. However, other departments work together to support suicide prevention. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your first supplementary question, Mr. Pikuyak, please rise.

**Mr. Pikuyak:** Thank you, Mr. Speaker. Can the minister tell me how long until the people of Amittuq get the help they deserve? Thank you, Mr. Speaker.

**Speaker:** Minister Tatty.

**Hon. Leo Tatty:** Thank you, Mr. Speaker. I didn't quite catch that question. Can you please ask the MLA to repeat the question? Thank you, Mr. Speaker.

**Speaker:** Mr. Pikuyak, please ask the question again.

**Mr. Pikuyak:** Thank you, Mr. Speaker. I asked the minister: how long until the people of Amittuq get the help they deserve? Thank you, Mr. Speaker.

**Speaker:** Minister Tatty.

**Hon. Leo Tatty:** Thank you, Mr. Speaker. I don't have the information right now, so I will get back to the MLA as soon as possible. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Arviat North-

Whale Cove, Ms. Kaviok, please rise.

**Question 006 – 7(1): Danger of Polar Bears**

**Ms. Kaviok:** Thank you, Mr. Speaker. My question is for the Minister responsible for Environment.

As I said in my statement, polar bears are becoming a problem back in Arviat to many of my Arviarmiut.

What exactly can the Minister of Environment do in order to make Arviat a safer place to live?

**Speaker:** Minister of Environment, Mr. Tatty, please rise.

**Hon. Leo Tatty:** Thank you, Mr. Speaker. Thank you, MLA Kaviok, for the question. As the Minister Environment, in order to make Arviat a safer place to live, the department will continue to provide education programs for the community on bear safety. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your first supplementary question, Ms. Kaviok, please proceed.

**Ms. Kaviok:** Thank you, Mr. Speaker. What is it that the Minister of Environment is doing that may or will prevent any further polar bear attacks? Thank you, Mr. Speaker.

**Speaker:** Minister Tatty, please rise.

**Hon. Leo Tatty:** Thank you, Mr. Speaker. I would want the department to continue to consult or talk to the hunters and Arviarmiut to come up with a better

solution or determine a quota increase needed. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your second and final supplementary question, Ms. Kaviok, please proceed.

**Ms. Kaviok:** Thank you, Mr. Speaker. What information is the Minister of Environment providing to other communities on awareness of how dangerous polar bears actually are? Thank you, Mr. Speaker.

**Speaker:** Minister Tatty, please rise.

**Hon. Leo Tatty:** Thank you, Mr. Speaker. As I said, as the Department of Environment, I will consult or talk to the hunters all across the territory to come up with a better solution, and this will be in a couple of weeks. Thank you, Mr. Speaker.

>>Laughter

>>Applause

**Speaker:** Oral Questions. Member for Iqaluit-Manirajak, Ms. Vincent, please rise.

**Question 007 – 7(1): Gender Equality**

**Ms. Vincent:** Thank you, Mr. Speaker. My question is for the Minister responsible for the Status of Women.

I believe gender equality is important. Can the minister describe what her department is doing to support men and women to get the job they would have been refused a long time ago because of their gender? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister responsible for the Status of Women, Ms. Qavavau.

**Hon. Kim Qavavau:** Thank you, Mr. Speaker and MLA Ika Vincent, for the question. This government has a number of initiatives to help support and promote gender equality. We are promoting men and women to train in non-traditional careers and trades like mining and construction, and promoting everyone to pursue the career they wish to do. We are also looking for more daycare spaces for young parents who are in high school to encourage them to complete their diploma. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Oral Questions. Member for Aggu, Ms. Aqqiaruq.

**Question 008 – 7(1): Training  
Nunavut Health Care Workers**

**Ms. Aqqiaruq:** Thank you, Mr. Speaker. My question is for the Minister responsible for Nunavut Arctic College.

Nunavut needs qualified people to provide health care in the territory. Can the minister describe what kinds of programs are available at Nunavut Arctic College in health care? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister responsible for Nunavut Arctic College, Ms. Katokra, please rise.

**Hon. Kasandra Katokra:** Thank you,

Mr. Speaker and MLA Donna Aqqiaruq, for the question. Nunavut Arctic College is proud to have the Bachelor of Science in Arctic Nursing. We are encouraging Nunavummiut to study nursing here in the territory, especially Inuit. Another program Nunavut Arctic College has is medical interpreting and translating, which will help provide health care delivery and information in the Inuit language. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your first supplementary question, Ms. Aqqiaruq. Please proceed.

**Ms. Aqqiaruq:** Thank you, Mr. Speaker. Can the minister make sure that these courses are available in different communities? Thank you, Mr. Speaker.

**Speaker:** Minister Katokra, please rise.

**Hon. Kasandra Katokra:** Thank you, Mr. Speaker. I will carefully consider the question and I will get back to the member with more information at a later date. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Kugluktuk, Ms. Kuodluak, please rise.

**Question 009 – 7(1): Programs  
Promoting Alcohol Awareness**

**Ms. Kuodluak:** Thank you, Mr. Speaker. My question is for the Minister of Finance.

In my member's statement I talked about the need for more programs for people with alcohol abuse. There are a lot of people who are addicted to it. They need

help.

How is the minister going to provide the help to individuals to be more responsible with alcohol and cannabis? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister of Finance, Ms. Monteiro, please rise.

**Hon. Rhea Monteiro:** Thank you, Mr. Speaker and MLA Kuodluak, for the question. My answer contains two parts. The first part is probably the most important and, that is, education and promoting healthy and responsible use. The second part is enforcing the rules that already exist. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your first supplementary question, Ms. Kuodluak, please rise.

**Ms. Kuodluak:** Thank you, Mr. Speaker. The government is making a lot of money selling alcohol. Are they using any of that money to make programs such as healing camps for people with alcohol addictions? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister Monteiro, please rise.

**Hon. Rhea Monteiro:** Thank you, Mr. Speaker. Thank you for your question. The question is not quite clear to me. Can you repeat the question, please?

**Speaker:** Ms. Kuodluak, please repeat your question.

**Ms. Kuodluak:** Thank you, Mr. Speaker. The government is making a lot of money selling alcohol. Are they using any of that money to make programs with that money, such as healing camps for people with alcohol addictions? Thank you, Mr. Speaker.

**Speaker:** Minister Monteiro, please rise.

**Hon. Rhea Monteiro:** Thank you, Mr. Speaker. We're looking into the matter and we're trying to do the best we can. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Netsilik, Mr. Aklah, please rise.

#### **Question 010 – 7(1): Dealing with Violence**

**Mr. Aklah:** Thank you, Mr. Speaker. My question is for the Minister responsible for Justice.

I am asking a question about vandalism and my constituency is concerned about this problem. Can the Minister responsible for Justice tell me how we can help educate the vandals without taking them into prison? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister of Justice, Ms. Angulalik, please rise.

**Hon. Teghan Angulalik:** Thank you, Mr. Speaker and MLA Ian Aklah, for the question. I understand that vandalism is a problem. We want to do two things: prevent vandalism from happening and properly deal with anyone caught

vandalizing. We can help reduce this by educating youth at a younger age about how much it costs to replace this damage. We also can arrange more things to do in the community, engage the youth with the elders, or even community feasts focusing on awareness. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your first supplementary question, Mr. Aklah, please proceed.

**Mr. Aklah:** Thank you, Mr. Speaker. Can the minister tell me who are the people allowed to take responsibility over these people who are caught vandalizing? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister Angulalik, please rise.

**Hon. Teghan Angulalik:** Thank you, Mr. Speaker. Can MLA Ian Aklah please repeat the question? It wasn't quite clear. Thank you, Mr. Speaker.

**Speaker:** Mr. Aklah, please repeat the question.

**Mr. Aklah:** Thank you, Mr. Speaker. Can the minister tell me who are the people allowed to take responsibility over these people who are caught vandalizing? Thank you, Mr. Speaker.

**Speaker:** Ms. Angulalik, please rise.

**Hon. Teghan Angulalik:** Thank you, Mr. Speaker. I will carefully consider the question and I will get back to the member with more information at a later date. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Pangnirtung, Mr. Maniapik, please rise.

### **Question 011 – 7(1): Lack of Strong Numbers of Inuit in Schools**

**Mr. Maniapik:** Thank you, Mr. Speaker. My question is for the Minister of Education.

My question is about the lack of Inuit going to school and getting an education that may provide much-needed jobs. Can the minister commit to providing the help that Inuit need to stay in school? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister of Education, Ms. Sagiaktuk, please rise.

**Hon. Sarah Sagiaktuk:** Thank you, Mr. Speaker and MLA Maniapik, for the very important question. Yes, we can commit to providing the help that Inuit need to stay in school. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your first supplementary question, Mr. Maniapik, please rise.

**Mr. Maniapik:** Thank you, Mr. Speaker. What are the current programs for Inuit that need the education they may lack? Thank you, Mr. Speaker.

**Speaker:** Minister of Education, Ms. Sagiaktuk, please rise.

**Hon. Sarah Sagiaktuk:** Thank you, Mr. Speaker. I will carefully consider the

question and get back to the member with more information later. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your second and final supplementary, Mr. Maniapik, please rise.

**Mr. Maniapik:** Thank you, Mr. Speaker. Have you noticed that Inuit aren't staying in school as much? If you did notice, why didn't you help them? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister of Education, Ms. Sagiaktuk, please rise.

**Hon. Sarah Sagiaktuk:** Thank you, Mr. Speaker. We are doing our best. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Rankin Inlet North-Chesterfield Inlet, Mr. Mullins, please rise.

### **Question 012 – 7(1): Upgrading our Airports**

**Mr. Mullins:** Thank you, Mr. Speaker. My question is for the Minister responsible for the Department of Economic Development and Transportation.

Airports are important. They help families move around and help with businesses and people who have jobs away from home like working at the mines. Airports are also useful for tourism around the communities in

Nunavut.

The airport in Chesterfield Inlet is old and too small for the community. Can the minister tell me when Chesterfield Inlet is going to get a new airport? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister of Economic Development and Transportation, Mr. Manik, please rise.

**Hon. Devon Manik:** Thank you, Mr. Speaker and MLA Mullins, for the question. Mr. Speaker, I believe airports are very important. They make the passenger experience much better and even make them have a better experience about their travels. They also promote economic growth.

The challenges with building a new airport in Chesterfield Inlet are limited resources, the population size, and limited flights coming in and out regularly.

Mr. Speaker, the other problem is that it costs a lot of money to build airports. This airport would approximately cost \$20 million.

I would like to tell the member that I do not know when this airport will be built, but I assure you that I and my colleagues are working our best to meet your needs. Thank you, Mr. Speaker and MLA Donald Mullins.

>>Applause

**Speaker:** Your first supplementary question, Mr. Mullins.



**Mr. Mullins:** Chesterfield Inlet needs a bigger runway. While Chesterfield Inlet is on the waiting list, can the minister consider giving Chesterfield Inlet at least an extended runway? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister of Economic Development and Transportation, Mr. Manik, please rise.

**Hon. Devon Manik:** Thank you, Mr. Speaker and MLA Donald Mullins. Building a runway is still a lot of money. The one in Arctic Bay cost an extra \$10 million just to extend it. Yeah, I'll get back to you.

>>Laughter

Thank you, Mr. Speaker.

>>Applause

**Speaker:** Your second and final supplementary question, Mr. Mullins, please rise.

**Mr. Mullins:** Thank you, Mr. Speaker. Will the minister promise to make a new airport for Chesterfield Inlet as a priority? Thank you, Mr. Speaker.

**Speaker:** Minister of Economic Development and Transportation, Mr. Manik, please rise.

**Hon. Devon Manik:** Thank you, Mr. Speaker. Can you repeat that question? I didn't understand you. Thank you, Mr. Speaker.

**Speaker:** Mr. Mullins, please repeat that question.

**Mr. Mullins:** Thank you, Mr. Speaker. Will the minister promise to make a new airport for Chesterfield Inlet as a priority? Thank you, Mr. Speaker.

**Speaker:** Minister Manik, please rise.

**Hon. Devon Manik:** Thank you, Mr. Speaker and Donald Mullins. Yes, I will make it a priority, but not in the next 20 years.

>>Laughter

Thank you, Mr. Speaker.

>>Applause

**Speaker:** Member for Uqummiut, Ms. Arreak, please rise.

#### **Question 013 – 7(1): Clyde River Needs More Housing Units**

**Ms. Arreak:** Thank you, Mr. Speaker. My question is for the Minister responsible for the Nunavut Housing Corporation, which is involved in the construction of new public housing units.

Lack of housing units is a problem in Clyde River. I understand that the government has some money to build houses, but we need a lot of houses. Where are we going to get the money to build all the houses we need? Thank you, Mr. Speaker.

>>Applause

**Speaker:** Minister responsible for the Nunavut Housing Corporation, Ms. Katokra, please rise.

**Hon. Kasandra Katokra:** Thank you,

Mr. Speaker and MLA Rosemary Arreak, for the question. The Nunavut Housing Corporation is proud to announce the federal government has committed \$35 million to the Nunavut Housing Corporation for the public housing programs. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Your first supplementary question, Ms. Arreak, please rise.

**Ms. Arreak:** Thank you, Mr. Speaker. Some of the housing units are not in good shape. I know one family that has mould in their housing unit. They are trying to clean it themselves. What is the minister doing to help people fix problems like mould in their housing units? Thank you, Mr. Speaker.

**Speaker:** Minister responsible for the Nunavut Housing Corporation, Ms. Katokra, please rise.

**Hon. Kasandra Katokra:** I agree with the member that the lack of housing is a problem in Nunavut and we are looking for ways to improve it. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** I have no more names for oral questions. Our next item of business is Consideration in Committee of the Whole of Bills and Other Matters.

Before we proceed with the Committee of the Whole, we will take a 15-minute break.

Sergeant-at-Arms, please lower the Mace.

>> *House recessed at 15:17 and Committee resumed at 15:31*

**Item 9: Consideration in Committee of the Whole of Bills and Other Matters: Appearance of Minister Joanasie**

**Chairman (Mr. Pewatualuk):** Good afternoon and welcome back. I would like to formally welcome Minister Joanasie and his officials to the Youth Parliament.

Minister Joanasie represents the constituency of South Baffin, which includes the communities of Cape Dorset and Kimmirut. He was first elected to the Legislative Assembly in 2013; he was re-elected in 2017.

Minister Joanasie currently serves as Minister of Education, Minister of Culture and Heritage, and Minister of Languages.

Minister Joanasie has kindly agreed to provide us with an overview of his department's current work and initiatives, and then take our questions.

Minister, please introduce your officials and proceed with your opening comments.

**Hon. David Joanasie (interpretation):** Thank you, Mr. Chairman. Welcome, everyone, to the Legislative Assembly.

Mr. Chairman and members, I am pleased to have this opportunity to speak before the Youth Parliament's Committee of the Whole today.

Before I begin, I would like to introduce Louise Flaherty, who is accompanying

me today. Ms. Flaherty is the Deputy Minister of the Department of Culture and Heritage.

Mr. Chairman, I am here to discuss my work as the Minister of Education, the Minister of Culture and Heritage, and the Minister of Languages. I will be giving a brief outline of the priorities and some of the current projects of each department I am responsible for. I will then close by sharing with you the path I took to become a Member of the Legislative Assembly and ultimately as a member of cabinet.

(interpretation ends) Mr. Chairman, I would first like to draw your attention to the current government's mandate document called *Turaaqtavut*. Drafted by cabinet, this document provides guidance to all of the government departments by focusing on five specific priority areas. Two of these areas are specific to the three portfolios I am responsible for.

The first priority area is called *Sivummuaqpalliajjuvivut* and states that the government will "provide education and training that prepares children, youth and adult learners for positive contributions to society and for meaningful employment."

The second priority area, which guides aspects of all three portfolios under my responsibility, is called *Inuunivut*. It states that the government "will strengthen Nunavut as a distinct territory in Canada and the world."

(interpretation) Mr. Chairman, I would now like to share some of the priorities and projects of my three departments. Firstly, the Department of Education is

responsible for programs and services that support early childhood education, the kindergarten to grade 12 school system, adult learning, and literacy.

Currently the Department of Education has set four priorities to meet the objectives set out in *Turaaqtavut*:

1. (interpretation ends) Focusing on improving students' learning, emphasizing literacy;
2. Strengthening support for schools, employees, and partners by improving the quality of instruction in our school system;
3. Working to promote equity and standardization across the territory, focusing on increasing access to high-quality education; and lastly
4. Focusing on increasing Inuit employment as a means of supporting learners and ensuring the development and support of our language, Inuktitut.

These four priorities guide the Department of Education on a wide range of aspects, such as curriculum development, long-term strategies, projects, and training. I would specifically like to touch on one of the aspects the department is currently working on, which is the consultation to amend the *Education Act* and the *Inuit Language Protection Act*.

(interpretation) Also, just two days ago we had a meeting in both Cape Dorset and Kimmirut, which was a very rejoicing experience.

(interpretation ends) The *Education Act*

mandates that the Act must be reviewed every five years. As part of this review process, the Department of Education has been travelling across Nunavut this fall consulting on amendments it has proposed. These proposals are a starting point for discussion and the department and I have been encouraging Nunavummiut to share their ideas.

(interpretation) When the consultations are completed on December 14, the Department of Education will have been to every community gathering feedback from Nunavummiut, district education authorities, and other partners such as Nunavut Tunngavik, the Nunavut Teachers Association, among others. The department has had the privilege of even consulting some youth councils as well.

I would now like to speak briefly as Minister of Culture and Heritage and Languages. The Department of Culture and Heritage maintains a leadership role within the Government of Nunavut for the preservation, development, and enhancement of Nunavut's culture, heritage, and languages for Nunavummiut because we are a unique territory.

(interpretation ends) We are committed to raising public awareness on the importance and diversity of Inuktitut in our territory. Ten years ago our leaders adopted important language legislation in this very Legislative Assembly that you are sitting in today that recognizes who we are as Inuit and what is dear to our hearts. Today Nunavut Inuit, including all of you, have rights to education and to the use of Inuktitut in full equality with English and French.

In addition, Nunavummiut have rights to services and programs across the Government of Nunavut in all official languages under the *Official Languages Act* and the *Inuit Language Protection Act*. This level of protection for an indigenous language is unprecedented in Canada.

The culture and heritage department's grants and contributions program is one of the tools used to promote Inuktitut and Inuit art across the territory.

We also oversee Nunavut's heritage collections, community libraries, and support initiatives that pass on traditional knowledge and skills to youth, elders, and others. For example, through the administration of the on-the-land program, the department supports teaching and learning of traditional ways of life on the land.

We also have funding programs for elders initiatives, youth initiatives, and elder and youth committees. We value the input provided by elders and youth in identifying key societal issues, program ideas, and priorities.

(interpretation) Mr. Chairman, I would also like to share with you my journey in becoming a Member of the Legislative Assembly of Nunavut and a minister for the Government of Nunavut, as well as the aspects of my three departments.

It is the beginning for you sitting in the House and I am very proud of you.  
(interpretation ends) Earlier today when I was listening to your proceedings, it brought me back to high school and the time I was your age. I'm 35 by the way.

>>Laughter

In high school, I grew up in Cape Dorset and graduated grade 12 there.

There are many different opportunities that are there and it's a matter of taking advantage and trying out for those opportunities. I think that's where I'm glad you guys are taking part in this Youth Parliament. It will open up doors no matter what.

Sports were a big part of my upbringing in my younger age and that brought me to different parts of Nunavut and even out of the country for Arctic Winter Games. Through different avenues such as those, I started to develop my own thinking about and challenging myself. I think that's where people need to challenge themselves to go higher, go become a better you. I think that's where you guys are doing that and I'm so grateful for that.

After high school, I went to what used to be called Nunavut Youth Abroad. I'm sure you guys have heard of it. Well, I started in high school and that was in grades 11 and 12, and then I did both phases, the Canadian phase in southern Canada, which brought me to St. John, New Brunswick, for the summer, and then the next phase, the next summer I went to Serowe, Botswana, and that was with five other Nunavummiut. That was a tremendous experience for all of us.

Later on after that program, I took part in the Nunavut Sivuniksavut program in Ottawa through Algonquin College. It was great to hear the Commissioner talk about that program. I'm sure one of you or probably a lot of you might end up going to NS and I encourage you to apply.

Looking at over the years how these different opportunities and programs have helped me, to me they gave the tools, just like you need tools to make something and tools that help you shape your future. I'll just use this as an example: when you're building something, let's say, an iglu, what do you need as tools? You need...

**An Hon. Member:** A saw.

**Hon. David Joanasi:** ...a saw. What else?

**An Hon. Member:** *Pana*.

**Hon. David Joanasi:** *Pana*. What else?

**An Hon. Member:** Snow.

**Hon. David Joanasi:** Snow, yeah. You need all of these tools in order for you to make your structure, the iglu, and then it's a matter of piecing it all together and practice.

I started building iglus when I bought my own house, and that's where I think it's like piecing things together. It's fun for me and I love doing things, learning, and going after different opportunities.

What I'm trying to say is: when you have the right tools and learning to use those tools, then you can make great things. You guys will be collecting your own tools as you develop and go further. If you go apply for post-secondary education, either here in Nunavut or outside of Nunavut, it's just going to help you become a better you, and I'm so glad that you guys are here today.

With that, I just wanted to share that by the time I finished Nunavut

Sivuniksavut, I wanted to participate in Nunavut on the development of what is going to happen next. That's when in 2013 I said, "I'm going try. I'm going to put myself out there." Like I said, if you don't take an opportunity, you will never know what's going to happen.

When I did become an MLA, I treated it as a regular job and I had the honour to and still have the honour to represent South Baffin, those two communities, Cape Dorset and Kimmirut. It has been a long journey. I said I'm only 35, but I feel like there is so much more that we have to do, and I'm sure you guys will do your part in the future and onwards.

With that, I just wanted to again thank you for your time here and encourage each of you, through your work this week as members of the cabinet here and MLAs, to strive to make important decisions to ensure that our language and culture thrives by fully implementing the rights and the promises that Nunavut brings to our people.

(interpretation) Also, a word that is close and dear to my heart and what I try to do every day is to proceed. I urge the people of Nunavut, whether it's within or outside of the government, at home, or through private business, please show off our land because that is the only way we are going to gain strength. Thank you and I'm proud of you. (interpretation ends) Thank you.

>>Applause

**Chairman:** Thank you, Minister Joanasie. I will now open the floor for members to ask Minister Joanasie, starting with the Member for Quttiktuq, Mr. Manik.

**Hon. Devon Manik:** Thank you, Mr. Chairman. My question for Minister Joanasie in his role as Minister of Culture and Heritage and Minister of Languages is as follows: in my community of Resolute Bay nobody who is in my age group speaks Inuktitut regularly. In fact the entire school does not speak Inuktitut regularly. They may say words from time to time, but nothing special.

Inuktitut is very important to our Inuit identity. You may not need it in some cases, but to preserve our culture and heritage, we should preserve every aspect of the Inuit culture. For example, having educated Inuktitut teachers that have a degree in teaching would significantly help in preserving the language.

My question is: what is the minister doing to preserve the Inuit language in Resolute Bay and the rest of Nunavut, including both Inuktitut and Inuinnaqtun? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for the question. I'm glad that you are able to recognize that there is an issue about the culture and language in your community. I think that's where it starts. We have to identify what the problem is and then from there, what we need to address that problem.

I agree with you in that you said we need qualified and quality Inuktitut teachers. I want to go even further and say, "Let's have Inuit who have Masters Degrees.

Let's have PhD Inuit that can teach Inuit language and can help to ensure that it continues and is thriving in our territory."

We are committed to improving the delivery of services in Inuktitut and we're doing it in different ways. One of the ways we're coordinating the implementation of the Language Acts... . There is the *Official Languages Act* and the *Inuit Language Protection Act*. Every department has a language plan that they implement year to year. It is a requirement through those legislations that all of our services and programs be available in the Inuit language, including Inuktitut and/or Inuinnaqtun, as well as English and/or French. Thank you.

>>Applause

**Chairman:** Do you have any follow-up questions? Mr. Manik, please proceed.

**Hon. Devon Manik:** In Resolute Bay I believe all those programs and stuff and the ways the government are trying to help with the language is not working. I don't know the problem as well. My question is: have you or will you find the problem anytime soon? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, Manik. Minister Joanasie.

**Hon. David Joanasie:** Thank you. I think what I would say to that is we need more and more teachers that are available. That is a serious shortfall we have in teaching capacity. We need more and more Nunavummiut to go to training to become teachers of the language. I

think that's where I want more and more applicants to go to NTEP, to go to other teaching training programs. Maybe it can start off in a certain capacity.

There are different jobs available in our schools, not just teaching but there are language specialists, there are student support teachers and assistants, there are principals and vice-principals, there are learning coaches, and there are *Ilinniarvimmi Inuusilirijit*. When we have more and more people taking on those roles and are able to pass on the knowledge of Inuktitut and in the Inuit language, I think that's where we will start to address having more programs available.

My deputy, Ms. Flaherty, also just pointed out that through Culture and Heritage we do have funding. It's proposal based where we can get elders to teach the language to whoever is interested. We encourage people to send their proposals to our department. Thank you.

**Chairman:** Next is Ms. Monteiro. Please proceed.

**Hon. Rhea Monteiro:** Thank you, Mr. Chairman. Earlier today I mentioned that the mental health of Nunavummiut is a crucial subject and we must take measures to improve the territory's mental health. I suggested that the new education curriculum must recognize the importance of mental health as youth must learn what good mental health is and develop coping skills.

My question for Minister Joanasie in his role as Minister of Education is: what are his views regarding the mental well-being of today's youth, and will he

consider recognizing its importance in the new education curriculum? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, Monteiro. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thanks for the question. I think the entire government seems to want to address mental health on a government-wide lens, not just one specific department. With Education we have different programs or initiatives that we try to undertake that allow for awareness and promotion of mental health and well-being.

With that, every district education authority, or DEA, we work with DEAs to ensure they have what is called the Inuuqatigiitsiarniq Policy. We work with them to develop and adopt these policies for students about respecting others and to manage relationships, friendships, and that sort of thing. The purpose is to create and maintain a welcoming, positive, safe working environment for students. My staff at the department coordinates with the DEAs in implementing those policies.

The Inuuqatigiitsiarniq Policy is with the idea on the concept of *Inuit Qaujimagatuqangit*, namely, on the principle of *Inuuqatigiitsiarniq*. There is that and then *Piliriqatigiinni*, those two pillars in IQ values. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you. Next is Ms. Sagiaktuk. Please proceed.

**Hon. Sarah Sagiaktuk:** Thank you, Mr. Chairman. Language is a very important part of our culture, and I am very concerned about language loss. As for myself, I am losing my Inuit language.

There is an important role of education to be culturally relevant and to have Inuktut as the language of instruction. My question for Minister Joanasié in his role as Minister of Education is: can the government provide bilingual education from kindergarten to grade 12? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, Sagiaktuk. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you, minister. In Nunavut we're continuing to move towards a bilingual education and we promote Inuit language learning in all grade levels as much as we can. Again, we go to the fact that there are not enough teachers to teach at all grade levels. What we want to do is create a plan and build on a plan that starts to get more and more Inuit teachers in all grade levels over the short-, medium- and long-term years. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Ms. Katokra.

**Hon. Kasandra Katokra:** Thank you, Mr. Chairman. My question is for Mr. Joanasié in his role as Minister of Education.

Not all schools in Nunavut have chemistry, physics and biology classes.



Having an advanced High School Diploma is needed for many university programs. Can the Government of Nunavut provide both general and advanced High School Diplomas in all communities and, if so, what is the timeline for this to be implemented? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for the question. That's a great question. We have different curriculum. Some are from Alberta, some are from Saskatchewan, and even some from the NWT, and then there are some that are Nunavut-made.

With that, we want to create a rigorous Nunavut-specific curriculum and that's going to take time, though. That's the other thing. We're short teaching capacity that can teach in the Inuit language, but also we need the resources that come with teaching in the Inuit language.

I do want to emphasize that we want to support high school students as best they can to advance in their academics and prepare them as best if they want to go further on to college or university. We want to meet those expectations that we have for our students. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Member Tatty. Please proceed.

**Hon. Leo Tatty:** Thank you, Mr.

Chairman. My question for Minister Joanasie in his role as Minister of Education is: will people over the age of 20 be able to go back to school?

The reason why I asked that question is because sometimes when teenagers go to high school, they often drop out thinking that education isn't that important. However, after the age of 19 to 20, most of them realize that a grade 12 diploma is very useful for job opportunities, but when they try to go back to high school, they often get told to go to Arctic College and they tend to not want to go there.

I would like to see this type of change because I know the graduation rate will go up in this territory. Thank you, Mr. Chairman.

**Chairman:** Thank you, member.

>>Applause

Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for the question. I think it's worth a discussion to have. Why do we have that limit in place?

There is the Pathway to Adult Secondary School, which is a graduation program that gives adult learners a new route to earn their secondary school diploma. It is specially designed for adult learners over the age of 19. When they need just a few credits in order to get their diploma, that's where the PASS program comes into play, Pathway to Adult Secondary School. We encourage people to take that up, and I hope that translates to more and more graduates, even though they pass a certain age. Thank

you, Mr. Chairman.

>>Applause

**Chairman:** Next is Ms. Angulalik. Please proceed.

**Hon. Teghan Angulalik:** Thank you, Mr. Chairman. I'm sure that the Hon. Mr. Joanasie is aware that Nunavut was created for Inuit.

Students in school need culture implemented into their math, English, and physical education, etcetera. Children and youth in the north live in a challenging environment and we need to ensure that by the time we graduate from high school, we are connected to our roots and gain lifelong skills. Such skills instill pride and feeling part of your community and bring back the connections between our generations.

Elders, youth, children, and community would work together to share and learn knowledge in a way that makes sense to Nunavummiut. We crave our culture. We crave our education. Let's connect those two and change the narrative of our current education status.

I ask you to take this idea and hold it close to your heart as I and many other youth have. Brainstorm how we can change one subject at a time. I would like to see this happen and, if it does, I invite you to Kiilnik High School for the first pilot project once you start making changes for a better education.

My question for Minister Joanasie in his role as Minister of Education: is it possible to have Inuit-based education alongside the curriculum that is in place right now? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for the question. After that I would say, "Why not?" I wouldn't say, "Why?" I feel like we don't need to let go of our culture any less just because we're in school.

*Inuit Qaujimagatuqangit*, the guiding principles in our government, is for culture to be in our program, services, and education system. It's the fabric of what is called the "Nunavusiutit Strand" and is intended to be present in all aspects of curriculum. There is more and more work that needs to go into this, but where possible, curriculum documents and materials should be written in Inuktitut first, then translated into English. This would provide optimal conditions for *Inuit Qaujimagatuqangit* to flourish.

I think, with that, like I said, there is a mishmash of curriculum that we're using right now. We want to more and more made in Nunavut relevant, Nunavut-specific, and I think that's where, when we have more and more workers in the curriculum field, in the teaching field, that can use that resource in the curriculum, we will start to gain some momentum. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Tagoona-Tapatai.

**Hon. Rachel Tagoona-Tapatai:** Thank you, Mr. Chairman. My questions are for Minister Joanasie in his role as Minister of Education, focusing on bilingualism

and Inuktitut-speaking teacher shortages.

Language is a very crucial part of culture and Inuit identity. Language loss is persistently occurring in Nunavut. As for me, I have never learned to speak Inuktitut. Although there may be peers that speak Inuktitut, it needs to be taught formally in school, considering the now defunct Bill 37 proposed delaying the implementation of Inuktitut instruction in grades 4 to 9 from 2020 to 2030.

Even though Inuktitut may be spoken orally, it may not be correctly written in roman orthography or syllabics. Additionally, it would be illogical to teach Inuktitut in all classes. It's near impossible to incorporate Inuktitut into scientific and mathematical terminology. Education matters.

My first question is: why is Nunavut suffering from a shortage of Inuktitut-speaking teachers?

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for the question. I don't think I can answer that. It's really hard to answer that question.

What I can say, though, is currently it's estimated that we need 450 bilingual educators who can teach in Inuktitut and we currently have 140. If we look at the math, that's at least three times more than our current teaching capacity that have the capacity bilingually. I don't know if it's a matter of not enough people are trying to become teachers or there's not enough opportunity for

people to try to become teachers.

The Nunavut Teacher Education Program through Arctic College, it happens, though, that this year is one of the highest numbers of students in either year 1, 2, 3, or 4. Right now in 2018-19 we have 93 students and 23 of them will be graduating NTEP in the spring. With the need of 450, we still have a long way to go.

I share with you in that there is a great need and I want help to answer that very question about why is it that we don't have enough teachers. I encourage you to contact my department about what potential answers you have for that. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Ms. Qavavau. Please proceed.

**Hon. Kim Qavavau:** Thank you, Mr. Chairman. As you may know, high schools in Nunavut are using Alberta's curriculum. My question for Minister Joanasie in his role as Minister of Education is: can he describe what efforts are currently being made towards creating a Nunavut high school curriculum? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for that question. Great question. On curriculum development, part of the problem or issue that we have been grappled with is inconsistency with our curriculum. Also,

there was comment made about language, syllabics or roman orthography.

Our department is starting to move towards a standardized system of developing curriculum, even in the Inuit language, and that's where we're partnering with Inuit Uqausinginnik Taiguusiliuqtiit, which is the Inuit Language Authority, to help develop Inuit language terms that will be used in different subject areas in school, whether it's math, science, or social studies.

We want to have consistency in our standard and I think that will go a long way in addressing some of the concerns that we have in our education system. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Ms. Arreak. Please proceed.

**Ms. Arreak:** Thank you, Mr. Chairman. Cultural schools are important for the people because they learn more about their culture and heritage.

In Clyde River there is cultural school for the elders and adults to learn more about traditional ways. The cultural school's students make traditional clothing and they take land trips to learn more about how they use the land to survive. The cultural school has made a good impact in Clyde River.

My question for Minister Joanasié in his role as Minister of Culture and Heritage is: are they planning to build more cultural schools throughout Nunavut? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you for the question. I haven't gone to Piqusilirivvik yet, but I do want to visit there at some point.

I want say too that I can't answer every single question and that is why we have support staff on our sides. I have a team with Education and Culture and Heritage. They help me prepare and ensure that I have as much information as I can, but sometimes I can't hold everything in. I'm going to get my deputy, Ms. Flaherty, to respond to your question. Thank you, Mr. Chairman.

**Chairman:** Ms. Flaherty.

**Ms. Flaherty (interpretation):** Thank you, Mr. Chairman. I'll be speaking in Inuktitut.

Within the Department of Culture and Heritage, Nunavut has a cultural school and there are six communities that have Piqusilirivvik, but it's not limited to those six. They teach Inuit traditional knowledge and they utilize elders and youth.

We also have funds available to all communities through our grants and contributions should they wish to start a cultural project, be it for languages or traditional culture taught by elders. You can access those funds through grants and contributions from the Department of Culture and Heritage. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Mr. Mullins. Please proceed.

**Mr. Mullins:** Thank you, Mr. Chairman. Sports for the youth are important in Nunavut. The youth have chances to play in the Canada Winter Games, Canada Summer Games, also the Arctic Winter Games, including the traditional Inuit games.

I understand the minister has been involved in sports. Unfortunately Inuit games are not offered very often in my community. My question for Minister Joanasié as Minister responsible for Culture and Heritage is: how can we be sure that traditional Inuit games are taught in schools regularly? Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Thank you, member. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you for the question. Yes, as I said, sports have been a part of my life and I went to the Arctic Winter Games and Canada Winter Games, but it wasn't for arctic sports, unfortunately. I went for badminton.

Beside the point, my deputy of Culture and Heritage can provide a better response. Thank you, Mr. Chairman.

**Chairman:** Ms. Flaherty.

**Ms. Flaherty** (interpretation): Thank you, Mr. Chairman. Every February we have Inuit Language Week, but it's very hard to differentiate or separate languages and culture. You can provide those types of programs in your school

and it's something that the school can initiate. Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Next is Mr. Maniapik. Please proceed.

**Mr. Maniapik:** Thank you, Mr. Chairman. As Inuit, we should learn to be able to speak our long-time language, as many Inuit in Nunavut do speak it. We should all be speaking it.

I have noticed that people are not speaking enough Inuktitut, although they may have been trying. However, they were not taught in school enough. I have been in school. I have seen schools getting into more Inuktitut. I was not in Inuktitut class for three years and that made it a little bit harder for me, but I am trying to get it back because I love the Inuktitut language. As Inuit, we are proud and should be because we are Inuit.

My question for Minister David Joanasié in his role as Minister of Languages is: I was wondering if you have noticed that some people here in Nunavut do not speak Inuktitut and what are you doing about this. I know you already provided an answer for this, but for that issue, can you provide more detail? Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Thank you, member. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for the question. As I stated earlier, I love working on languages, and I want it

to be heard out there and I want it to be used. The only way it will stay alive is if we use it and hear it. Yes, I have noticed the lack of the use of it or it seems like people are speaking English more and more, but some communities have great strengths in their languages. I would like you all to be aware of that too.

Within the government, the Department of Culture and Heritage has a plan. It's called *Uqausivut*, our language, and *Uqausivut 2.0*. It gives an opportunity for Nunavummiut to access services from the government and to promote and use the language anywhere in the government. The main ways are through education, careers, services, and also trying to revitalize their language because some people have been losing their language. We call it (interpretation ends) revitalization. (interpretation) Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Member of Netsilik, Mr. Aklah.

**Mr. Aklah:** Thank you, Mr. Chairman. As a student, I find it hard to do my personal things while having a job and my studies. My question for Minister Joanasie is: when do you find the time to spend doing the personal things you're interested in, considering you have a lot of work in your current position? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank

him for the question. I was in Kimmirut to attend a meeting about the *Education Act*. The person I was there with asked me if I spend any time at home.

Thinking back over the past year, I thought that since February I would travel on a monthly basis. I had to travel somewhere every single month.

Whenever I'm home or when I'm in Iqaluit, we come to Iqaluit for meetings, but I try to spend time at home because I have four children. Yes, I have to try to provide myself with time for me and to spend some time with my family, (interpretation ends) but time is hard to come by. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is member from Kugluktuk, Ms. Kuodluak.

**Ms. Kuodluak:** Thank you, Mr. Chairman. In many communities there are children who barely know any cultural and traditional ways to survive while out on the land. We need more committed volunteers and support for on-the-land trips in my community.

My question for Minister Joanasie in his role as Minister of Culture and Heritage is: what else does the department do to keep our culture going in our communities and how do you decide what programs to support with funding and resources? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr.

Chairman. Thank you for the question. At Culture and Heritage we provide in all different divisions of our department, there's over \$7.4 million in grants and contributions. Of course this is all proposal based. Once we get applications to do cultural activities, language, or elders and youth committees, those types of things, there's a committee that looks at and reviews all the applicants. Each year we try to make the priority on certain... . We try to prioritize. Well, right now it's our mandate.

Looking at that, there are other ways that my deputy wants to elaborate on the response. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Ms. Flaherty.

**Ms. Flaherty** (interpretation): Thank you, Mr. Chairman. What I'm always repeating is that the money is available through proposals. Your community can make proposals to request funding and it starts from \$5,000 to \$15,000 that you can request for your community. The applications are very easy to fill out and you just have to account for the money that you spent. They can apply for up to \$100,000, but they would need supporting documents and have to report on how the money was spent.

All communities are eligible to apply from our office and they can call 1-866-934-2034 and through Internet you can go to [chfunds.gov.nu.ca](http://chfunds.gov.nu.ca).

Please help your elders in doing the paperwork because they always need help with whatever the community is requesting. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is member from Aggu, Ms. Aqqiaruq.

**Ms. Aqqiaruq:** Thank you, Mr. Chairman. For culture and tradition to continue to be passed down from one generation to the next, it is important that we keep using our traditional clothing and tools. There is very little traditional clothing and tools for hunters to use. I would like to see more traditional resources in use.

My question for Minister Joanasie in his role as Minister of Culture and Heritage is: what kinds of programs does your department offer to teach people to make traditional clothing and tools in different communities and not just Clyde River? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for the question. Our culture and heritage department supports teaching and learning of cultural and traditional ways of life on the land, including tools and/or clothing-making. We do support programs specified or that are towards elders and youth throughout Nunavut.

As an example, last January the department coordinated a hunting tool-making workshop in Cambridge Bay and there were ten participants representing the Kitikmeot region from Kugaaruk, Taloyoak, Gjoa Haven, and Kugluktuk. (interpretation) We also provided funding for a traditional tool-making

workshop that was held in Kimmirut in April 2018. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Ms. Vincent. Please proceed.

**Ms. Vincent:** Thank you, Mr. Chairman. I see that Mr. Joanasie is minister of three different portfolios and he represents two communities. It must be difficult to handle many different issues at the same time. My question for Minister Joanasie is: what is the hardest thing to do as a minister? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for that question. I haven't had that question ever. I did have Nunavut Arctic College as a fourth portfolio, but in a way it was kind of mixed emotions, I guess, letting that portfolio go.

I think the hardest part of being a minister is agreeing with everyone. We can't have everyone agree on a certain thing all at the same time, all at once. I think the hardest part is all coming to the same page and having the same mind, the same plan and motivation to go towards the same aim and goal.

As a government, we have the mandate, *Turaaqtavut*, that guides us towards our goals and objectives, but also with that there are other partners and stakeholders that we have to work with and include them into our processes and our system.

Yes, it's hard to come to that same page. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Ms. Kaviok. Please proceed.

**Ms. Kaviok:** Thank you, Mr. Chairman. My question for Minister Joanasie is on his role as Minister of Culture and Heritage. Somehow he managed to keep his culture and heritage while living in the modern world.

People all around Nunavut are losing interest in their heritage and slowly losing their culture. This is because of technology, lack of knowledge of Inuit history in school, at home, etcetera, and the new generation without the knowledge of hunting and learning about the strong history of Inuit and culture and heritage.

Mr. Chairman, how can the minister keep his culture and making his heritage stronger while being a minister and having a busy life? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for that question. I think goes again to the idea that we have to practise our cultural ways and the same with our language. It's about practising and using it that it continues on.

Where it fits within government, I think we're trying to do as best we can to have



our cultural values reflected in our programs and services. I think the other part I want to say with that is it's not just a government initiative to preserve our culture; it's personal. It comes from our home or our community. It's something that connects us all and I think government is just a piece of that.

Looking at the wider, bigger picture of things, how do we all fit into that connection and practising our cultural traditions? Well, for me, it's like naming my children after relatives who are of prominence. That's one small thing, but there are many others. Like I said, I started building igloos only 'til I was an adult. I didn't learn much when I was in high school, but I think it goes further and further as we grow older.

I think that's where our elders have so much that they have accumulated over their lifespan and they have so much to offer. I'll just leave it at that. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Mr. Pikuyak, please proceed.

**Mr. Pikuyak:** Thank you, Mr. Chairman. I know Minister Joanasié is working hard to change the education system for the better. I ask Minister Joanasié: when might we see changes in the education system that may help preserve our culture and language? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you for that question. I would like to see it start as soon as possible. We are working on a new or amended *Education Act*. That is also in line with a revised or amended *Inuit Language Protection Act*. Right now we're planning to introduce that in 2019 and after that it will be a matter of implementation. We do want to see it immediately. Right now it's going to take a bit of time, though, to see some actual changes, but we're working on it as best we can. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Natanine. Please proceed.

**Ms. Natanine:** Thank you, Mr. Chairman. I am in Inuktitut class here in Iqaluit. I would like to have Inuktitut class more improved. The class does do Inuktitut work, but it's a basic class, too basic for our high school class. Getting our credit is too easy to get. It would be better if the class was just a bit harder.

My question for Minister Joanasié in his role as Minister of Education is: what is his department doing to make high school Inuktitut classes more challenging? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you for the question. It reminds me of a point I wanted to make earlier when I was talking about me becoming an MLA.

Talking about bilingual education, when I was in high school, I treated my language learning as the same where I applied myself and challenged myself to keep my language proficiency in reading, writing, understanding, and speaking Inuktitut and English at the same level all throughout.

I think that is where we need to challenge ourselves as students and the same thing for teachers is challenge our students to go the next mile. I agree that if it's not hard and if you're not learning, then challenge your teacher.

I also just want to point out about learning. There is a huge emphasis on literacy. Literacy is reading and writing. Everybody knows all leaders are readers. I encourage everyone to read, write, and practise in both languages as much as you can.

Inuktitut syllabics are entrenched in our lives and in our territory. Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Next is Ms. Mitchell. Please proceed.

**Ms. Mitchell:** Thank you, Mr. Chairman. The question I will ask Mr. Joanasie about a big issue in my school related to our Inuktitut curriculum.

In my Inuktitut class, we don't have any tests and on our Inuktitut exams everything that is on the exam isn't related at all to our schoolwork that we learn during the semester. I think that if we can start having tests and exams that are related to our schoolwork, it would influence students to start learning and

speaking Inuktitut more.

My question for the Minister Joanasie in his role as Minister of Education is: how is his department going to work to change the fact that our Inuktitut schoolwork isn't related at all to our exams? Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Thank you, member. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for that question. We are continuing on a path of reworking our curriculum so that it is more "Nunavutcentric," Nunavut-specific. This is including our Inuktitut curriculum.

I feel like yes, we can have our testing also match the learning material that is being presented by our teachers. With that, I think having the proper evaluation tools and benchmarks in place to gauge where students are at in their grade levels and throughout each grade when they're progressing, that's where we also need to have a good focus.

We're also working on a revised language arts curriculum as well as Inuktitut as a second language curriculum. It will help to address those who have little skills and/or are just gaining new skills in the Inuit language. Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Next is Ms. Audla. Please proceed.

**Ms. Audla:** Thank you, Mr. Chairman.

In Sanikiluaq they need more people teaching us how to play sports and we want to participate in the tournaments around Nunavut and meet new people from Nunavut.

My question for Minister Joanasié in his role as Minister of Education is: can we have more sports classes in our schools? This would help the way we play and make us better. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you for that question. I think that we can see about every class has time allocation for different subjects. We try to work with the recommended time allotment, let's say, for physical education. There's research into when a student, regardless of their age or if they have time allotted for recess and/or phys ed, then that translates to a better, healthier time spent in learning. I think that's where we can look at more and more ways to have phys ed or sports as part of the curriculum. I think that's up for debate and there's more we can do in that area. Thank you, Mr. Chairman.

>>Applause

**Chairman:** Next is Ms. Seeteenak. Please proceed.

**Ms. Seeteenak:** Thank you, Mr. Chairman. Whenever I visit the province of Quebec, almost every sign and label is in French. I started to wonder what it would be like if, here in Nunavut, we had food labels in Inuktitut.

My question for Minister Joanasié in his role as Minister of Languages is if there ever will be food labels and other labels written in Inuktitut. If so, when will it be possible for this change? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you, member. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you for that question. Our Inuit language legislation allowed, on July 9, 2017, for Nunavummiut to expect to receive more services in the Inuit language. We work with all organizations and the public sector bodies to promote Inuktitut in their daily use. We have a grant program. It's a grant program up to \$5,000 to assist businesses, whether they're big corporations or small. It's there to take for applying, but it's to allow for signs and labels and whatnot to have it all available in the official languages, namely, Inuktitut. We want to continue to promote that and have it available to as many businesses as there are. Thank you, Mr. Chairman.

>>Applause

**Chairman:** I would now like to take this opportunity to ask a question of my own. My question for Minister Joanasié in his role as Minister of Education is, what I'm noticing in my school is that in grade 11 math I have been doing some things that I did in elementary school. What is the Minister of Education doing to ensure kids are getting the correct curriculum as the grade level they're in? Minister Joanasié.

>> *Laughter*

>> *Applause*

**Hon. David Joanasie:** Thank you, Mr. Chairman, for that question. Math was my favourite subject in high school and I think I finished a year ahead of my peers. I'm not aware of the situation that you speak of. I'm glad you brought it to my attention and I hope that I can have it addressed as soon as we can.

Math, like I said, was my favourite and it's just logical thinking and problem-solving I love doing. I think that can be applied to different kinds of scenarios, not just math. Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Thank you, minister. I would like to thank the minister and his officials for taking the time to join us today. Please join me in thanking Minister Joanasie.

>> *Applause*

I ask all members to stay seated while Mr. Joanasie and his official leave the table.

I now ask the Commissioner of Nunavut to deliver her closing comments.

#### **Item 10: Commissioner's Closing Remarks**

**Commissioner Nellie Kusugak** (interpretation): Please be seated. You did very well. (interpretation ends) Give yourselves another clap.

>> *Applause*

(interpretation) I loved listening to you, Mr. Speaker, Premier, and all the MLAs and ministers during the Youth Parliament.

It's a great honour to be with you all today to take part in the Seventh Nunavut Youth Parliament. It is great to see many youth from across the territory who will one day become MLAs or leaders of Nunavut in different capacities like directors or managers.

I hope this week was filled with many memorable experiences and that you will take home the knowledge of what a consensus government is and how it operates in Nunavut. I believe that each of you will return to your communities with a better understanding of how the Premier, ministers, and MLAs are chosen and what the roles and responsibilities are of your elected officials.

You may forget some of the things that you have learned, but you will remember them. You have heard many things during this past week. I would like to encourage you all to take a moment and reflect on your time here at the Legislative Assembly, to think about your future and how you can make a difference in your own communities with the knowledge and experience you all have gained this week and all your questions.

When you were just starting, you were talking about things that you were concerned about. Now you can all return to your respective communities. Some of you talked about gender equality, life in general, education, housing, languages, cultures, growing in your communities, you wanted the elders to have a proper

place to stay, and benefits that are for Nunavut and for health and addictions.

With Minister Joanasie's and Louise Flaherty's words, there are many things that you can consider. As Mr. Joanasie said, when we don't have enough tools, it's best to start with your own life and even if you only have a few tools, you will increase those tools as you become older and they will help to enable you.

Like the *qallunaat* say, whatever happens in the future that will change your life, make it help you and "Seize the day." Hold onto that and the fact that you can change things, even though you're young people.

We all make mistakes as human beings. Learn from them so you won't make the same mistake again. Also, think about how the mistake that you made can help you enhance your life instead and how can I correct my life or make my life better. Think of how it helps you get more mature and make you better.

The questions that you had for Minister Joanasie, think about them some more and think about if you were in the minister's shoes, how you would correct it. Sometimes we point out problems, but then we don't think about what the possible solutions for correcting those problems and how else we can work on it to help our lives get better in Nunavut.

Also, the questions that you had can be considered. If you want to make changes, you have to be involved. (interpretation ends) Be part of that solution. (interpretation) Don't count on others to correct things. You have a voice too. You can change things too. You can help correct things.

What I always say is don't ever forget where you came from. Hang onto your Inuit identity. Many of our traditions and cultures are not taught enough in the schools. As Ms. Flaherty mentioned, there is funding available that if you want more elders teaching in the schools, there is money available for that that you can use to improve your schools because we have a lack of teachers. You have your own knowledgeable elders that are available in your community and there's money available for you to hire them with.

I always say never forget where you're coming from. Our ancestors never gave up and that is why I am still here and you're here. If they had just given up, some of us would not be here. If my elders, grandparents, and great-grandparents had given up, I wouldn't be here. I know that. Never forget where you come from. Be proud of it.

Always keep learning because learning never stops. As my mom always said, hang onto the things that you have learned and help them improve your lives and help you better yourselves.

I loved hearing what you were saying about your grabbing the challenges and working with them. I am very proud of you for taking part in this and for being able to express your concerns. It's coming from who you are. You're always talking about where you're coming from and hold onto your language. If you didn't know something, learn about it.

I thank you very much and thank you for allowing me to speak here. Have a good evening.

>>*Applause*

**Item 11: Orders of the Day**

**Speaker:** Please be seated.

As this is the end of the Seventh Nunavut Youth Parliament, I would like to say a few words before... .

The Seventh Youth Parliament is now concluded and the next Youth Parliament will take place on a day to be announced.

Sergeant-at-Arms.

>>*House adjourned at 17:02*

