

**Yukon Legislative Assembly**  
**Whitehorse, Yukon**  
**Tuesday, November 2, 2010 — 1:00 p.m.**

**Speaker:** I will now call the House to order. We will proceed at this time with prayers.

*Prayers*

## DAILY ROUTINE

**Speaker:** We will proceed with the Order Paper. Tributes.

## TRIBUTES

### In recognition of Diabetes Awareness Month

**Hon. Mr. Hart:** Mr. Speaker, it give me great pleasure to rise today on behalf of the House to pay tribute to Diabetes Awareness Month and to the men and women working so hard to prevent and cure this disease.

In diabetes, the pancreas either cannot produce insulin or it cannot produce enough of it or use it effectively enough.

Chez les personnes souffrant du diabète, le pancréas soit ne produit pas d'insuline, soit n'en produit pas suffisamment ou est incapable de l'utiliser adéquatement.

There is another condition, called pre-diabetes. This is when blood sugar levels are higher than normal but not yet high enough to be diagnosed as type 2 diabetes. If left unchecked, having pre-diabetes puts you at risk of developing type 2 diabetes, a form of diabetes related to lifestyle choices.

The International Diabetes Federation estimates that 285 million people worldwide have diabetes, a number expected to rise to 438 million within the next 20 years.

The Canadian Diabetes Association states that over nine million Canadians are living with diabetes or pre-diabetes. That's one in four Canadians, Mr. Speaker. According to their figures, diabetes costs the Canadian economy \$12.2 billion every year, a figure expected to rise to \$16.9 billion by 2020. In other words, Mr. Speaker, diabetes affects every single Canadian.

En d'autres mots, Monsieur le Président, le diabète touche tous les Canadiens et les Canadiennes.

In the Yukon, many health professionals work tirelessly to educate and support people about type 2 diabetes. We have a strong chronic conditions support program that brings together doctors, nurses, pharmacists, community health providers and the Diabetes Education Centre, among other health professionals. The primary goal of this partnership is helping people with diabetes live longer, healthier lives.

The latest figures we have for Yukon are from 2007-08. Those figures tell us that, at the time, approximately 2,200 Yukoners one year old and older were living with diagnosed diabetes. We know that the prevalence of diagnosed diabetes increases with age, from less than one percent among children and teenagers to 28 percent among adults aged 75 to 79.

We also know that First Nations and Inuit people are at the highest risk for developing diabetes. They are three to five

times more likely than the general population to develop type 2 diabetes.

Nous savons également que les Autochtones et les Inuits courent un risque plus élevé de souffrir de diabète. Ils ont de trois à cinq fois plus de chances que le reste de la population de souffrir un jour du diabète de type 2.

We can't leave the subject of diabetes without a respectful nod to the discoverers of insulin. November 14 is World Diabetes Day, the birthday of Sir Frederick Banting, the Canadian who, along with Dr. Charles Best, co-discovered the life-saving insulin in 1921. This discovery has saved the lives of millions of people around the world.

In closing, Mr. Speaker, I urge all Yukoners to inform themselves about diabetes and, if they have any of the risk factors that can lead to diabetes, to get tested. It could save their lives. Thank you.

### In recognition of Woman Abuse Prevention Month

**Hon. Ms. Horne:** On behalf of the House, I rise to tribute November as Woman Abuse Prevention Month in Yukon. It is a time for all of us to make a personal commitment to work toward the elimination of violence toward women in our communities. The rates for sexual violence against women in Yukon are close to three times higher than the national average, and First Nation women experience spousal violence at a rate more than three times the Yukon average.

As a society and as individuals, we need to work on changing societal attitudes about violence toward women. We need to change the attitude that violence is an acceptable means of resolving disputes — it is not. We all need to speak out against violence against women when we see it happening in our community.

Not all violence leaves visible scars because violence against women includes physical and sexual assault, sexual harassment and emotional abuse. Some forms of violence have a greater physical or emotional impact than others, but all forms of violence contribute to the very real fear and suffering that women endure.

Sadly, the fact is that when a woman faces violence, it is usually by a man she knows — her husband, father or employer. While not all men use violence, we believe that all men have a role and responsibility in ending it. We can all take steps to end the violence; here are some ways that we can do this: examine how our own behaviour might contribute to the problem; learn to identify and oppose sexual harassment and violence in our workplace, school and family; educate and raise awareness; challenge a man who is abusing his partner; challenge sexist jokes; support local women's programs; be there for your friends; stop blaming women for violence committed against them.

I want to take this opportunity to acknowledge the valuable front-line work done every day by Yukon's women's and children's shelters, by Victim Services, and by equality-seeking women's organizations. Their work and support to women is key to eliminating violence against women in this territory.

During the month of November, the Victoria Faulkner Women's Centre and Les EssentiElles are organizing their

now-annual 12 Days to End Violence campaign between November 25 and December 6.

As I said earlier, while not all men use violence, we believe all men have a role and responsibility in ending it. This year, men are standing up to challenge other men to make changes in their own lives to build peaceful households and communities. Look for the ads and posters like those with men saying, "I'm modelling the partnership I hope my daughter will have." There will also be a variety of women's visual and performance art and on Tuesday, November 30, there will be a fundraiser in concert for women's monument. The campaign will be launched on November 25 with the screening of *La Domination masculine*.

I encourage everyone to participate in these events, to speak out against violence in our community and to actively support the eradication of violence against women. Günil-schish, Mr. Speaker.

**Mr. Cardiff:** I rise on behalf of the New Democratic caucus and the Official Opposition to pay tribute to pay tribute to November as Women Abuse Prevention Month.

As we mark this month each year, we continue to be shocked by the statistics reporting abuse of women by men. It occurs in epidemic proportions in Canada. One-half of all Canadian women have experienced at least one incidence of violence since the age of 16. One-quarter of all women have experienced violence from current or past marital partners. Violence by men known to them is reported by women in about half the cases. Three times as many aboriginal women suffer from spousal assault than non-aboriginal women. The western and northern regions of Canada have far higher rates of abuse of women than the rest of Canada.

Abuse and assault of women continues from generation to generation as children learn when they are young that it is acceptable. Other lessons a child learns is that life is unpredictable and dangerous, that violence is a way to solve problems, and that women are less valued in our society. Many times these children blame themselves and become guilt-ridden and passive or may act out aggressively. These roles can continue into adulthood.

It's kind of fitting talking about this because not only is it Women Abuse Prevention Month, but it's also Family Violence Prevention Month as well and oftentimes that's how this is perpetuated — by examples set within families.

There are many myths about abusive women. After a violent episode a man may justify his actions by saying he was drunk and so had no control over his actions. However, research shows that a person who is drunk to a point of blacking out cannot perform a behaviour that they have not performed in the past. They are not able to enact new or unlearned behaviour unless they are conscious of their actions. It is merely an excuse to avoid taking responsibility.

Another myth is that women often provoke assaults and deserve what they get, but when a man is inclined to be violent, there is no behaviour or response a woman can use to prevent or stop his abuse. Violence is a tool that men use to control and

overpower women. It is not because it is deserved for some action by a woman.

One of the most persistent myths about women abuse is that women will remain in abusive relationships because they want to stay. There are many reasons why a woman doesn't leave an abusive relationship, including the fact that she may depend on her spouse for money, a common means of control by men.

Some may hope the relationship will get better or not want to break up the family. She is usually isolated from family and friends who can help her leave. She may feel ashamed or blame herself for the abuse. Most women justifiably fear for their own and their children's safety if they leave. Her partner may have threatened to harm her or the children, and many murders of women are after they have left home. It is the result of the anger a man feels when he has lost power and control of his spouse.

All of this is unacceptable, and I concur with the minister that it is up to men to model good behaviour and to stand up — for all of us to stand up and say, "Enough is enough," and that it can't continue.

The complexity of social and economic, judicial and emotional events and the causes that surround an act of violence, are not straightforward. Working with abused women is not an easy thing to do, and we salute those professionals and volunteers, and those who are standing up to violence, those who are working in our transition homes, the addictions treatment services, and the counselling positions dealing with abused and assaulted women. Thank you for your devotion to the safety of women. We also praise those many families who are living examples of homes that are safe for the women and children in them.

**Speaker:** Are there any further tributes?  
Introduction of visitors.

## INTRODUCTION OF VISITORS

**Mr. Mitchell:** I would like to ask all members of the House to join me in giving a warm welcome to Ms. Roxanne Livingstone, who is the new manager of the Sally & Sisters lunch program for women and children that is now being put on at the Whitehorse Food Bank.

*Applause*

**Speaker:** Are there any further introductions of visitors?

Are there any returns or documents for tabling?

Reports of committees.

Petitions.

Are there bills to be introduced?

Notices of motion.

## NOTICES OF MOTION

**Mr. Mitchell:** I give notice today of the following motion:

THAT this House urges the Premier to recognize the majority of Whitehorse Centre constituents are viewing the mid-term elections happening next door in Alaska and across the

United States, and are wondering when they will get a chance to choose their own representative in this House.

**Mr. Fairclough:** I give notice of the following motion:

THAT this House urges the minister responsible for the Public Service Commission to lobby her federal Conservative colleagues to ensure the centralization of *Public Service Superannuation Act* services will not result in service cuts or delays to Yukon workers.

**Mr. Inverarity:** I rise to give notice of the following motion:

THAT this House urges the Government of Yukon to encourage their federal Conservative colleagues not to penny-pinch Canada's injured soldiers with a new system of benefits that currently means less cash for injured soldiers.

**Speaker:** Are there any further notices of motion?

Is there a statement by a minister?

This then brings us to Question Period.

## QUESTION PERIOD

### Question re: Alcohol consumption statistics

**Mr. Mitchell:** A recent study in Britain has once again shone a spotlight on the issue of alcohol abuse. Britain's Centre for Crime and Justice Studies has concluded that when considering their wider social effects, alcohol, heroin and crack cocaine were the deadliest substances. Overall, however, the worst is alcohol. This is no surprise to Yukoners, who see the effects of alcohol abuse every day.

In May of this year, the Minister of Health and Social Services created a task force on acutely intoxicated persons at risk. That task force is set to report by December 31. Will that deadline be met?

**Hon. Mr. Hart:** I thank the member opposite for the question. I have been in contact with the two co-chairs of the task force. They've indicated to me that they are moving along. They have visited several locations in Canada and they indicated to me they will be preparing a report for us to meet the deadline of December 31 — if not December 31, then very shortly thereafter.

**Mr. Mitchell:** We do look forward to the results of that work. In 2009 the Yukon once again led the way in alcohol sales in Canada. On a per capita basis, we more than doubled most other Canadian jurisdictions. It is not just tourists buying the liquor. Our own consumption is high as well.

One study says we have the highest consumption in Canada, at 12.7 litres per person per year. That puts us in the top five in the world. These are alarming statistics, but it is about more than statistics. It is about people.

Is the minister convinced this government is doing enough to tackle this problem?

**Hon. Mr. Kenyon:** The member opposite is dwelling on a misconception that has been put on this floor many times. The unusual number of tourists and summer workers in the Yukon do skew the statistics.

For example, if we look at Dawson, the shipments of alcohol there range in the 240,000 pounds; in the summer they drop to, I believe, around 60,000 and then they're back up to about 70,000 at Christmastime. The consumption is not by Yukon residents and other studies have shown conclusively that consumption is no more in the Yukon than anywhere else. That is not to say it isn't a problem and we do agree with the member opposite that alcohol is a serious problem, but to blame Yukoners for the highest consumption in Canada and allude that we're one of the highest in the world is simply not factual with his statistics.

The average price of a bottle of wine has gone from about \$10 up to about \$22. Again, if you're looking at sales, they are completely skewed. Consumption is no more in the Yukon than anywhere else.

**Mr. Mitchell:** Well, I'm not going to get into this debate with the minister about who's drinking. I will point out that tourists and summer workers are consuming the alcohol within the Yukon. There has been no improvement in this area in the eight years this government has been in office. Alcohol sales are higher; our consumption levels, for whomever are drinking, are among the highest in the world, certainly the highest in Canada. What we've been doing isn't enough.

When the Health and Social Services minister appointed his committee on acutely intoxicated persons, he admitted as much. At the time, he said he had directed his department to look at, quote: "interim supports while we wait to hear from the task force."

What new interim supports has the Health minister put in place to tackle this part of our alcohol abuse problem?

**Hon. Mr. Hart:** For the member opposite, I believe he says that we haven't done anything in eight years. It was this government that reopened the detox centre. It's this government that put in the *Substance Abuse Action Plan* in conjunction with our Justice department in dealing with all of the individuals involved in that process. It's this government that put that in place to assist those with addictions throughout the Yukon. It was this government that allowed us to move forward on the issue.

As mentioned, the member opposite knows full well that we are putting through a taskforce to bring forward recommendations on how we can adjust and deal with our chronic inebriates. We look forward to those recommendations and we look forward to enacting as many of those recommendations as we can.

### Question re: Public sector pensions

**Mr. Fairclough:** Yesterday, I asked the minister responsible for the Public Service Commission what she is doing to ensure Yukon government employees won't be negatively affected by the federal Conservative government's proposed changes to the employees' pension service.

The minister's response was vague, at best, and this is unacceptable, Mr. Speaker.

The Yukon government employees want to know there is no delay in accessing their hard-earned pensions. Has the minister written to the federal government to stand up for Yukoners on this issue, and, if so, will she table that correspondence?

**Hon. Ms. Taylor:** I believe I explained — or tried to — for the member opposite yesterday that maintaining the integrity of our public service pensions is of utmost importance to the Government of Yukon. It's of level importance to me as the minister responsible for the Public Service Commission. As was outlined in the letter that was distributed yesterday, the Public Service Commission — the Government of Yukon — is fully aware of this initiative and has been working with the Government of Canada to address the concerns that have arisen as a result of services no longer being offered locally as was previously the case.

Mr. Speaker, at this time we are currently working with our two northern counterparts, Northwest Territories and Nunavut, to determine the impact arising out of the decision to centralize these pension functions and are working to make a joint representation to the Government of Canada from the pan-northern perspective.

Yes, we are working with our northern counterparts to make representation to the Government of Canada. We are not supportive of any move, including the delivery of pension services, that will result in longer wait times.

**Mr. Fairclough:** I was hoping the minister could table that correspondence and the letters she has written. On the issue of protecting Yukoners' pensions and their retirement benefits, this minister keeps saying she will, "...continue to make those overtures to the Government of Canada..."

Yukoners have worked hard their whole lives for these benefits. They want assurance from this minister about how quickly and feasible it will be to access these benefits. They want to be absolutely sure she's doing everything in her power to protect their financial futures.

This minister has assured us that Yukoners have nothing to worry about, but she hasn't been clear about what she has been doing to protect Yukoners from these changes. We heard a few new things today on the floor of this House. Has the minister responsible for the Public Service Commission travelled to Ottawa to meet with her federal counterparts on this issue?

**Hon. Ms. Taylor:** Through the Public Service Commission, we have been speaking with Canada on this very issue — the decision to centralize public service pensions out of Ottawa. We have been making overtures to the Government of Canada. I just stated for the member opposite that we are currently working with our two northern counterparts, Northwest Territories and Nunavut, to really determine and put forward the business case of the impacts of this decision and what that means for their respective territories. We are also working to make a joint representation to Canada on this very important issue.

Again, I will put on the public record that the government certainly does not support any move that would dilute the integrity of our public sector pensions, including the delivery of pension services that would result in longer wait times as well as less access to pension services information. When it comes to our own commitment, our record is solid. It has been demonstrated by investing some \$11 million plus to ensure the solvency of pensions for Yukon College employees as well as Whitehorse General Hospital employees. We have also taken

steps to fully book leave liability to the Government of Yukon employees in the amount of \$80 million plus.

**Mr. Fairclough:** Yesterday I tabled a letter from the Staff Relations branch of the Public Service Commission. That letter stated that Yukon employees' retirement benefits will be affected by longer wait times and difficulties for employees wishing to access pension information.

This is a political issue that this minister — she likes to travel all around the world, why not take it to Ottawa? Will she go to Ottawa and take on this fight on behalf of Yukon employees?

### Speaker's statement

**Speaker:** Before the honourable member answers the question, the Chair feels that the debate is getting personal, so honourable members just keep that in mind.

Minister, you have the floor please.

**Hon. Ms. Taylor:** I would love to go to Ottawa. I would love to go to China and all over the world. Unfortunately the members opposite refuse time and time again to pair with me and every other member on the bench opposite. Mr. Speaker, let the record be very clear: any time the member opposite wants to pair with me, you bet; I'll be very pleased to go to Ottawa, but just look at the members opposite. They continue to fail to work cooperatively with this side of the Legislature.

Again, maintaining the integrity of public sector pensions is of utmost importance to the Government of Yukon. Our record is solid when it comes to recognizing the importance of our pensions for public service employees and our record is very solid when it comes to investing millions of dollars to ensure the solvency of the pensions of not only Yukon College employees but Whitehorse General Hospital employees as well.

We have also taken steps to fully book leave liability for our Government of Yukon employees to the tune of \$80 million plus, something that the previous Liberal government failed to do and that which earned qualified opinions, I might add, by the Auditor General of Canada.

This government is working with the Government of Canada and our two northern counterparts to ensure that we address these issues.

### Question re: Literacy programs

**Mr. Cardiff:** The Minister of Education is fond of saying that Yukon has the highest rate of adult literacy in the country, but the 2005 study he bases that on did not produce reliable statistics. It did not include rural and aboriginal Yukoners, and the large population in Whitehorse with its high concentration of the highly educated sector distorts the picture even more. A truer analysis done by the Yukon Literacy Coalition shows that there is a huge disparity between the literacy levels of rural Yukon and Whitehorse. Census Canada reports that rural and First Nation communities and Yukon-born people have much lower literacy rates than average.

Does the minister plan to research the rate of rural adult literacy, and what does he propose to do to raise the adult literacy rate in rural Yukon?

**Hon. Mr. Rouble:** Mr. Speaker, I certainly appreciate the perspectives coming from the member opposite. Statistics have also been produced by the Canadian census that indicate that Yukon has the highest rate of participation in post-secondary education across Canada. We do take seriously the education statistics. We do value education, especially in rural Yukon.

Mr. Speaker, this is the government that has recently built a new school in the community of Carmacks. This is the government that is now building two new Yukon College campuses in rural Yukon. We put our money where our mouth is on these things. We have made the investments. We are working with the college; we're working with local NGOs and we are working to identify solutions to address these issues, to make changes to our public school education in the long term, so that many of these issues don't happen again.

We've certainly taken these issues seriously. One just has to look at the programs going on in Yukon communities to see.

**Mr. Cardiff:** That's one of the problems, Mr. Speaker.

One of the organizations that is attempting to bring literacy to Yukoners is Yukon Learn. They work with volunteer tutors who require training and support. The budget of Yukon Learn has not changed substantially in years.

It is dependent on a contribution agreement with this government and on fundraising. They are not able to work in communities in rural Yukon because of the costs, yet that is where it's most needed, Mr. Speaker.

How is the department supporting Yukon Learn to expand its programs into rural Yukon and how does it partner with First Nations?

**Hon. Mr. Rouble:** Mr. Speaker, we've seen the contributions to Yukon Learn significantly increase in recent years. When Yukon Learn moved into their new Main Street address, there was an increase in funds made available to them. Recently, we have been working with Yukon Learn on enhancing their computer programs. Department of Education officials are working with Yukon Learn on that issue. We're also working with other organizations, such as the Yukon Literacy Coalition, on some of their outreach programs. Funds have been provided through the northern strategy to address many of these initiatives. As well, we have the introduction of things like full-day kindergarten, early literacy testing in our schools, the Wilson Reading program and Reading Recovery program.

Mr. Speaker, there are a number of different initiatives that are going on in Yukon schools. One only has to look at the increase of funding to Yukon College to see the substantial amount of investment this government — the Yukon Party government — is making to post-secondary education and life-long learning opportunities for all Yukoners.

**Mr. Cardiff:** It's unfortunate that the minister misses the point. He starts talking about full-day kindergarten and Wilson Reading but the question is about adult literacy in rural Yukon. A 2007 final report reviewed the Yukon government's literacy strategy. Some of the recommendations from the literacy summit that was held for this report included: to research the possibility of ongoing funding for literacy, especially community initiatives; to create a literacy partnerships and coordi-

nator position within Advanced Education; to research the design and provision of literacy programming; and to build a model for a First Nation literacy strategy.

When will the minister be responding to these recommendations from three years ago?

**Hon. Mr. Rouble:** I would ask the member to look at the record over the last couple of years and see the changes that have been made in literacy programming across the territory. These certainly aren't recommendations that gather dust on a shelf. I'm proud to say the Yukon Party government has been implementing them. We've been working with rural Yukon program initiatives and working with non-government organizations on the provision and expansion of services.

We have been working with Yukon College to increase the programming opportunities to bring up some of the basic skill levels; we have been working on increasing post-secondary education. One only has to take a look at the new programs that are offered throughout the territory; one only has to take a look at the construction going on in Pelly and Dawson on Yukon College campuses and their facilities. This government has taken very seriously this issue of working toward making life-long learning a reality. We put tremendous investments into early childhood learning, into full-day kindergarten, into early literacy initiatives, and as well substantive resources have gone into providing others the support to engage in literacy and to develop their skills and to develop the skills necessary to participate and to compete in today's economy.

#### **Question re: Yukon Housing Corporation financial statements**

**Mr. McRobb:** Mr. Speaker, the *Housing Corporation Act* is very clear on the minister's responsibilities. The law requires the Housing minister to provide an annual financial report that has been reviewed by the Auditor General as part of the public accounts tabled in this Assembly by October 31 each year. Once again the minister has failed to do that. For two years in a row, the public accounts have been filed without the Housing Corporation's financial statements.

Instead of fixing the problem, the minister recycles the same excuses from year to year. This year he has again said there is a discrepancy in the type of accounting procedure necessary "several years ago". Those were his words. Why is he still relying on an accounting issue from "several years ago" to justify failing to provide statements again this year?

**Hon. Mr. Kenyon:** The member opposite might remember that 2007-08 and 2008-09 were tabled in this House. He might also sort of work out that those occurred before 2010. Those impact on the 2010 statement. Those statements are now in the hands of the Auditor General, who tells us there are no problems. They are undergoing the final review.

The good employees in the financial department of the Yukon Housing Corporation are very proud of the work they have done and what they have accomplished. Obviously the member opposite isn't, and I find that rather troubling.

**Mr. McRobb:** Mr. Speaker, the Auditor General pointed out what I'm pointing out today, but the minister ignores that. Yesterday the minister told us it was simply a timing

issue. The timing issue is that this minister is consistently late in meeting his responsibilities.

He said that they simply weren't submitted in time to publish. That's another excuse. The minister appears to be missing the point. It's his responsibility to table these financial statements on time and accurately. It's required by the act. Not only does he fail in terms of that requirement, he continues to be evasive in terms of his accountability to the public.

Is it any wonder why this government has lost the public's trust? It's time for him to live up to his responsibility and not hide behind his officials. When will he stop making excuses and file the audited financial statements?

**Hon. Mr. Kenyon:** The member opposite of course completely misses the point that the Yukon Housing Corporation is an independent Crown corporation. I am very, very proud of the finance people in there who have recovered from problems in the submission of the financial statements in the past, which have been accepted by the Auditor General without any problems. When they are provided to the minister responsible to bring them to the House, I certainly will bring them to the House, but obviously the Liberal member opposite is talking back and I refer for instance to June 16, 2000, Yukon Housing Corporation minutes, where it says that the minister then outlined two areas of immediate need, which he wishes to focus on.

Again, the Liberal concept is that they would interfere with independent boards and committees. They would keep their finger in there and stir it around. Why would anyone join a board or committee, if they knew the Liberals would completely interfere with what they're trying to do? He obviously does not understand the function of a Crown corporation.

**Mr. McRobb:** This government campaigned on being open, accountable and fiscally responsible. We'll let Yukoners score them on those counts in the next election, if this government ever calls one. Yukoners deserve to be represented by a government they can trust and a Housing minister who manages his portfolio, not someone who finds it acceptable to say he once dined with Housing Corporation representatives and hasn't seen them since.

This same minister also spends a lot of his time dwelling on the past, digging up old quotes and blaming previous governments that Yukoners have already passed judgement on. It's time to bring him up to date on the here and now, which is what matters most to Yukoners today and tomorrow.

When might we expect this minister to finally uphold the act and table these financial statements?

**Hon. Mr. Kenyon:** I go back to the Yukon Housing Corporation minutes from July 21, 2000, where the Liberal minister "provided the board and staff with a brief overview of his thoughts relating to long-term planning" and it goes on to give the Liberal minister's comments on that.

Now, unfortunately, we have seen very clearly demonstrated in the House what the member opposite from Kluane had said in *Hansard* on June 21, 2000, where he said, and I quote, "Liberals don't do what they say they will do." I kind of hope they don't on that. But for the member opposite, we on

this side are still waiting for the state of the environment report from 1997. That was never tabled. When will that be tabled?

#### Question re: Great River Journey

**Mr. McRobb:** I have more questions for my colleague across the floor, but this time in his capacity of Minister of Economic Development. Last week he said that the Tourism minister had authorized \$100,000 for Great River Journey, subject to certain conditions, although those conditions have never been met. Translated, this means that taxpayer money had been transferred inappropriately by his own colleague. Yesterday, however, the Tourism minister tossed this hot potato back into his lap. She was very clear in saying the dollars were not issued inappropriately. This Housing minister needs to clear up the confusion he created. Who should Yukoners believe — him or the Tourism minister?

#### Speaker's statement

**Speaker:** Before the honourable minister answers the question, both sides, please keep in mind that we treat each other as honourable. Try not to personalize the debate, if that is possible.

Honourable minister, you have the floor.

**Hon. Mr. Kenyon:** Thank you, Mr. Speaker. Again, for the member opposite, regarding what was said in this House in discussion about the financial problems of Great River Journey, what I said was there was roughly \$100,000 to support Great River Journey's restructuring. I stand by the comment that the commitment was conditional on Great River Journey receiving private sector fund debt refinancing, and that never did materialize.

However, what happened with Tourism and Culture — in trying to give information to the member opposite who has serious problems in understanding any of this — about \$118,000, and I quote: "in total since 2006-07." In fact, dollars have been made available as they would be on "initiatives and businesses throughout the Yukon" from individual existing funds.

The discussion was about the restructuring of Great River Journey. They did not get additional funding. They did not get money from Tourism and Culture. They did not get additional money from Economic Development under that program. All the rest of the program's money was advanced to them under programs over several years.

**Mr. McRobb:** Mr. Speaker, it's no wonder why Yukoners have lost trust in this government; people simply cannot hold the Yukon Party ministers at their word because they keep changing it. This is the same minister who said that selling off the mortgage portfolio wasn't being considered.

**Some Hon. Member:** (Inaudible)

#### Point of order

**Speaker:** Minister responsible for the Yukon Housing Corporation, on a point of order.

**Hon. Mr. Kenyon:** Ministers keep "changing it"? At least on personalization of debate, but at best imputing a false motive — this is unacceptable.

### Speaker's statement

**Speaker:** Does anyone else want to participate here?

Actually, it wasn't the issue that the honourable minister brought up, but I believe I heard the Hon. Member for Kluane saying that you can't believe their word. That indication would be that the minister was misleading or lying to the House, and that, of course, is out of order. If, in fact, I heard the honourable member say that, then please don't do that.

I can't rule on a specific point of order here. I will have to review the Blues on this particular issue; however, members, referring back to my previous comment, please don't personalize the debate.

**Mr. McRobb:** This is the same minister who said that selling off the mortgage portfolio wasn't being considered, but the evidence proved him wrong. He said he doesn't interfere with the independent corporation and, again, the evidence proved him wrong. Then he said the private venture business plan was sound, yet later confessed that he never read it. This is unbelievable. Now he has changed what he said on the record a week ago today to try to suit the Tourism minister's words —

**Some Hon. Member:** (Inaudible)

### Point of order

**Speaker:** The Hon. Member for Porter Creek North, on a point of order.

**Hon. Mr. Kenyon:** Should I bother imputing false motives — trying to come out and say something simply to support another minister? This is getting further and further outrageous.

### Speaker's ruling

**Speaker:** Honourable members, again, from the Chair's perspective, this time there is a point of order. I believe that the Member for Kluane was imputing a motive to the minister. I had asked the honourable member not to do that.

You have the floor.

**Mr. McRobb:** The question is: who should Yukoners believe — this minister and the officials who wrote the briefing note or the Tourism minister?

**Hon. Mr. Kenyon:** I think people should believe the truth, as I outlined here, which seems to be having difficulty being received by the other side. The discussion was on money to assist Great River Journey in their financial difficulties. There were funds that were discussed by both Tourism and Economic Development with conditions; those conditions were not met and the money was not advanced. The money that Economic Development advanced and the money that Tourism and Culture advanced happened some time ago and were normal marketing funds, normal marketing programs, business development programs, which are available to any Yukon business, and have in fact been put out to a number of different businesses.

What more can I say? If the member doesn't choose to accept reality, that is something I have no control over.

**Mr. McRobb:** There are two versions of events being presented on the government's loss of \$700,000 in Yukon tax-

payer funds and how it's being explained. The briefing note version, put on record by the Housing minister, said the commitment was conditional on Great River Journey receiving private-sector debt refinancing and additional investment, neither of which has materialized, so that matter is sort of debatable.

Yesterday the Tourism minister said the dollars were not issued inappropriately. This is all about trust and integrity. This government can't have it both ways.

Again, whose version of events should Yukoners believe?

**Hon. Ms. Taylor:** Here we go again — same question, same answer. The support provided to Great River Journey from the Department of Tourism and Culture, as well as through the Department of Economic Development, was made by way of existing programs and services — programs such as the tourism cooperative marketing fund, historic properties assistance, as well as media and farm trade-related assistance, under the banner of media relations, all of which are not only highly subscribed to by Yukon's tourism sector, but also continue to be highly supported by the tourism sector.

Each of these programs is available to all tourism business entities provided they meet the eligibility criteria. Unfortunately, the Liberals on the opposite side continue to indicate that there's some wrongful doing on the part of the Department of Tourism and Culture. Again, to clear the record, the Department of Tourism and Culture issued these funds according to all of the protocols that are in place — the eligibility criteria that is in place.

We recognize the importance of the tourism sector to Yukon's economic and social well-being and that is why this government continues to invest in programs such as this. Unfortunately, the members opposite weren't there at the TIA roundup, because if they had been, they would have heard nothing but accolades for programs such as this and the investments in initiatives.

**Speaker:** The time for Question Period has now elapsed.

### Notice of opposition private members' business

**Mr. Cardiff:** Pursuant to Standing Order 14.2(3), I'd like to identify the item standing in the name of the Third Party to be called on Wednesday, November 3. It is Bill No. 111, standing in the name of the Member for Mount Lorne.

**Mr. McRobb:** Pursuant to Standing Order 14.2(3), I'd like to identify the item standing in the name of the Official Opposition to be called on Wednesday, November 3, 2010. It is Motion No. 1179, standing in the name of the Member for Vuntut Gwitchin.

**Speaker:** We will now proceed to Orders of the Day.

### ORDERS OF THE DAY

#### Unanimous consent re debate of Motion No. 1226

**Hon. Ms. Taylor:** Pursuant to Standing Order 14.3, I would ask the unanimous consent of the House to proceed with Motion No. 1226, standing in the name of the Minister of Environment, at this time.

**Speaker:** The Government House Leader has, pursuant to Standing Order 14.3, requested the unanimous consent of the House to proceed with Motion No. 1226, standing in the name of the Minister of Environment, at this time. Is there unanimous consent?

**All Hon. Members:** Agreed.

**Speaker:** There is unanimous consent.

## GOVERNMENT MOTIONS

### Motion No. 1226

**Clerk:** Motion No. 1226, standing in the name of the Hon. Mr. Edzerza.

**Speaker:** It is moved by the Minister of Environment THAT the terms of reference of the Select Committee on the Safe Operation and Use of Off-road Vehicles, as established by Motion No. 834 of the First Session of the 32<sup>nd</sup> Legislative Assembly, be amended by changing the date of its reporting to the House from the 2010 fall sitting of the Legislative Assembly to the 2011 spring sitting of the Legislative Assembly.

**Hon. Mr. Edzerza:** We did proceed with the committee and the work that was mandated to the committee, but due to the number of requests to have the Select Committee on the Safe Operation and Use of Off-road Vehicles travel to some of the communities, the committee has agreed to seek unanimous consent of the House to change the dates of its reporting to this House from the 2010 fall sitting of the Legislative Assembly to the 2011 spring sitting of the Legislative Assembly.

**Mr. Inverarity:** I rise in support of this motion to move the reporting timetable on this to the spring sitting. I will be short on this. I do so with a bit of regret that we could not meet the time frame laid out in the current motion. Because of that, I thought I might just review the time frame that we have had with regard to this motion. About a year ago, October 29, the Member for Klondike brought forward the original motion, Motion No. 834. Then on November 18, which was just a little shy of a year ago, we debated it in the House, and it passed.

I can only feel for the Member for Klondike to see this important motion have to be delayed again to the spring sitting. It's certainly extremely disappointing on my part to have to request this delay. However, part of the reason for the delay, as the member indicated, is that there is a lot of work going on, but had we started the work on this particular motion — Motion No. 834 — back in November or December of last year, we probably could have met the deadline. Unfortunately, the government side didn't appoint a member until May 20, which was six months into the mandate that the committee had.

Certainly after that we all did meet, Mr. Speaker, and we tried our best to meet the deadline of this fall sitting. I know we were looking at a number of public meetings through the fall prior to the sitting and unfortunately the sitting was called earlier than we had expected.

I know the Premier stood up when we asked and certainly media asked why this sitting was called on September 21, and he reported that all the work that they were doing seemed to be

done and it was a good time to call the fall sitting. Clearly, the Premier didn't actually consult with the Minister of Environment or some of the other select committees that are out there at the present moment that could have used the fall to hold public hearings on this particular issue.

It's with great regret, as the member opposite indicated. Something like over 2,000 submissions have been sent into the website and written to us, and we have actually held a number of meetings with interested groups. We are looking at trying to have public meetings also, but it's difficult to do so while the sitting is happening at the present moment. We're hoping to get right on that after this sitting is finished up in a week or so. Certainly, the members in the opposition here will be supporting this extension; however, it is with regret that (1) we didn't have the committee chair appointed earlier, and (2) the Premier didn't take the time to actually consult with his ministers to see if this time in the fall could have been used for committee work.

**Mr. Cardiff:** I, too, will be supporting this motion. As a member of the committee, I am cognizant of what has been put on record by both the Member for McIntyre-Takhini and the Member for Porter Creek South and I think that it's incumbent on all Members of the Legislative Assembly, when doing committee work, to work as cooperatively as possible, to work within the time frames that are allotted. Unfortunately, as we have found out, due to circumstances that, in some instances, are beyond our control, we require this extension in order to adequately complete the work. This isn't unheard of. The Select Committee on the *Landlord and Tenant Act* also was granted an extension and is supposed to be reporting this fall as well.

There are other select committees out there that are also due to report to this Legislative Assembly. The only message I can offer to Members of the Legislative Assembly is to do their best and make every effort to make sure they make their contribution and try to get the work done in as expedient and efficient manner as possible.

**Speaker:** If the honourable member speaks, he will close debate. Does any other member wish to be heard?

**Hon. Mr. Edzerza:** I truly follow and believe in the traditional ways. Things happen; I don't question it too much because that's just the way it is. In the end, things will work out. If everyone stays positive and we work positively toward something, it will end up being a positive result. There's no doubt about it: this topic is very popular among the citizens of this territory and, I might add, very divisive.

It's not going to be a clear-cut solution; there will be some very tough decisions to be made down the road with regard to this issue. I believe that, at the end of the day, we're not going to please everybody and that's almost a guarantee. I thank you, Mr. Speaker.

**Speaker:** Are you prepared for the question? Are you agreed?



**All Hon. Members:** Agreed.

**Speaker:** I declare the motion carried.  
*Motion No. 1226 agreed to*

**Hon. Ms. Taylor:** Mr. Speaker, I move that the Speaker do now leave the Chair and the House resolve into Committee of the Whole.

**Speaker:** It has been moved by the Government House Leader that the Speaker do now leave the Chair and the House resolve into Committee of the Whole.  
*Motion agreed to*

*Speaker leaves the Chair*

## COMMITTEE OF THE WHOLE

**Chair (Mr. Nordick):** Order please. Committee of the Whole will now come to order. The matter before the Committee is Bill No. 22, *Second Appropriation Act, 2010-11*. We will continue with general debate on Vote 3, Department of Education. Do members wish a brief recess?

**All Hon. Members:** Agreed.

**Chair:** Committee of the Whole will recess for 15 minutes.

*Recess*

**Chair:** Order please. Committee of the Whole will now come to order.

### Bill No. 22 — *Second Appropriation Act, 2010-11* — continued

**Chair:** The matter before the Committee is Bill No. 22, *Second Appropriation Act, 2010-11*. We will now continue with general debate on Vote 3, Department of Education.

#### Department of Education — *continued*

**Hon. Mr. Rouble:** When we left off in debate the other day, there was a question on the floor about early childhood education and what the Government of Yukon is doing to address this area, specifically what the Department of Education and Health and Social Services are doing to work cooperatively in this area. We had an opportunity to discuss some of the broad different initiatives that were going on in the territory as well as some of the initiatives coming from other sectors — whether it's from First Nation governments with the establishment of early childhood education centres in their communities, or the provision of resources in this case from the Capstone Mining Corp. to the Selkirk First Nation for the creation of an early childhood development centre in their community.

Throughout the course of debate in this Assembly, we've also had discussions about how other funds such as the northern strategy have been utilized by various different orders of government and non-governmental organizations in order to address many of the issues around this topic.

I do want to discuss the holistic or the broad governmental response that the Yukon Party has taken to this issue. There have been several different discussions about whether early childhood education should be in the jurisdiction or in the De-

partment of Education or Health and Social Services and some of the benefits of it being in one department or another. There have been some very good discussions going on about this. We're finding that what really matters is that we are putting programs in place that a department is taking responsibility for. We certainly want to focus on providing appropriate levels of service to the appropriate Yukoner through the appropriate department.

We really want to address the important issue that recognizes that healthy early childhood development is a strong foundation for both community and individual development.

We certainly recognize across the board in government that by investing in early childhood development we will see additional benefits to individuals' health and wellness fostered over their entire life. Regardless of whether the initiative was started in Health and Social Services, or in Education, what's important is that we start these types of initiatives.

We are seeing many different initiatives throughout both Education and Health and Social Services in order to address the issue of early childhood education with a special emphasis on ensuring our programs are integrated, accessible, comprehensive and universal. Some of the priority areas that we are aiming to address throughout the government are to promote healthy pregnancy, birth and infancy; to provide supports for pregnant women, new parents, infants and care providers; to increase the parental and family supports that are available; to strengthen early childhood development and learning; and also to strengthen community supports.

There are certainly significant initiatives throughout the Department of Health and Social Services that are in place to address many of these points.

Also, we're continuing to work very closely between the Department of Health and Social Services and Education when we are looking at some of our common clients, shall we say. In addition to the common client program that's formally titled, that exists between the departments of Education, Health and Social Services, and Justice, we also work closely with Health and Social Services, in particular the Child Development Centre, on a number of different fronts in order to assist the child or the potential student who is coming through that in preparation for embarking on their school career.

Also, the department is really looking at an overall broader holistic measure of the child's development, including measurement and ongoing assessment in five different areas. These are issues such as physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. We're doing a lot of work with the Child Development Centre and in our schools with the adoption of early kindergarten and full-day kindergarten.

We're doing a considerable amount of work with those programs, and we're now seeing the benefits of those. Yes, I do believe that the adoption of full-day kindergartens is a step to increasing the literacy levels in our community and it is a step to decreasing the levels of adult illiteracy in future years.

We certainly recognize that when we can make positive interventions, it will have positive ramifications and impacts in

the future. That isn't to say that we don't have other initiatives to address other issues in literacy. I suspect I'll have questions later on today, and I'll be able to respond to provide more information and detail about those.

We're certainly doing more work with our kindergarten teachers, with the parents and with the students. We're going to be looking at these five overall areas around education. It has been said that there are three domains of learning — that's the cognitive, the psychomotor and affective domains. The cognitive is the thinking side of things, or the logical side, or the analytical side. The psychomotor is the physical skills, the fine motor and gross motor skills — the ability to do things. And the affective side of things is often referred to as the emotional IQ or, in this case, the emotional maturity.

We're working within those domains and looking at how we can work on the whole growth and development of a child in early kindergarten. This is in addition to the initiatives going on in the Department of Health and Social Services.

The short version of answering the member opposite's question is — and I don't want to give the impression that there were barriers — but if there were areas that were prohibiting the departments working together, we have worked to diminish those — to increase the relationships between Department of Education officials and Department of Health and Social Services officials — and to recognize we have a common goal in this situation and that it's not about a turf war or fighting over a specific project; instead, it's about how we can collectively work together to address the early childhood education needs that our students and young children have.

We appreciate that there are a number of programs through the Department of Health and Social Services that are in place because of certain legislative methods. For example, the *Child Care Act* provides significant legislative responsibility to the Department of Health and Social Services and we also recognize that there are legislative responsibilities of the Department of Education. Rather than trying to rewrite that just for the sake of rewriting it, we're trying to use the tools that we have to the best of our abilities and work together in a collaborative function in order to increase the educational outcomes for all of the children in our system.

**Mr. Cardiff:** I thank the minister for that answer. He's quite right that I am going to move on. I indicated when we last met — I believe last Thursday — that I did have a couple of other areas on which I would like to ask questions.

The area of adult literacy is crucial, I believe. I think what's frustrating is that when we ask specific questions about adult literacy — and it's evidenced by some of the information that the minister provides when we ask about adult literacy and he starts talking about the Wilson Reading program and full-day kindergarten. While I recognize and fully support the initiatives that are taking place in our public schools to ensure that our children are literate when they graduate, there is a pressing need in Yukon society to deal with issues of adult literacy and, quite frankly, I think the minister could be doing more.

I am going to read a little paragraph from the Yukon College strategic plan. It's under "Trends in Post-secondary Education." This supports what I was saying earlier this afternoon

and during motion debate a few weeks ago. It says, "While the Yukon has the highest adult literacy scores in Canada, Aboriginal Yukoners scored dramatically below the rest of the population. At Yukon College, up to two out of five graduates of university transfer and professional programs have gone through academic upgrading."

It's talking about university transfer and professional programs. The thing is, adult literacy has a negative impact on Yukon society for a number of reasons. It has an impact on our health care system, because adults who can't read and write don't know how to necessarily read the Canada Food Guide. They can't read the labels on the food products they're buying. They can't access health care forms, either to read them or to fill them out properly. It affects workplace safety because they can't read the information that's provided about safety on the work site or hazards in the workplace. It's well known that people who struggle with literacy have twice the rate of unemployment. They often end up in the lowest paid and the most insecure jobs, not for lack of skills but because they have a hard time participating in the workforce. It leads to things like poverty. It leads to things like unemployment. It leads to things like homelessness and it leads to people being socially excluded. That all has a negative impact on Yukon society.

I would like to believe that the minister would take this to heart and try to do more. We've heard concerns recently. The minister mentioned during Question Period, I think, that they were working with Yukon Learn, and I hope that's the case. The minister cites building college campuses in rural Yukon that were admittedly long overdue. Both those facilities needed to be replaced, and I know that from my own experience.

I'd like to ask the minister specifically about Yukon Learn because he mentioned that during Question Period today.

Yukon Learn had a computer drop-in program, and it was actually because of its own success that they ran into problems. It was oversubscribed. There were people beating the doors down to get in there to use it and to become computer literate, but they couldn't keep up with the demand.

So I'm just wondering whether the minister can tell me what the department is doing to assist Yukon Learn to resume the provision of the computer drop-in program that they were formerly delivering.

**Hon. Mr. Rouble:** I certainly appreciate the thoughts and comments coming from the Member for beautiful Mount Lorne on this issue. This was the subject of a motion debate earlier this sitting. It's unfortunate that we didn't have more time in that debate, and others would also have had an opportunity to participate in that or the motion could have been called back.

There is a lot to talk about with literacy initiatives. When we do talk about literacy initiatives, yes, we can certainly break it into subsets, whether it's literacy for children, or literacy for adults, or literacy in First Nation communities, literacy in the workplace, financial literacy, literacy for work, or literacy for safety.

In fact, at the beginning of Literacy Week that was held a couple of weeks ago, it was questioned in some of our awareness advertisements: "What does literacy mean to you?" Does

it mean learning to read? Reading to learn? Reading to work? Or reading for fun?

There can be no single approach or strategy to address all of this but instead, a multitude of approaches to influence not only children, but also to provide support when learners recognize that they want additional assistance. That can happen when people walk into Yukon Learn's office, which is now on Main Street. That can happen when people apply for jobs and recognize that they need to increase their skills. That can happen when people are taking a heavy-equipment operator course and realize that if they increased their literacy skills, it would open up more opportunities to them.

Governments have to be responsive and colleges and post-secondary education institutions also have to be responsive to being there to support these learners when they reach that recognition. The member opposite commented upon post-secondary students who needed to take upgrading courses. Yes, I certainly want to see that decreased. I certainly want to see an increase in the number of people who attend post-secondary institutions either here in Yukon or Outside who need to take upgrading courses. The best way of doing that is to increase their learning or literacy options earlier on in their academic career. When we follow that argument through, we realize that very young children have the greatest opportunity to dramatically increase their literacy skills when they're in the very early stages of their academic career.

In those stages in kindergarten and grades 1, 2 and 3, where children are learning to read, that's where we can have a great impact and that's why the government has increased resources in those areas, with such things as full-day kindergarten, Wilson Reading, the Reading Recovery program, language assistance and First Nation curriculum reading materials. That's why we have put in place steps to engage very young children in reading and to increase their literacy level, because that will have huge paybacks for their health, their life and their academic career, and then also in their economic career.

That certainly isn't to say that we don't have programs for those people who are older than our school-age students now. That's where we have the issue of adult literacy.

That's where we have focused a lot of work and effort in recent years with our partners in this process and looked at our labour framework strategy and the overall collection of programming that we have available on the training side of things, programming side of things, research side of things and in our training strategy literacy, which is certainly an initiative. There are a wide variety of programs that are supported through Advanced Education, whether they are offered through Yukon College, whether they are programs that we put in place with organizations such as Yukon Learn, the Learning Disabilities Association of Yukon, support for the Yukon College essential skills program — there are a number of these. Now, I can go into detail on these if the member opposite would like, but he has asked specifically about Yukon Learn.

Following the adult literacy and Yukon Lake Laberge summit in 2006 with the Yukon literacy strategy review, the Government of Yukon increased Yukon Learn's O&M funding from \$150,000 to \$250,000 to design, develop, and implement

community literacy funding for people with low levels of literacy. That was a recommendation that we received; that was a recommendation that was implemented. Also, when Yukon Learn relocated to their Main Street headquarters, the Advanced Education branch provided an additional \$25,000 a year to help offset the higher rents in their new quarters. That was another significant funding increase.

Also, this year, on top of the \$275,000 that is provided to Yukon Learn, there is \$19,000 for a marketing and communications campaign; additionally, there is \$10,000 for a performance management framework. Those are a couple of the other initiatives that are underway right now.

The member opposite also raised the issue of the computer lab which introduces the whole other topic of computer literacy and how using modern technology is becoming an ever-increasing necessity in our modern 21<sup>st</sup> century life. So we're certainly being responsive to these growths in technology, growths in need. The Department of Education has been working very closely with Yukon Learn, calling for a new proposal for this type of project and certainly working with Yukon Learn on this initiative.

There are other initiatives that I'm aware of that Yukon Learn is working on right now. One is the heavy-equipment operator training program that's done in cooperation with the Yukon Mine Training Association. It's a project that involves all 14 Yukon First Nations and Yukon Learn is helping to coordinate that type of program, recognizing that literacy skills are important in the workplace.

That's just another example of the other programming that's going on. That funding doesn't 100 percent come from the Government of Yukon. I believe there are funds that are coming from Yukon First Nations, from the aboriginal skills employment program support from the Yukon Mine Training Association. So I certainly applaud Yukon Learn for tapping into other funding sources, other orders of government. Also, there are a number of other initiatives that are underway from the Government of Yukon. These include the Yukon College essential skills program. That's over \$136,000 that provides learning opportunities for people with significant learning disabilities, social and economic instability and possibly people who could have FAS/FAE. There are other programs that are receiving support, either from Government of Yukon or initiatives such as the northern strategy. Those include the programming for the Yukon Literacy Coalition, of their Four Winds — Family and Community Literacy project, which is including Yukon communities and First Nations. It is receiving, I believe, \$126,000 from this program.

I should note that Yukon Literacy Coalition is primarily an advocacy organization. This is an organization that has largely received federal funding in the past and has received funding from the federal Office of Literacy and Essential Skills.

A couple of years ago, when the federal government was looking at reducing this amount, the Department of Education and the Grand Chief of the Council of Yukon First Nations — both he and I — signed a letter calling on the federal government to continue to support this program. Additionally, another example of the Yukon government adult literacy training pro-

grams includes funding for the Kwanlin Dun House of Learning — that's \$165,000. There is a wide variety of programming and initiatives the government supports throughout the territory.

We have taken great steps in recent years, through the Yukon labour market framework study, to identify some of our key areas of ongoing necessity and required investment. We're continuing to support those.

We're certainly taking steps to visibly support continuing education. Building a new college campus in a community is certainly an indicator of the importance that this government places on education. We believe that Yukoners need to have the appropriate facilities in which to learn and study. It certainly sends out a strong signal that this government values education and wants to increase opportunities for all Yukoners.

We will continue to support literacy education in our public school system. Millions of dollars are spent in that regard. We will continue to provide funding for Yukon College so that they can continue to provide essential skills. One only has to look at the grant that is provided to Yukon College and the terms of reference for carrying out some of their duties to indicate that there is a huge expectation on Yukon College to provide assistance to Yukoners whose needs have not previously been met through the education system.

We will continue to work with non-governmental organizations, First Nations and the federal government on this. And we will continue to work with a very important partner in this area, that being Yukon Learn, on supporting their initiatives here in Whitehorse and also their outreach initiatives throughout the territory.

**Mr. Cardiff:** I thank the minister for his comments. I want to ask the minister whether he agrees with the statements that I've put on record regarding the International Adult Literacy Skills Survey — the one that shows that Yukon has the highest rate of literacy in the country. Does he agree with the fact that one-third of the Yukon population is still performing below the threshold for coping with the increasing skill demands of a knowledge society? Does he agree with the fact that the survey did not gather data from rural communities or those adults whose language was neither French nor English?

Does he agree with the statements that the deeper analysis that was done by the Yukon Literacy Coalition showed that there was a large disparity between the education and the literacy levels of rural Yukon and Whitehorse and that rural communities, First Nation communities, and Yukon-born people have much lower literacy rates than the average Yukon level? Does he agree with those statements?

**Hon. Mr. Rouble:** As with any research, there is always light that is shed on different information topics. There are always questions about information that isn't highlighted. On an international survey, there are always questions about having a consistent methodology that will be accurate from one jurisdiction to another.

When we look at Yukon's populations, we also note that, in order to achieve the level of confidence that statisticians hope to achieve, our sample size must be much larger proportional to other jurisdictions. In other jurisdictions, they can do

an accurate representative poll or sample of their population, in some cases by testing three, five or 10 percent of the population. In order to provide accurate, statistically valid indicators here in Yukon, we have to test a much larger sample size.

In these cases, we also have to realize that with the budgets that these organizations have, they often don't recognize how much more work they have to do in Yukon in order to provide the same degree of statistical validity that they have to do in other jurisdictions. That's a challenge that not only the Department of Education faces, but also Health and Social Services. That being said, we do realize that this is the best information that we have to date. Yes, there are some questions about it, but we also have to use it and other tools in order to go forward, in order to make changes in programming, and also in order to go forward with our other allocations of resources.

The Department of Education is committed to monitoring literacy levels, providing support and working with people in rural Yukon. That includes identifying and removing barriers to lifelong learning and providing supports where necessary to those adults who need and want to improve their literacy skills.

Sometimes it's removing those barriers that is important. It could be that the need for a facility is there. It could be that the need for a literacy coach or a teacher is there. It could be the timing of the program, whether the hours of the day, the days of the week or the month out of the year. It could be other barriers such as transportation or getting to that learning centre. It could be financial barriers of having to pay for a course. There could be other things such as child care or finding someone to look after children while an individual is taking these courses. As well, there could be other personal issues preventing someone from wanting to take these courses or benefit from some of these opportunities, but we in the Department of Education, in Advanced Education, and Yukon College — especially with their community campuses — are looking at ways to remove these factors that inhibit people from taking advantage of some of these things.

In the Department of Education we will be continuing to work to reduce the number of people entering into adulthood with reduced literacy levels. That is one way we will be looking at reducing the rate of adult illiteracy. Also, we will be looking at providing supports for people who do have literacy issues. We're going to continue to work with our non-governmental organizations, with Yukon First Nations, with the federal government, especially with Yukon College, to address these. We'll continue to work to measure and monitor the results that we have through a variety of different statistical indicators. Another statistical indicator that we have is the Canadian census. The last one that I have figures for — the census for 2006 — indicates that over half, 54 percent, of Yukon's over-15 population had a post-secondary accreditation of some form in 2006, the highest such proportion in Canada.

I believe Canada leads the OECD in rate of participation in post-secondary education. Here's Yukon leading Canada with over half of Yukon's age 15-plus population having a post-secondary education accreditation. That's another good statistic.

If we're going to take a look at some of the negative statistics, perhaps we should also give some attention to the positive indicators we have and look at some of the initiatives we know are working throughout the territory.

We'll continue to work with others on this, whether it's the Council of Ministers of Education, Stats Canada or the OECD — the Organization for Economic Cooperation and Development. I believe they are planning another international literacy survey for 2012.

The Government of Yukon has been encouraging them, especially through Stats Canada, to recognize that there are additional costs involved in getting accurate sampling statistics and ensuring the accurate statistical validity in Yukon — that because of our small population size, sometimes it requires an over-sampling or an increased number of people in there or an increased number of percentage — sorry, it's not the most straightforward type of issue to discuss. They need to increase their sample size in order to have the same degree of statistical probability. We are certainly making that case to Statistics Canada.

Statistics Canada often argues that they contribute the same dollars per capita as in other jurisdictions, and then we reply that we don't really care what they contribute per capita; what we want is the same degree of statistical reliability as in other jurisdictions. In order to ensure that, they do need to invest more for statistical sampling studies in Canada's smaller jurisdictions.

So we're going to continue to make the best use of the data that we have. We're going to continue to work with all involved in the issue around adult literacy, whether that's employers, First Nation governments, non-governmental organizations, or people who also have the need to increase their literacy skills, and also Yukon College.

We'll continue to take steps to reduce the number of adult people with literacy issues by increasing the number of people who graduate from Yukon schools with a higher degree of literacy. We'll continue to work with others who are measuring and monitoring the impacts of literacy throughout the globe, in order to ensure that the appropriate level of statistical measurement is taken here in Yukon so that the data they provide us with is accurate, realistic, and illustrative of our communities and that it is helpful, in order that we can then re-evaluate our programs and shift our resources in order to identify the priorities that they have identified.

**Mr. Cardiff:** The minister can read what I said in *Hansard*, and he can let me know later if he agreed with it or not.

All of that information came from a meeting I attended when the results of the IALSS, the International Adult Literacy Skills Survey, were released here in the Yukon.

The deficiencies in the statistics were recognized at that time, just like the minister has recognized. That's why I think the minister needs to stop using that information as a valid point for saying that we have a highly literate population.

The minister is right about the OECD doing another study and, unfortunately, I don't know how far, how often, or how

long we can study this problem when we — I honestly believe that we know we need to do something to address it.

My understanding is that the program for international assessment of adult competencies is a three-year study and that the first cycle of research begins in 2011 and would directly assess competencies like literacy, numeracy, problem-solving, and information technology across all groups. It's also my understanding that the government is opting into this, and presumably Canada is as well, and that the cost per interview is about \$450.

You know, I support the idea of doing more research, but what I just heard the minister talk about is the relevancy and the reliability of that research. I don't know what kind of an investment it would take for the minister to make in order to ensure the relevancy and the reliability of the statistics that we get from this research. Otherwise, I'm not sure whether it's actually worth participating in.

The minister is saying that a lot of the research that is done and what comes out of it aren't reliable statistics, and we can't base a lot of decisions on that. So I'll ask him this question: are there any plans, locally or in partnership, to research the rate of rural adult literacy or illiteracy, depending on how you want to word it? I can support the concept of addressing literacy problems early in our public school system. But the reason I'm a little persistent on this issue is because we can't afford to abandon the adults who are out there struggling with this problem. We have to continue to keep pressing. We can still invest millions of dollars in the public school system, but we need to find ways to do more. I can see the minister is maybe a little frustrated with my line of questioning.

When there was a review done of the literacy strategy, one of the recommendations was a community literacy fund, similar to the training trust funds. The concept is that the funds would be relevant and accessible for communities. I think it's communities that know best what their needs are. That's why that community-based literacy programming really works. Like the minister said, they're the ones who know which day, which month, what location and whether childcare is available. So it's about having something that will fit the needs of each individual community.

So the concept was to have that community literacy fund, and the Literacy Action Committee would have the capacity to approve multi-year funding with an emphasis on programs rather than projects. I'm not sure exactly what the Literacy Action Committee is doing because I'm not sure whether they're active. We haven't heard a lot about the committee — at least, not in relation to addressing the concerns of adult literacy. What are the plans of the department, the minister, to research the rate of adult literacy and what real, tangible things can they say that they are doing or are planning to do to address adult literacy in rural Yukon?

**Hon. Mr. Rouble:** The member opposite noted that I was getting frustrated, but I think he was inaccurate with what he had attributed the frustration to. What I become frustrated about is when there's a lack of recognition about the current programming that's underway and that somehow that should be characterized as abandonment of these learners. The million

dollars a year or so that is spent on a multitude of these different initiatives certainly does not support that kind of conclusion. Also, I get frustrated when on one hand I'm encouraged to research something, and then on the other hand I'm told you already know what the problem is — just put that money into programming.

Government of Yukon's Advanced Education branch has a number of different issues that we are responding to — the needs in our community. One of the tools that we use is the community training trust funds. Yes, we recognize the value of including the community in these decisions. That's why they were reinstated after a previous government cut the funding. That's why the amount of funding to the training trust funds has increased to \$1.5 million a year. That's why there are industry-specific training trust funds and community-specific trust funds to allow the community to be responsive to the wide variety of training needs that they have in their community. That's why these funds exist. That's why this government has increased the contribution to Yukon College and why we continue to support a variety of different Yukon College initiatives — one of those being increasing access to adult basic education or essential skills. I'm sorry if I haven't given the colloquialism of the day for this type of programming.

We're making investments into Yukon College and into the community campuses where exactly — they are in the best position to provide that locally recognized, needed programming. That's why we're building a new campus in Pelly Crossing — because we recognize that there's a need for Yukon College campuses and facilities. Why? It's because there's a need in Pelly Crossing for people to have enhanced learning opportunities. Why? Because there are people there who need to increase their literacy training, their workplace skills training, training to allow them to partake in other economic opportunities, because of their need or their desire to take courses to expand their personal knowledge. That's why we have the significant expenditures we have.

I am dwelling a bit on Yukon College and the Pelly and Dawson campuses, because those are the items that are in the budget before us. It's also recognized that the line item for Yukon College is funds for advanced education, including our community training funds, and many of these are being taken up by others. There are Yukoners who are utilizing these programs and benefiting from them.

Now I'm being encouraged by the NDP to do other studies to find out how many more people are in this same situation. It is a challenge. Do we spend \$458 — or whatever the number was that the member opposite used — per interview? Do we spend that on the research side of things or do we put that into programming, especially when we have a considerable amount of grassroots knowledge in our communities right now and also recognizing that these grassroots organizations have access to their local community training trust fund. We recognize that OECD is going to do another international literacy survey. We recognize that having all jurisdictions in Canada represented in that is important. It is important to recognize the three northern territories and the makeup that we have in Canada. It is incredibly frustrating for me as a territorial education minister

when I look at some surveys, or some statistical indicators, and I see information for 10 provinces listed.

It's frustrating to me as a Canadian when I don't see all of Canada represented there. It's frustrating to me when I look and see one statistical indicator that is supposed to capture Canada's north. Mr. Chair, there are good reasons why Canada's northern jurisdictions should work together on different issues but we also have to recognize that the north includes three different political jurisdictions, a multitude of cultural differences, a tremendous diversity of First Nation, aboriginal and Métis populations, a tremendous number of linguistic regions, and the three different political jurisdictions that have made decisions in their region to allocate resources differently, and as such, would expect to see different impacts or different outcomes.

Mr. Chair, often when we get into these discussions the members in the opposition like to compare the statistical indicators for Yukon to that of our southern neighbours in B.C. and Alberta, but they very rarely choose to compare Yukon's statistical indicators to that of our sister territories.

When I look at this other information coming from Statistics Canada, from the 2006 census — the one that I mentioned earlier that indicated Yukoners had a rate of 53.6 percent participation in post-secondary accreditation — the other territories certainly didn't fare that well. Northwest Territories had a participation rate of 47.4 percent and Nunavut had a participation rate of 31.8 percent. These are some significant differences, and I would suggest that one of the reasons is that Yukon is doing some of the right things in these areas.

Other statistical indicators are certainly demonstrating that we're having the intended results. Yes, I expect that there are other factors to consider in this. I expect that many of those factors also are at play in Northwest Territories and Nunavut. We're going to continue to work with our statistical agencies, like CMEC, the Council of Ministers of Education, Canada.

There is one statistical survey that Yukon participates in that the other two territories don't participate in. That often puts us in an unfair position of not being able to compare our results with the other northern jurisdictions.

We'll continue to work with Statistics Canada to encourage them to ensure that they have the appropriate relevancy and reliability with the statistical tools that they use to measure factors in Yukon.

We'll continue to work with other jurisdictions or international tools, like the new OECD study that's going to be done, because it is important to gather this data. Yes, we recognize there are challenges with using that data. The member has come up with his list that he says were inappropriate conclusions to make from that. I understand his perspective on this, but I also recognize that this is an area that certainly has not been abandoned — the Government of Yukon has and will continue to make significant investments into adult literacy.

We will include in those investments our community training trust funds; we'll include our investments in Yukon College, in particular allocations for community campuses and for community campus construction. We'll also include in that our work with non-governmental organizations, with Yukon First

Nations and with other federal agencies that also play a role in literacy initiatives in Canada.

**Mr. Cardiff:** I thank the minister for his answer. I talked a little bit about the study being done by the OECD; I talked about the cost of it; but I'm pretty sure the question I asked was: are there plans? Does the minister have plans? Does the department have plans? That's what the question was; it wasn't: go and do it. I asked if there are plans to do more research. Because I agree; I think we do need to do more in the area of delivery and maybe a little less in the area of research, but I wanted to know. The minister is the one who is talking about the fact that the data is not necessarily reliable. That's what he said.

**Some Hon. Member:** (Inaudible)

**Mr. Cardiff:** Now it is starting to sound like full-day kindergarten. I am going to move on because the minister does not really want to engage in this debate, I can tell. I would like to ask the minister a question then about the status of planning. I know that there were some questions asked by the Member for Mayo-Tatchun about F.H. Collins Secondary School and the planning that was going on.

There are additional monies in the supplementary budget. I would just like him to bring me up to date on what the status is of the planning. There is a total of \$2.7 million being spent this year on planning by the looks of it — a little over \$2.7 million in this vote. I'd like to know what's expected to be completed by year-end and what the plans are for moving forward.

**Hon. Mr. Rouble:** Mr. Chair, I certainly don't want to give the impression to the member opposite that I don't want to engage in the discussion and in the debate here. I have certainly been endeavouring to provide appropriate responses to his questions. The questions have often gone off on a variety of different tangents and then culminated with one specific question.

I appreciate that if he's going to do that, then I'm going to take the opportunity to clear up some of the misunderstanding, perhaps, that's going on in some of the preamble to this.

I do appreciate that we're entering into the closing days of debate in this Assembly, and that there is still a considerable amount of ground to be covered. I have already had this discussion with the previous Education critic. In our budget for this year, \$2.7 million was allocated to planning and design work for F.H. Collins. We have done a significant amount of work with our advisory committees on that — a significant amount of work going through conceptual ideas, a considerable amount of work in looking at the impacts of some of these design ideas and significant reviews of possible heating and cooling systems. Right now, we have been doing additional design work with the architect of record on this project.

They are very near or may have already submitted the schematic design of this structure.

Our next step is to review the schematic design and to work with appropriate agencies, whether it's through Highways and Public Works or with other contractors, to do the cost estimates of these steps. That's where we're at right now. Conceptual designs have been put forward. We're now very close to the schematic design. It is also going to the engineers and con-

struction people, with the expertise in doing the cost estimating.

The replacement planning amount in the budget of \$48,000 is requested to continue with the secondary programming committee's work, which will inform the F.H. Collins building advisory committee, ultimately affecting the design component of the F.H. Collins replacement.

**Mr. Cardiff:** I thank the minister for that answer. That was pretty brief and concise, which is what I was asking for.

One area that has been brought to my attention — and I understand that the minister is working with the building advisory committee, the parents and the community — is the area of the trades wing replacement and the fact that it's not going to be replaced at this time. If it's not going to be replaced during this phase of the F.H. Collins replacement, are they looking at replacing it in the future? There are some concerns about the age of the building and the fact that it's not built to current seismic standards — those types of concerns.

It's parents and parents of former students who have attended that facility who are expressing concern to me about it.

**Hon. Mr. Rouble:** Mr. Chair, one of the great assets that the F.H. Collins campus has is the trades or the industrial arts wing. In addition to the Teen Parent Centre, the Gadzoos-daa residence and some of the other factors on that campus, the industrial arts wing is a significant asset. It is very expensive in today's construction world to build some of these facilities, and this technical wing is a very large and useful facility. It's in fairly good condition. It has been extensively upgraded in recent years, and the cost of replacing this asset would be very significant.

Part of the process that we're going through right now with the schematic design, the work with our estimators is looking at what upgrading is needed, including what, if any, seismic upgrading is required to extend the life of this very useful part of the school.

We have seen in recent years a tremendous increase in the number of people getting involved in skills and trades training. There has been a tremendous amount of impact from the work of groups like Skills Canada Yukon or Yukon Women in Trades and Technology and we certainly want to support that. I don't have the factors at hand, but I understand there has been a significant ongoing involvement in some of the skills and trades-related courses at Yukon's high schools, and it's great to see that that interest in the high school level is translating into increases in trades and skilled training areas. When we look at the number of apprentices that we've had in the territory, they've more than doubled in recent years.

There has been a tremendous amount of growth in this area and that's a really good thing, I think, Mr. Chair. Seeing Yukoners preparing for Yukon opportunities and getting involved in some of those aspects of our economy that might not have been so favourably looked at in past years is really important.

We recognize the strong tool that we have with this industrial arts wing and the benefits that it has, whether it's in the automotive booth or the welding rooms or the carpentry area or the photography labs — the integration of computers and technology through there is really something neat to see.

There have been upgrades to the facility over the years. We're taking a look at what else would be required to extend the life of this facility. We certainly want to incorporate it in a very positive way into the new F.H. Collins and recognize that it's an important part of that school.

As I said, the F.H. Collins campus has a lot going for it. It has been a centre of learning for decades now. We expect it will be a centre of learning for decades to come and that, as with other aspects of education, it will have to go through levels of renovation, refurbishment, renewal, reinvigoration and replacement, because some of the other factors — the Teen Parent Centre or the Gadzoosdaa residence have lifespans to them. But we're focusing on making sure that campus is going to serve the needs of Yukoners for decades to come. No building will last forever; that being said, we have many buildings in Canada that are decades or even hundreds of years old.

I'm often reminded that there are buildings at Queen's University that are over 125 years old now and are still serving the needs of the students there.

We're continuing to do the work to see what has to be done to that structure to ensure its usefulness because I, too, want to ensure that it is a shiny jewel on the crown of F.H. Collins.

**Mr. Cardiff:** It sounds like the minister's planning on starting a new program and building jewellery at F.H. Collins. I know it has been offered at the college. The minister knows my interest in this because I am a tradesperson who has worked in construction and in shops. I think that's one of the reasons why people come to me and say, you know, "What's happening in trades training?" That's why I'm asking the minister these questions now. I can agree with the minister that it's an essential part of our secondary education system but, especially when you get into technical education methods and information, the technology has changed. So part of it is about staying current and you don't necessarily have to replace the facility in order to do that.

I'm glad that they are looking into the seismic aspect of the building so that it continues to be a safe facility in which our young people to learn valuable skills. On the staying current front, what is the Department of Education doing in order to ensure that the equipment in the facility — and I understand that it's expensive equipment too; the minister alluded to that; this is not an inexpensive endeavour — but to continue to modernize the equipment, to stay current with technologies and current practices in the trades that are being taught in that facility?

I recall a number of years ago when vehicles were brought to the Yukon — I'm not sure exactly how they ended up here, but they may have been donated. They came from Calgary and had been damaged in a hail storm there. But it was heralded as a great thing, and it is a great thing — not that they were damaged in a hail storm, but that our students, both at F.H. Collins and at Yukon College, had the opportunity to work on something that wasn't built when their fathers were learning how to drive. It's about staying current with that technology. I'm not saying that we need to go out and seed the clouds and have another hail storm in Calgary so we can get new cars.

I'm asking what the Department of Education's plan is to ensure that the equipment, the technology and the curriculum stays current? I know there was a review of post-secondary programs, so I'm not sure whether curriculum for trades training was part of that. So there are three aspects to it. Basically, it's about the equipment, it's about the technology that's available, and it's about the curriculum. It's about staying current with what's happening out there in modern times.

**Hon. Mr. Rouble:** I, too, share the concern of the member opposite that we need to ensure that our students aren't working on a 1972 Buick and expecting that that is preparing them to deal with some of the issues or some of the vehicles that they would drive today. Working on a carburetor for that kind of vehicle might be a good educational experience but certainly wouldn't prepare someone to deal with a modern, fuel-injected vehicle of today. Going through the variety of different budgets and line items that the Department of Education has, including the school-based equipment purchases, there is a portion in there for industrial-arts types of equipments. This is on an ongoing annual basis. So there are opportunities where the school is going through and identifying some of its own needs or some of its ongoing equipment upgrading issues. In this, there are a lot of things, though, that certainly do have some extended lifetimes.

I understand that equipment wears out, but things like a table saw — I probably shouldn't actually use that example because I was recently in one of our high schools and they had a new table saw with the new electronic safeguard system on it. If you touched the blade while it was running with something like a hot dog, that contact with something other than wood would almost instantaneously trigger the blade to stop. It is certainly designed and put in place to prevent injury, so saying that a table saw is a table saw and it's the same kind of table saw that was used 20 years ago probably isn't quite accurate because I recently saw the new one that went into one of our secondary school facilities. Yes, there are different tools that come along; whether it's a plasma cutter rather than a cutting torch or an oxy-acetylene cutting torch, there are different tools that come into play and we recognize this.

Sometimes it's recognized a bit more quickly in the computer or technology side of things, where sometimes it feels that there's a greater immediacy to upgrade to the latest technology, whether it's because of the new version of Windows that has come out or a new operating system. There isn't anything specific to the supplementary budget that we have before us, but I certainly take notice of the member opposite's comments.

That being said, we're going through and taking a look at what can be saved at the F.H. Collins Secondary School campus. This is a very significant type of expenditure. These types of trade facilities are very, very expensive to build, but we will continue to look at what can be saved in there, what can be upgraded from there and also take a look at where we have equipment that has a long life ahead of it. I know there are some tremendous assets in a variety of different Yukon schools.



It is unfortunate that sometimes I go into schools— and I don't say this happens in all schools — but there are some where I've still seen the packing grease on some of the tools. I would much prefer to see the tools that we have — I use that as a very loose term, "tools" — worn out in Yukon schools, because when the tools are being used then the kids are learning from them. I want to see an increased number of outcomes in education, seeing our kids learn. Outcomes are usually demonstrating that they are learning more when the tools that they're working with are getting used.

I think I've been a bit circular in this discussion, but certainly that's a good thing. Also, we do have a responsibility to the taxpayer and to the financial constraints that all departments face to ensure that we're getting the most use out of all of our facilities, tools and assets as possible.

As part of the schematic review of the trades wing, I expect that looking at some of the larger tools and fixtures will be part of it and we will have a much better idea, once that's concluded, of what is — I don't want to say salvageable, but what is left that we can continue to use as a teaching tool for our students.

**Mr. Cardiff:** The minister covered that pretty well. I appreciate that — other than the fact that he didn't talk about what the department is doing to ensure the curriculum is kept up to date, with all the changes that are happening in trades and technology.

**Hon. Mr. Rouble:** The member opposite mentioned there was the secondary school programming review that was done. We recognize that there is a desire from many Yukoners to see renewed emphasis on diversity in educational opportunities.

We also recognize that there are multiple paths to education. That's clearly illustrated in the strategic plan. We recognize that success means different things to different students. We also recognize that there are the "yellow pages of opportunities" waiting for Yukon students — that in today's economy, there is really a demand, from accountants to welders and, really, everything in between. So we need to work to ensure that we're providing that diversity of training and education options and opportunities.

We recognize that in secondary school, in many cases, it's about awakening an interest or having an opportunity or an awareness course. As an example, I took a number of different shop or industrial arts classes, including an electrical course. By no means would that qualify me to rewire a house, but it certainly provides valuable skills to me as a homeowner, and it was a valuable experience for me to go through in high school — to think about the different career paths that were ahead of me.

In the Department of Education's budget, we recently provided additional resources for experiential and vocational training with resources that have been accessible to Yukon schools so that they can provide more of these experiential education or vocational training programs. There is the innovation in education fund that different schools have tapped into to provide additional teaching resources or different teaching tools. That isn't to say that these types of programs are to replace our ex-

isting O&M and capital budgets; I just tossed those out as examples of ways that we are enhancing our budgets.

I should add, too, that there is more work happening between the Public Schools branch of Education and Advanced Education to increase opportunities for kids in high school. We're looking at — and we've probably discussed this before — some of the dual-credit programs being offered with Yukon high schools and Yukon College, where a student can take a course at Yukon College and not only get the college credit for it, but also get the high school credit for it. We're trying to make best use of some of those types of facilities.

Also, I can't pass up an opportunity to mention the great work that Skills Canada Yukon does in the territory. There's a tremendous amount of work that these folks do, tremendous work that they do with the tools that they have gained — whether it's from working with their partners in the profession or with some of their other funding sources and through the partnership that they have with their federal funding sponsor.

I know I'm preaching to the choir when I talk to the member opposite about investing in things like Yukon Women in Trades and Technology because I know I see him volunteering his time and working with the young folks involved in those programs where they were indeed working with a plasma cutter at Yukon College in the welding program, so they were working with some of the modern technology.

Also on that front, I should just touch on that we are trying to formalize the relationship more between Yukon College in our communities and the high schools. I mentioned this a moment ago with the dual-credit type of things. We're also doing that with little things like having the high schools principals meeting with the college president to talk about opportunities to increase those dialogues and also to looking at how we can make best use all of the resources and tools that we have here in the community.

I know it's great to see from my perspective — and I would expect from the member opposite's perspective — when he sees all of those young people up at Yukon College on some of the skills awareness days, whether it's through Skills Canada Yukon or YWITT, where kids are getting that hands-on stuff, increasing their awareness, taking that interest back to their high school, perhaps taking a course or looking at the coursework they need to do in order to enter a career in that. That's another big awareness component of this — identifying what is the English or math course or other prerequisites that students would need from a high school level to go into a post-secondary school program, so we don't have those issues of requiring upgrading and so there isn't the frustration of showing up on the first day at college and being told you need a different math class or a different English class.

We're trying to reduce those barriers to continuing their post-secondary education. We're trying to increase awareness about a wide variety of different economic opportunities. If members have heard me say this once, they've heard me a thousand times: we're taking great steps to prepare Yukoners for Yukon opportunities. That means working with others, like the Mine Training Association or some of the other non-government organizations we have here in the territory.

There's a lot of good work that both Advanced Education and Public Schools have been undertaken in these areas.

There's a significant amount of work involved in the labour market framework strategy, which is a broader overall strategy for Advanced Education. In that, one of the components is the skills, trades and trades training strategy. We see that filtering through Yukon's post-secondary institutions, as well as into our high school programming. On that one, too, I'll note that in our labour market framework exercise, there was an important area there on labour market information. We recognize that that was an important component to look at in the overall labour market framework.

We were having a discussion earlier about data collection. We do need to make informed decisions. We do need to make data or evidence-based decisions. So there was an important component of our labour market framework that took a look at the labour market information that was out there. That will continue to be an important part of our Advanced Education programming area. I think I've touched on the question the member asked. I hope that provided him with the information he was looking for.

**Chair:** Order please. Committee of the Whole will recess for 15 minutes.

#### *Recess*

**Chair:** Order please. Committee of the Whole will now come to order. The matter before the Committee is Bill No. 22, *Second Appropriation Act, 2010-11*. We will now continue with general debate on Vote 3, Department of Education.

**Mr. Cardiff:** I thank the minister for his answers to my questions, and I thank the department staff for assisting and providing the answers to those questions. I also appreciate the commitment of the minister and the recognition of my commitment to trades training as an option for our young people.

As a tradesperson, it's a privilege to be involved with organizations like Skills Canada Yukon and Yukon Women Exploring Trades and Technology, and I get a real sense of satisfaction from being invited to participate in some of those functions because — I know I've said this before — it's really the look in the eyes of those young people when they have overcome a challenge and done something that they thought they never could do and realized that it is actually something that they might be interested in as a career path.

I also would be remiss not to mention the fact that there are young people, as well, who come and assist with those workshops. They make an incredible contribution, especially when it's young women coming to the Yukon Women Exploring Trades and Technology workshops and showing those young women that they can do it and can actually become quite accomplished at things like welding.

I'm going to switch gears. A couple of years ago, a vote was taken in Old Crow, and it's my understanding that it was very narrowly defeated, but it was defeated.

The *Education Act* provides for the minister to create school boards. It also provides the opportunity for school councils to request, after a certain period of time — I believe it's

two years or something like that — to be able to move from being a school council to being a school board. There have been discussions in the territory about the possibility of having regional school boards. The powers of a school board are different from those of school councils. It recognizes, I think, an increased level of responsibility and accountability for the education that is provided to our children. Section 129 of the act says that school boards created under this act are not institutions of the Government of Yukon and that a school board is not an agent of the government. I am just wondering if the minister can give us his interpretation of that section and what the policy of the department would be for operating school boards in the spirit of, as it says on the front page of the *Education Act*, "partners in education" — so in the spirit of being an actual partnership.

**Hon. Mr. Rouble:** Engaging Yukoners in Yukon's education system really has and always will be one of the priorities of the Department of Education. Indeed, that's captured through the vision, the mandate, the values and the objectives of the department's strategic plan. The question then becomes how we involve parents and the public in the Yukon education system.

How do we ensure that parents, teachers and the students — because they kind of form the core of things — how do we ensure that they are engaged? We recognize that the biggest or the best champion for any particular student is probably going to be their parents. So we have that one champion looking out for the student. Then when we look at the school from a broader perspective, we take a look at how the community gets involved in the school. For that, we really turn to the school council. We have school councils in all Yukon schools, save for l'École Émilie Tremblay which does have a school board.

On that note, too, Mr. Chair, there was a recent shift. The school in Destruction Bay recently made a change from a committee — which is another governance structure in the *Education Act* — they moved from a committee to a school council.

Yes, the member is correct that there was a progression of responsibility and involvement. The *Education Act* spells out a number of the different powers and responsibilities that our school committees, school councils and school boards have. I'm not in a position here, with budget debate on the supplementary budget, to go into detail about the breadth and depth of responsibilities and to compare and contrast the powers and responsibilities of the school council and the school committee and the school board.

I was talking about engaging the community. We typically try to engage the parent with the teacher and the student. Those are commonly captured, in addition to the day-to-day activities, in the three-way conferences we have in our schools. The next level of involvement or opportunity for community or public input is through the school councils.

The makeup of the school councils is usually laid out in our regulations. In some of our Yukon communities, the First Nation representation has a guaranteed minimum number of representatives on the school council. In the recent elections, we certainly saw that this was a floor and certainly not a ceiling

to preventing more people that were members of the First Nation in that community from participating on school councils. Through the work of the *Education Act* review in 2000 and 2002, I think the system and those involved in it heard loud and clear that they wanted to see other opportunities for community involvement into education.

Also, Yukon First Nation governments wanted to ensure that some of their interests were being met through Yukon's education system. In the self-government agreements, there is a process identified whereby Yukon First Nation governments can draw down the provision or the service — whether it's justice or education or health. Those are laid out in the self-government agreements. But also, Yukon First Nations wanted to ensure that their interests were being met in Yukon's public education system. I should note that Yukon's public education system does have a responsibility to all Yukon students regardless of their ancestry.

We heard in the *Education Act* review that people wanted to see a greater involvement. As we went forward with the education reform project that we did in cooperation with the Council of Yukon First Nations, again the idea of local involvement came through loud and clear. We started taking a look at some of the barriers preventing that and, really, there weren't a whole lot to be found. In fact, when we took a deeper look at the role of the school council and the opportunities for involvement that were there, many of the factors that people were looking for or calling for were already allowed for or accommodated or put forward in the roles and responsibility of the school council.

A lot of it was breathing life into that tool that a school council can become.

Following the education reform project and New Horizons — our continued work on implementing and addressing the issues that were raised in the education reform project — we wanted to look at how to engage the community in the school and also how to go about engaging the community in some of the broader educational or policy issues — some of the bigger issues facing Yukon's education system.

We embarked on a couple of different initiatives. One was the secondary school programming review, which brought together parents, educators, administrators and school officials from across the territory to take a good look at our secondary school system, especially in light of the upcoming F.H. Collins Secondary School replacement project. This was a way of engaging with the Yukon public on broader issues in education.

Also, almost at the same time, we created the First Nations Programs and Partnerships unit, which also worked with their broader advisory group, the First Nation Education Advisory Committee, which is a broader group of representatives from Yukon's First Nations that can provide thoughts, comments, advice, direction and input into Yukon's education system directly through their work.

We've made a conscious effort at the Department of Education in areas such as major policy changes — things like the change in the exam policy — that we would seek the advice of the Association of School Councils, Boards and Committees. So I just want to create a bit of a hierarchy of input then. We have the parent with the teacher and the student; we have the

school council for the school; we have the Association of School Councils, Boards and Committees as another vehicle to discuss broad policy decisions about education.

We also have the input of other groups, such as the First Nation Education Advisory Committee, or some specially created, purpose-driven committees, such as the Staffing Allocation Formula Advisory Committee, as a way of ensuring public input into Yukon's public education system. The staffing allocation group is another very good example. This brought together parents, school council members, teachers, administrators, department staff and others to work out a specific policy question that I posed to them — or that the department posed to them — and that was: how do we create a staffing allocation process that has a high degree of equity and transparency? I don't need to go into all the other characteristics; we went into some level of detail about this the other day. I'll just highlight it as another important example of working with Yukon's different public or different partners in education on the other issues.

The other big thing that we've done — and this has been a significant shift from our school-based approach — was to put in place school growth plans. We recognized through the education reform project and the *Education Act* process that many people wanted to have some input into education. The Member for beautiful Mount Lorne touched on this, too, when he started talking about the creation of a regional school board or the creation of a religious-based school board or the creation of a language-based school board. There are lots of different ways to cut up that education pie. There are lots of ways we can break it into groups.

The question is often, well, what is the best way? Through many of the discussions, what really came through loud and clear was that people wanted greater involvement in their community school, and that the community school needed to have a greater representation of the overall community. That's where we embarked on the school growth planning project to give the community a greater amount of responsibility, participation, opportunity for input into the direction that the school was going in. I know this is probably longer than the member opposite was expecting, but when we look at the whole issue of governance in education and the different roles and responsibilities that we have, there has been a lot of work in it and looking at ways that we can incorporate the thoughts, ideas, values, concepts, suggestions of different people at a variety of different levels, or a variety of different topics.

We have really worked to build upon the existing relationships that we have and value the work of the school councils. That could mean having a question go out or seeking advice from the school councils, which I have done on a number of different occasions in meetings with them, or tossed out a topic and asked for some input and saw discussions happening on this. We have to continue to value the work that the school councils are doing in the development of their school-based policies or processes.

Then we have to kind of kick it up a broader notch as to look at some of the territorial issues and appropriate mechanisms for that. We have the Association of School Councils,

Boards and Committees, through which all school councils, boards and committees have the potential or the opportunity to be involved. I know that the Department of Education has staff dedicated to working with our school councils too, in addition to the superintendents and the principals.

Also, we have done work on specific project areas, whether it's the high school side of things and looking for advice, the whole Copper Ridge advisory group there, the secondary school programming review group, the staffing allocation. These are just other examples of trying to incorporate community involvement on some of the specific topics. Then we've also established some of the ongoing relationships such as the First Nation Education Advisory Committee so that there is a bit of a legacy organization designed to work with the First Nation Program and Partnership unit and, I should add, with others in the school system, because we have had regular meetings between FNEAC and ASA — the Yukon Association of School Administrators.

That touches on a lot of different topics and a lot of different avenues for involving the public in education. At this time, I just made the member aware that we've seen one of the school committees move from a committee to a council. As far as I know, as of today, there are no other school councils that are looking at making the move from a council to a board.

We are eager to work with any and all in education. We have laid out a lot of information in the Department of Education's draft strategic plan.

This is a document that really captures many of these different initiatives and seeks a lot of input on them. It has been a tool used through a variety of different venues — whether it was meetings with teachers, or meetings with principals, or meetings with First Nations, or meetings with school councils — trying to encourage their involvement in the strategic plan too.

I think that answers the question regarding some of the different avenues that Yukon's public can be involved in the public education system, in addition to voting in the territorial elections, as we then have a responsibility, as Members of the Legislative Assembly, to look at issues like we're demonstrating here today.

**Mr. Cardiff:** Well, I appreciate the minister's overview, but I regret to say that after almost 20 minutes, he didn't answer the question. I don't know if it's a good thing or a bad thing. It probably just is the way it is. I don't know if we'll ever get there.

Behind the question is the fact that — we've had this discussion over a number of years about communities' desire to have more control over the education system. One of the tools that has been considered — it has been considered by First Nations; it has been considered by some school councils — is requesting to become a school board. I can talk for 20 minutes as well. I've got the *Education Act* in front of me and I can read out all the things that a school board "shall" do and that a school board "may" do. We can go through this, but I thought in order to be productive and not go through all that, what I wanted to know was — and I'll read it directly from the act, section 129 — it's the "Relationship to Government of

Yukon." Under this, it states: "School boards created under this act are not institutions of the Government of Yukon and, except to the extent an agency relationship is created by a contract with the government or by part 9 of this act, a school board is not an agent of the government."

What I was asking the minister is: what is his interpretation of that? If he doesn't want to tell me now, I would be happy to assign it as homework or something. He can send it to me in writing at a future date. What I wanted to understand from that is whether the minister and his department have a policy for operating with a school board? How would that policy be expressed day to day, so that communities like Old Crow that has considered this, and other school councils that may be considering it and First Nations who may be considering it — considering using it as a different method of increasing their participation and their control over the education of their children — so they would have some idea of what they can expect from the department and this minister?

That's the purpose of the question, and there are a series of other questions that could come out of the minister's answer to that. I want to try to be productive. That was four minutes, and I'm hoping that the minister can provide an answer.

**Hon. Mr. Rouble:** I can't really give an interpretation of the act, other than to say that the department would follow the act. It's kind of a broad, hypothetical question that he's asking me, so I'll try to be broad in my response.

If a school council made the decision that they wanted to pursue becoming a school board, the Department of Education would work with them on a process to do so. It would look at the appropriate vote, as the member opposite mentioned, to take place in the community and take a look at which powers there was a desire to draw down.

There is a whole suite of different initiatives in the act, and we would work with them to follow that. The Government of Yukon has gone through a process with the establishment of a school board in the past, and we would then work through a process to work with the school council — because all schools have school councils that aren't governed by a school board — in order to establish this process.

We have an act; we'll work with it and work with the community.

**Mr. Cardiff:** I thank the minister for that answer. He mentioned that the department would work with the council or a group of councils, because there's the ability to combine groups of school councils into one school board, to determine which powers there was a desire to draw down. I thought the act was pretty clear. If you're going to authorize a school council or a group of school councils to become a school board, I would think — or I would have thought, either you do it all or you don't, because if you don't, you're not a school board. So is that the way the minister interprets that — that there's a suite of powers that school boards can choose to take on or not choose to take on? Or, is there a suite of powers of school boards that the minister is willing to let them have? It's either what's in the act or it's not. It's not whether there's a desire to draw it down. It's about the fact that this is what the act states. Can he clarify that?

**Hon. Mr. Rouble:** Mr. Chair, when we take a look at the powers, duties, and responsibilities — as I said, I'm not here debating the *Education Act* today; I'm debating the supplementary budget and appropriation for this. So I'll try to do my best. But the member opposite will note that there are instances of "shall" and "may" in the act. I can't speak to any specifics, but there are areas where some school councils have become very involved and others have not gone in that direction.

There are other areas where we will, like I said, work with the community, or the school council or the group that's working on this one, to take a look at what they want to accomplish.

I started off this discussion by looking at the variety of different tools we have put in place and that we continue to hone in order to ensure community and public input into Yukon's public education system.

If other people have other ideas, well, bring them forward. We'll certainly listen and look at how we can increase the educational outcomes for our students. That's the process that we're in. That's what I want to see. I want to see more kids doing better through Yukon's education system. I am really at a loss as to what the member is asking for. If he is aware of groups, or those interested in the creation of a school board, I would encourage them to bring that forward to appropriate department officials, to bring them forward to me — to bring them forward to wherever they feel comfortable, if that's working with their principal, their superintendent, the assistant deputy minister, the deputy minister or me. Then we will look at a process to answer their questions, to look at how their interests can be accommodated, and then to discuss the process for the establishment of a school board.

**Mr. Cardiff:** I don't know if the minister gets it or not — I mean, I know that in the supplementary budget, the entire budget of the Department of Education is millions and millions and millions of dollars. When we're in general debate, it is my understanding that we are entitled to ask questions about general policy of the minister and the department, and that's what I was looking for: does the department have a policy for how it works with school boards if they were formed? What would that policy look like, and how would it be expressed in a day-to-day situation?

What difference would it mean to a school council to become a school board, if they so chose? What kind of decision-making are they allowed to do? What kind of access to information is there from within the department? What kind of access to resources is available? What kinds of meetings would they be expected to attend? Would it be different from school councils, or would they just be treated the same as school councils are now?

Would the department be sharing new initiatives with school boards differently from school councils? There are new initiatives within the department. The minister has previously touched on some of them. I'm looking for how it would be different if a school council chose to become a school board, or a group of school councils chose to become a school board, or a First Nation in a community decided to work with the existing school council to become a school board in order to gain

greater influence over the education of their children in that community.

That's what the question is about. The minister is tiptoeing around it and not answering the question.

**Hon. Mr. Rouble:** I'll try to be as direct and as straightforward as possible on this. The member is trying to ask me if there's a policy. Well, no, there's not a policy; there's an act. The act spells out the duties and the responsibilities. I can't say it much more clearly: take a look at the act.

If he wants to see the difference between a school council and their involvement and a school board and their involvement — look at the act and compare the duties and look at those things in the act that currently say "shall" or "may." When we look at the role of a school council, it has a pretty wide-ranging role already.

There are going to be different levels of interpretation of that. I can't tell him — are there going to be different meetings? Yes, there will be different responsibilities, so I would expect that they would have a different agenda for their meeting. Does it all of a sudden make Government of Yukon's budget bigger or the Education budget bigger? No. How is that going to influence how we share information about programming? That's quite a hypothetical question. With the school board that we currently have, there are discussions that happen between departmental officials and programming. There were discussions that lead to the *l'Académie Parhélie*. At the same time, there have been discussions that have happened in the Yukon with Yukoners on the creation of other programs. So, he's asking me a question about a policy where there isn't a policy, but there is a piece of legislation that spells this out. Is he asking me if it's going to be different? Yes, I would expect so. What additional powers would they have? They'd have what's established through the process, through the legislation.

Maybe if he could ask me some more specific questions, I might be able to give more specific or explicit answers, but I'm having a challenge dealing with the question of how things would be different if we did things a different way.

As I said, Mr. Chair, the Government of Yukon's Department of Education has certainly worked to breathe more life into school councils. The creation of the school growth planning process is one that we envision to be very inclusive in the community, to create that as a mechanism for having more community involvement. We've established more of a role, I would say, with the Association of School Councils, Boards and Committees, where I've sought their advice on a number of different issues, where we have established broad-based community committees to provide the department with advice on different initiatives; where we have worked with Yukon First Nations on a government-to-government basis to establish different programming initiatives, whether it's programs like the bicultural program in Haines Junction or whether it's the land-based experiential education program that was funded through the northern strategies program and done in strong partnership with the Vuntut Gwitchin First Nation.

There are other initiatives where other Yukon First Nations have come to work with the Government of Yukon on different initiatives and, if they want to sign an MOU between the two

orders of government, we have certainly worked toward doing that. When there are issues that come up through school councils, if the question goes in to the department, that's one way of having it answered. There are other issues that come up through the Yukon Association of School Councils, Boards and Committees, and they ask broader questions. There are cases then where the minister responsible replies to that.

If the member is aware of people who have questions about this, we can have them meet with the department to explore the process of becoming a school board, as it's outlined in Yukon's *Education Act*.

**Chair:** Is there any further general debate?

Seeing none, we'll proceed line by line in Vote 3, Department of Education.

**Mr. Cardiff:** I'd like to request the unanimous consent of the Committee to deem all lines in Vote 3, Department of Education, cleared or carried, as required.

### **Unanimous consent re deeming all lines in Vote 3, Department of Education, cleared or carried**

**Chair:** Mr. Cardiff has requested the unanimous consent of Committee of the Whole to deem all lines in Vote 3, Department of Education, cleared or carried, as required. Are you agreed?

**All Hon. Members:** Agreed.

**Chair:** Unanimous consent has been granted.

#### ***On Operation and Maintenance Expenditures***

***Total Operation and Maintenance Expenditures in the amount of \$2,999,000 agreed to***

#### ***On Capital Expenditures***

***Total Capital Expenditures in the amount of \$2,113,000 agreed to***

***Department of Education agreed to***

**Chair:** Committee of the Whole will now move to Vote 51, Department of Community Services. Do members wish a brief recess?

**All Hon. Members:** Agreed.

**Chair:** Committee of the Whole will recess for 10 minutes.

*Recess*

**Chair:** Committee of the Whole will now come to order. The matter before the Committee is Bill No. 22, *Second Appropriation Act, 2010-11*. We will now continue with Vote 51, Department of Community Services.

### **Department of Community Services — continued**

**Mr. Fairclough:** When we left off discussion on Community Services, we were talking about the new drivers' licences here in the territory and possible issues with having to provide identification in proving your residency. I think, to the minister's surprise — he just said that he has his new driver's licence now — and to the surprise of many people, was that the old driver's licence was not valid at all for proof of residency and neither are the Yukon government identification cards, the MLA cards that we get. Those were no good for proof of resi-

dency and I think that this is a good thing. I'm not trying to push any agenda here. I think people want to be able to go through this process as smoothly as they possibly can.

The minister did go on about how secure the drivers' licences are, but they are not as secure as the minister would like to see them. We also talked about the communities and getting new drivers' licences within the community, and I heard two things that the minister said. One is that the equipment was going into the communities but, as I hear now, it will be through the mail and they would get it within two weeks. I would like to ask the minister, then, about the security of the driver's licence and also what type of information is stored on the new driver's licence. There is information that is stored on it and it could be, I suppose, more than a driving record. I would just like the minister to explain that a bit and for the public to know what they are getting. Also, in comparison, say, to the B.C. driver's licence, I would think that the Yukon driver's licence now is as secure as the B.C. licence. One of the issues that has come to our attention is the proof of residency here in the territory, so that's another question I would like to ask the minister. There are a good number of people who cannot bring forward a Yukon Electrical bill or telephone bill; they could be students, and some of them could be from outside of the territory who have moved here who wanted to get their territorial driver's licence. What can they bring forward as far as proof of residency here in the territory? If the minister could lay that out clearly, we'll go from there.

**Hon. Mr. Lang:** To clarify the questions that were put on the floor yesterday, the old driver's licence is used as a form of identification, but to make it very clear, it is not the only piece of documentation that you'll need to get your new driver's licence; it's part of a group. Now, understanding that this is a secure driver's licence, this driver's licence does meet the Canadian driver's licence agreement, so it is accepted across Canada.

What we're asking for in the form of identification is no more than other jurisdictions ask for, and of course the staff at the Motor Vehicles branch will assist people who are having trouble complying with these requirements. In other words, it is a process that we are going to follow to make sure that our licences are as secure as possible. As far as a barcode on the back of the licence, it just has on the back what is on the front. It is a convenient tool for the police so at night they're not punching things into their computer system. All they have to do is scan it. So it's just a duplication of what is on the front of the driver's licence. As far as Yukon residency, here's an example of what people would bring to the table: bank statements or cancelled or void cheques with the Yukon address on it, a utility bill, mortgage documents would be acceptable, personal tax forms would be acceptable, property tax statement would be acceptable, a resident's lease would be acceptable, social assistance benefit confirmation would be acceptable; employment confirmation on employer's letterhead. In other words, if you have a letter stating or confirming your residency, that would be acceptable. Of course, what all Yukoners have access to is their Yukon health care card. Those are some of the examples of what could be used. Other things that can be used for legal

name and birth date: a valid Canadian passport, secure certificate of Indian status — that can cover quite the gamut. That's your legal name, birth date, signature and also there's a photograph on that. Citizenship certificate — again, that covers four areas. Refugee protection claimant, record of landing, Canadian provincial/territorial government-issued birth certificates — that is your legal name and your birth date. Study permits — in other words, if you're studying somewhere, that paperwork would again give your legal name and a birth date. Work permit — if you have a valid work permit that would cover your legal name and your birth date. Visitor permit — in other words, if you have a visitor permit, that again would be utilized. Temporary resident permits, driver's licence issued by a Canadian jurisdiction — that gives the signature and the photograph, so that covers that.

So, as you see — a general identification card issued by Canadian jurisdictions — in other words, again, there's a signature and a photograph involved. Certificate of Indian status issued by the Government of Canada, again, is a signature and a photograph. Of course, there is the marriage certificate, certificate of election of surname, certification of resumption of a surname, certificate of a change of name — all of this legal documentation can be utilized.

I remind everybody in the territory that the staff at the Motor Vehicles branch will assist people who are having trouble with the requirements. In other words, we will be working with our constituents to make sure that people have what they need when they come to get their driver's licence. This is a work in progress. I was there this morning getting my licence. It worked pretty slick, as far as I was concerned. I have reported that Dawson City and Watson Lake are up and running. We will get our first licence applications from Dawson today. The Privacy Commissioner has been part of this process, so the barcode does not contain digital signatures. It is to be utilized by the police to validate what's on the front of the licence.

All of this has passed the scrutiny of the Privacy Commissioner, so that has all been done.

I have to remind the member opposite and Yukoners that this is a process that we entered into after many, many years of discussing what way we should go, both from a secure driver's licence point of view and also from an economic point of view — what could this small jurisdiction do to improve the situation we all found ourselves in, with a very obsolete form of driver's licence, of which we have been reminded many times here in the territory.

So as far as the ID requirements for Yukon secure drivers' licences, they are consistent with the requirements of other Canadian jurisdictions. We're not doing something that other jurisdictions don't ask for in accordance with the *Canadian Driver Licence Agreement*.

We have signed on to an agreement; we signed on many years ago, Mr. Chair, and this is in fact an obligation we really legally have, being a signer of that agreement. I remind the House that it's no different from other jurisdictions.

Of course, the extended hours that we put in place in the city here: on Thursday, November 4, it's going to go to 5:00 to 7:00 in the evening, and on Friday, November 5 — this coming

Friday — it will be 5:00 to 7:00 in the evening again. Saturday, we are going to open from 8:30 a.m. until noon. People who are working downtown and who are in the city can have access to getting their licences renewed. I have to remind the House and Yukoners that your current driver's licence is valid until the expiry date on the card. If someone feels that they don't need a new driver's licence, their licence will be legal until such a time as they require a new driver's licence. At that point, they will have to go through the same process as everybody has to go through to get their new secure driver's licence. It's not something that they can get away from. The process will arrive whenever they actually acquire their new secure driver's licence.

The current liquor ID card is valid until November 2011. That was a decision made because of the change of the responsibility from the Liquor Corporation to Community Services.

There was a question about the number of those cards that were out, so the decision was made internally to put a date on it when people will have to have their ID card, and that date will be November 2011, so that gives all the individuals holding a card today 12 months to get their new identification cards.

The fees: a five-year driver's licence will cost \$50, so it's \$10 a year to have a driver's licence. A five-year general identification card will be half that, \$25. The replacement card — in other words, if you were to go down today and get a replacement card, it would cost \$15. The expiry date remains the same on the replacement card — in other words, you will inherit the expiry date on your old driver's licence as you get your new secure driver's licence.

It's fairly open; it's very transparent.

In closing, I would like to thank the Department of Community Services, but most of all I'd like to thank the individuals down at the Lynn Building for all the hard work they've done. It's an exceptional piece of work that they've done and I'd like to thank them on behalf of the government of the territory and also all Yukoners. All Yukoners have looked forward to this new licensing. I've had many conversations across the territory on this issue, so thank you and thanks to the department.

Mr. Chair, seeing the time, I move that we report progress, please.

**Chair:** It has been moved by Mr. Lang that Committee of the Whole report progress.

*Motion agreed to*

**Hon. Ms. Taylor:** I move that the Speaker do now resume the Chair.

**Chair:** It has been moved by Ms. Taylor that the Speaker do now resume the Chair.

*Motion agreed to*

*Speaker resumes the Chair*

**Speaker:** I will now call the House to order. May the House have a report from the Chair of Committee of the Whole?

**Chair's report**

**Mr. Nordick:** Mr. Speaker, Committee of the Whole has considered Bill No. 22, *Second Appropriation Act, 2010-11*, and directed me to report progress on it.

**Speaker:** You have heard the report from the Chair of Committee of the Whole. Are you agreed?

**Some Hon. Members:** Agreed.

**Speaker:** I declare the report carried.

The time being 5:30 p.m., this House now stands adjourned until 1:00 p.m. tomorrow.

*The House adjourned at 5:30 p.m.*