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Speaker: The Hon. Kevin O'Brien, M.L.A.

Legislative Assembly of Nunavut

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Iqaluit, Nunavut
Tuesday April 4, 2000

Members Present

Mr. Ovide Alakannuark, Mr. Olayuk Akesuk, Honourable James Arvaluk, Mr. Levi Barnabas, Mr. Donald Havioyak, Mr. David Iqaqrialu, Mr. Enoki Ireqittuq, Mr. Peter Kattuk, Mr. Glenn McLean, Honourable Kelvin Ng, Mr. Jobie Nutarak, Honourable Paul Okalik, Honourable Kevin O'Brien, Honourable Ed Picco, Mr. Uriash Puqiqnak, Honourable Manito Thompson, Mr. Hunter Tootoo.

Item 1: Opening Prayer

Speaker (Hon. Kevin O'Brien): I would like to ask Mr. Ireqittuq to say the prayer.

>>*Prayer*

Speaker: Good afternoon. Orders of the Day, Item 2. Ministers' Statements. Mr. Premier.

Item 2: Ministers' Statements

Minister's Statement 99 - 1(3): Minister's Absence

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I would like to advise members the Honourable Jack Anawak will be absent from the house today, Tuesday April 4 and tomorrow April the 5th, 2000. He is accompanying the Governor General to Rankin Inlet. Thank you, Mr. Speaker.

Speaker: Thank you Premier. Ministers' Statements, Mr. Ng.

Minister's Statement 100 - 1(3): Toonik Tyme

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker from March 31 to April 15 residents of Iqaluit will have the opportunity to come together to celebrate the spirit of community and their place within it in the capital's annual Toonik Tyme festivities. In keeping with this spirit Mr. Speaker, I would like to announce that on the afternoon of April 7 will be declared a half-day civic holiday for all Nunavut Government employees in Iqaluit. This is consistent with the Town of Iqaluit's municipal holiday for their employees.

Mr. Speaker by declaring this holiday the Nunavut Government employees will be able to join their families and encourage them to take part in the annual Toonik Tyme activities. Mr. Speaker similar half-day civic holidays for our Nunavut Government employees will also be granted to the communities who declare hamlet days or the equivalent for their

spring activities. Mr. Speaker I encourage all Nunavut Government employees of Iqaluit to participate in these festivities on Friday April 7. Thank you, Mr. Speaker.

Speaker: Ministers' Statements Mr. Ng.

Minister's Statement 101 - 1(3): New Optional Leave Policy

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr Speaker, last year, mandatory leave was a compulsory program for all employees of the Government of Nunavut except for the Federation of Nunavut Teachers. This program required a 1.92 percent regular payroll salary reduction for all participating employees and provided five days off without pay on the days the employer shut down their operations.

Mr. Speaker, effective April 1, 2000 a five day optional leave policy will replace the existing mandatory leave policy for excluded and managerial employees. Employees entitled to participate in this new leave policy will be able to choose which days they will be away from work subject to their supervisors approval.

Mr Speaker all excluded and managerial type employees will be offered the choice of participating in this optional leave program. Employees who may terminate with unused option leave credits will be reimbursed their payroll deductions for that amount.

Mr. Speaker, this change will provide our excluded and managerial employees with a better choice of options than presently exists. Thank you, Mr. Speaker.

Speaker: Thank you Ministers' Statements. Mr. Kilabuk.

Minister's Statement 102 - 1(3): Inuit Qaujimajatuqangit within DSD

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. In our government's Bathurst Mandate it is stated that Inuit Qaujimajatuqangit will provide the context to develop an open, responsive and accountable government. I would like to speak briefly today about how we are attempting to honour this commitment in my department of Sustainable Development's everyday work on programs, policies and legislation.

Our first step in introducing Inuit Qaujimajatuqangit to the Department of Sustainable Development was to establish an Inuit Qaujimajatuqangit working group which consists of senior Inuit officials in the department. Their task is to weave into the government systems the principles and the values of Inuit Qaujimajatuqangit. To help the Inuit Qaujimajatuqangit working group we established six guiding principles based on Inuit beliefs and customs.

Mr. Speaker these principals are being dealt into our department programs, policies, legislation and our everyday approach to work as we speak.

These principals include Pijitsirniq - to serve Nunavummiut, Aajjquatigiingniq - consensus decisions through dialogue, Pilimmaksarniq - capacity building, Piliriqatigiigniq - accomplishing through partnership, Avatimik Kamatsiaqniq - environmental stewardship and Qanuqtuurunnarniq - ability to improvise.

Mr. Speaker, it is this governments belief that Inuit Qaujimajatuqangit can greatly enhance our contemporary governing systems. We have a wonderful opportunity to demonstrate to Nunavummiut and the outside world who are watching our Nunavut journey how the values and principles of our ancestors can be carried forward into how we govern ourselves in the modern world.

Mr. Speaker there is many miles ahead in this journey, but we have started. In the days ahead, I hope to be able to report back to the House on the further department initiatives with Inuit Qaujimajatuqangit. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you Mr. Kilabuk. Ministers' statements. Orders of the Day, Item 3. Members' Statements. Mr. McLean.

Item 3: Members' Statements

Member's Statement 264 - 1(3): Baker Lake Day-Care Services

Mr. McLean: I rise today to talk about the plight of day-care services in my community of Baker Lake. Day cares provide an essential service, not only in my community but also probably in every community in Nunavut and Canada. We must recognize that this is as important as school, as the individuals that use these facilities are trying to contribute to Nunavut, single working moms and working couples. They need day-care so they can contribute to our much-needed workforce.

There isn't a day in my community that I don't hear about an employee not showing up for work because of no day-care services, or, teenage girls dropping out of school because of lack of day-care spaces. Mr. Speaker it is no secret that we have a very young population and I'm also aware that the federal government allocation to day-care to Nunavut is approximately 3 million dollars a year, through NTI and the regional Inuit associations.

We signed the Clyde River Protocol Agreement that states overall that the Nunavut Government and NTI work together. Mr. Speaker, this is an excellent time for NTI and the Nunavut Government to work together to solve part of our very serious and ever growing critical situation of day-care. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you Mr. McLean. Members' Statements, Mr. Picco.

Member's Statement 265 - 1(3): Iqaluit Casting Call

Hon. Ed Picco: Thank you, Mr. Speaker. Last fall a call went out to Iqaluit residents who were interested in being featured as models in a national sales magazine. Mr. Speaker this was not a unique casting call for Iqaluit residents. Iqaluit residents have been active in several documentary, T.V. and feature films over the past twenty-five years. Iqaluit residents have also participated in numerous fashion shows held in town and around Canada.

Mr. Speaker the Selections 2000 catalogue, which is the mail order arm of the Northwest Company, picked several Iqaluit residents to be featured in their spring/summer 2000 addition. This magazine can be found in every northern provincial, territorial and many Alaskan towns in the north. Mr. Speaker I would like to take this opportunity to thank the Northern Stores for their interest in featuring Iqaluit residence and especially Iqaluit young people in their magazine.

This is something that all the models will be able to look back on. Mr. Speaker, and who knows, one of our own Iqaluit models may go on the fashion runways of New York or Paris. Mr. Speaker I would ask you and this house to join me in congratulating these models and Northern Stores and also Mr. Speaker to pick up a copy of selections and see our own Nunavummiut so proudly representing us to the world. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Picco. Mr. Puqiqnak.

Member's Statement 266 - 1(3): Gjoa Haven Ladies Hockey Team

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I stand today to recognize the women's hockey team from my community of Gjoa Haven.

Last weekend there was hockey tournament in Baker Lake where my community members had the privilege to attend.

Mr. Speaker these are the following people that were part of the team; Coach Andre Otuqiak, Goalie Salomon Arqviq, Winnie Sakqituq, Captain Sylvia Porter, Assistant Captain Rita Porter, Nancy Illesetuk, Cheryl Ann Puqiqnak and Anna Grace Aalak, Debbie Kamimaalik, Rhoda Hiqiniq, Shiela Kamuqaq, Floris Ruben and Sara Takiyuk.

The Gjoa Haven women's hockey team enjoyed the trip to Baker Lake. The Baker Lake fans were also very supportive of the Gjoa Haven Hockey players. The Gjoa Haven players would like to thank the people of Baker Lake for their hospitality and send their best wishes. It was nice for the hockey players to meet new friends and see their old friends and their relatives.

The only regret that the Gjoa Haven hockey players have is that the players had little training and practice. The next tournament will be in Rankin Inlet in the year 2001. The Gjoa Haven women hope the Chesterfield Inlet and Baker Inlet women that will go to

Rankin Inlet. Mr Speaker the Gjoa Haven team members received two awards Cheryl Ann Puqignak was given the best defence award and Rita Porter was given the best forward award. We would like to congratulate them on behalf of Gjoa Haven. Thank you, Mr. Speaker.

Speaker: Thank you. Orders of the Day, Members' Statements. Ms. Thompson.

Member's Statement 267 - 1(3): Gift from Speaker Hickes

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. Today I would like to express my appreciation, just recently the Speaker of Manitoba visited us and our Premier was given a statue of a buffalo. I had made a remark that I wish I had one too.

I had forgotten about it when today Mr. Tootoo brought in a gift from George Hickes the Speaker of the Legislature of Manitoba. I had wanted this buffalo and if he is listening I would like to thank George Hickes and I think that you Mr. Speaker should consider polar bears to be given as gifts. Thank you, Mr. Speaker.

Speaker: Thank you Ms. Thompson. Members' Statements Mr. Tootoo.

Member's Statement 268 - 1(3): Maintenance Problems in Schools

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, yesterday morning in Iqaluit students at Nakasuk Elementary School were unable to attend their classes because of the reoccurrence of problems with the schools. Mr. Speaker, the system in the school is approximately thirty years old. It requires continual repairs and maintenance. The Nakasuk School is not the only school to be experiencing these sorts of problems. Students in Inukshuk School are unable to use their gymnasium because of yet another recurrence of problems associated with deterioration of the plumbing and ventilation system.

I support the efforts of the government to look into fixing these problems as quickly as possible. Mr. Speaker, although both of these schools are in my constituency, students from across Iqaluit and Apex attend them. I would be very much surprised if my colleagues from Iqaluit West and East did not share my concern about these issues.

Mr. Speaker I know that many other communities are suffering from these sorts of grave problems of decaying educational infrastructure, overcrowding, grossly deficient facilities and in some cases outright threats to the health and safety of students.

We know that there is not an unlimited amount of money. We cannot build what we need over night. But Mr. Speaker the real issue is the one of fairness. When basic school needs are not being met in so many communities why do others appear to receive facilities and projects that are far beyond the needs of the communities. Mr. Speaker every community should have facilities and infrastructure sufficient to met the needs of the students and teachers.

As time goes on and basic needs are met then yes, we should have add-ons to our schools so they can become showpieces. Mr. Speaker, it is a question of fairness. Lets make sure that all communities fundamental needs are met for a government to do otherwise is to show that favouritism is condoned. I doubt that any member of this house wants that to be our principal. I thank you Mr. Speaker.

>>Applause

Speaker: Thank you Mr. Tootoo. Members' Statements. Mr. Irqittuq.

Member's Statement 269 - 1(3): Cost of Air Cargo

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to talk about the rising cost of air cargo, especially for the communities of Hall Beach and Igloolik. We have only one airline that services these communities and since First Air has a monopoly they can raise the price anytime, which they do.

Using this as an example, this picture here it is a cabinet, a very simple cabinet. If you order it is 200 hundred ninety-nine dollars, but when it goes to my community with the freight costs it would be over seven hundred dollars. With that it is getting to be almost impossible to buy these types of goods in my community.

To use another example, looking at the food that is ordered from Ottawa or Montreal it would be 1 dollar eighteen cents down there. By the time it arrives to my community with freight costs it would be 2 dollars and fifty-three cents.

So the total I would pay would be almost 4 dollars for that same item. Mr Speaker I think that we have to work very hard for people that live in the higher arctic. It is getting very, very expensive to live in those communities.

>>Applause

Speaker: Thank you Mr. Irqittuq. Members' Statements. Moving on to Item 4, Returns to Oral Questions. Ms. Thompson.

Item 4: Returns to Oral Questions

Return to OQ 341 - 1(3): Housing Corporation Contracting Back Services

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. I have three returns so if it is okay I would like to read all three of these returns, thank you.

Mr. Speaker I rise today to provide a response to a question posed to me by Mr. Tootoo on March 30, 2000. On April 1, 1999, the two services were contracted back to the NWT housing corporation. One was for technical services and the other one was for financial

services. Both of these contracts are for a one year term and they expire March 31, 2000. The Nunavut Housing Corporation will not enter formal contracts for technical services for the 2000/2001 fiscal year.

Mr. Speaker the Nunavut Housing Corporation is currently negotiating with the NWT Housing Corporation a contract agreement for financial services. Mr. Speaker it is the goal of the Nunavut Housing Corporation to assume the financial responsibilities on or before April 1, 2001.

Return to OQ 309 - 1(3): Housing Corporation Tender Advertisement

Mr. Speaker I rise today to provide a response to the question posed to me by Mr. Tootoo on March 28, 2000 in reference to an ad for housing materials. The tender advertised clearly identifies the NWT Housing Corporation as the acting agent for the Nunavut Housing Corporation.

Mr. Speaker the Nunavut Housing Corp. prepared the tender documents and the proposal will be evaluated and awarded by the Nunavut Housing Corporation. Mr. Speaker relying on the expertise of the NWT Housing Corporation to co-ordinate and analyse this material tender has shown efficient management while the Nunavut Housing Corporation continues to build capacity. Thank you, Mr. Speaker.

Return to OQ 191 - 1(3): Staff Housing Policy

Mr. Speaker I rise today to provide a response to the question posed to me by Mr. Tootoo on February 22, 2000. Mr. Tootoo requested an update on the status of the new Staff Housing Policy.

Mr. Speaker because the new Staff Housing Policy will impact staff throughout the Government of Nunavut, officials from other departments have been consulted in drafting the policy. My staff are in the process of taking a final look at the feedback received and preparing the policy for submission to Cabinet.

Mr. Speaker, a separate policy has been developed to replace the old buy-back policy program administered by the GNWT. This new policy will be applicable to GN staff whose positions are affected by the government's decentralization plan.

Officials from other departments have also been consulted in developing this policy to ensure that their interests, and interests of staff, have been taken into consideration. Mr. Speaker, my staff has compiled and reviewed the feedback received through these consultations and is in the process of preparing this policy for submission to Cabinet as well. Thank you Mr. Speaker.

Speaker: Thank you Ms. Thompson. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Moving on to Item 6. Oral Questions. Mr. McLean.

Item 5: Oral Questions

Question 374 - 1(3): Status of Workers' Compensation Board Study

Mr. McLean: Thank you Mr. Speaker. Back in the house a few months ago, I think it was in Rankin Inlet, I was inquiring about the state of the Workers' Compensation Board for Nunavut, or the lack of it. We all know that we are sharing the Workers' Compensation Board with another territory because we seem to think it is easier and more cost effective.

At the time I questioned the minister in the house if he would look at setting up a study to see if we would be better off going it alone with a Workers' Compensation Board and the minister agreed that he would look at doing an assessment or study. Can the minister responsible inform me today what the status of this study is. Thank you Mr. Speaker.

Speaker: Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. To date we have not had an opportunity to get together the terms and criteria for requests for proposals given that our time has been spent in trying to get the budget development process completed and preparing documents for standing committee reviews and to have the main and capital estimates available for scrutiny through the Legislative Assembly sitting that we currently are in. Thank you Mr. Speaker.

Speaker: Mr. McLean.

Mr. McLean: Ma'na Uqaqti. I realize the minister was very busy in the last couple of months and he probably had to concentrate more on his budget. But can the minister commit to me today that he will look at initiating a study within the next thirty days. Thank you Mr. Speaker.

Speaker: Thank you Mr. McLean. Mr. Ng.

Hon. Kelvin Ng: Thank you Mr. Speaker. I can commit and try to put together the terms of reference for the requests for proposals to undertake a comprehensive process in respect to what we might have as options on the Nunavut Workers' Compensation Board. So we will try to do that as much as we can. Thank you.

Speaker: Supplementary Mr. McLean.

Mr. McLean: Ma'na Uqaqti. I am sure the minister will do this as he has promised. Would the minister when he is doing this consider looking at and maybe setting up our own Workers' Compensation Board in Nunavut, held by Nunavummiut representing Nunavummiut, as one of the terms of reference of this so that we can start on our own. Thank you Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you Mr. Speaker. Mr. Speaker, the focus of the consultation that would take place would be to see exactly if that were one of the preferred options. If we wanted a stand alone Workers' Compensation Board specially for Nunavut. Whether or not we would want to continue on with the jointly shared one with our current partner the Northwest Territories or we would want to have one that would have some kind of contract provision in respect to some of the operations.

I think what is important to keep in mind as we move forward with this consultation is that the Workers' Compensation Board is responsible in overseeing policies respecting the Workers' Compensation Board coverage on behalf of employers. Employers fund the operations of the Workers' Compensation Board on behalf of workers that are eligible for coverage if they were to have an accident during the course of their work and carrying out their duties in whatever capacity.

I think it's important to keep that in mind Mr. Speaker, that it is privately funded by employers, privately funded operations for the best interests of employees. Thank you Mr. Speaker.

Speaker: Thank you Mr. Ng. Oral Questions. Mr. Barnabas.

Question 375 – 1(3): Mandatory Leave Policy

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. I am directing this to the Finance Minister. Mr. Speaker, you, myself, Mr. Picco and Mr. Ng we all know that when we were members of the Legislative Assembly for the GNWT the government then came up with a mandatory leave policy, which was called Donnie Days, when our deficit was over hundred million dollars. My question is why did you make such a statement, or still keep the policy although we are not in a deficit situation. Thank you Mr. Speaker.

Speaker: Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. I think the honourable member forgot Ms. Thompson as well that was part of the NWT Legislative Assembly the last time. I would like to recognize that as well.

Mr. Speaker, the member is correct. The last Assembly of the Government of the Northwest Territories did undertake a mandatory leave program that gave employees five days of unpaid leave. The cost of the five days leave was deducted off their payroll over the course of the year. Over the 26 pay periods and some of the employees who came over to the Government of Nunavut... Sorry I should step back here Mr. Speaker.

We inherited that same policy on April 1, 1999. So over the course of the past year as I said we had the mandatory leave program with the five days. The corresponding deductions were taken from our employees' payroll. New employees to the Government

of Nunavut of course had some problems with that wondering why that was taking place and some did not support it because they were not part of the Northwest Territories regime prior to April 1, 1999.

So the cabinet as a whole looked at this whole policy in itself because of the fact that we heard many positive responses from our Government of Nunavut employees on that program. A lot of them continued to want to have that luxury of having five unpaid leave days. We decided to make it optional this current fiscal year which started a couple of days ago.

So as I indicated in my Minister's Statement Mr. Speaker, it is optional now for Government of Nunavut employees. They do not have to have the five days taken off. They can continue with full pay and not have five unpaid leave days. But by the same token for those individuals that may want to have some flexibility to have an additional day for a long weekend or an additional five days all at once if they want added on annual leave their annual regular leave those are all possibilities. They can take it if they feel it's best for them Mr. Speaker. Thank you Mr. Speaker.

>>Applause

Speaker: Thank you Minister Ng. Supplementary Mr. Barnabas.

Mr. Barnabas: I do apologize to Ms. Thompson for not mentioning her as a former MLA for the GNWT. (interpretation) However, I would like to get clarification Mr. Speaker we have many staff working for the Government of Nunavut. If they used their leave where would the surplus go or are we going to be in a deficit situation. Do we expect to have a deficit situation within this current fiscal year. What is going to happen to the money that has not been used. Thank you Mr. Speaker.

Speaker: Thank you Mr. Barnabas. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker obviously if it's money that they are not paid as a result of not taking five days of unpaid leave then that money would stay within the government resources. The Government of Nunavut resources. Thank you.

Speaker: Oral questions. Mr. Puqiqnak.

Question 376 – 1(3): Outpost Camp Program

Mr. Puqiqnak (interpretation): Thank you Mr. Speaker. Mr. Speaker, I am directing my question to the Minister of Sustainable Development about the outpost camp programs especially for Inuit people in Nunavut.

In my Nattilik riding individuals have been applying for funding for their outpost camps. They have given their applications to the local Hunters and Trappers. Some of their applications have been approved by our local HTO and they have been supported Mr.

Speaker. What are, the Department of Sustainable Development in the fiscal year 2000-2001, plans for the outpost camp program. Thank you Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I apologize because we have different dialects. I think he mentioned the names of people and organizations that I missed so could he rephrase his question. Perhaps if he could rephrase his question. Thank you.

Speaker: Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Mr. Speaker, my question is they are called in English outpost camps, we call it ahiniituqsiutinik. What kind of plans do you have for the outpost camp program under your Sustainable Development department. What kind of plans do you have for the year 2000 for the outpost camp program and what kind of funding are you supplying for the outpost camp programs.

I know more than one person in Uqsuqtuq that have applied for funding and they sent applications to the local HTO and the local HTO had approved them and supported them. So my main question is what kind of funding program do you have for the outpost program. Thank you.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker, perhaps for further clarification, the HTOs in communities do receive different kinds of support programs for the outpost camp program, for the existing outpost camps and for the people who want to start their outpost camp. We give them support for operations & maintenance totalling a little over 316 thousand, since he had asked me what kind of funding we have. So that is the amount of funding we allocated to the HTOs last year. Thank you Mr. Speaker.

Speaker: Thank you Mr. Minister. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. I like to thank the Minister for Sustainable Development for giving me a good answer. Especially because this is our livelihood we cherish and value our livelihood because the weather is getting warmer now. Our elders keep thinking it would be wonderful to go out camping and for that reason one of the elders told me last winter when we were first elected, they wanted to have this kind of assistance. That elder meant while he was still physically fit he would like to go out and take his children to the outpost camp.

For that very reason and since I did not realize there were some funds set aside I am very thankful. So where can we get the application forms in Kitikmeot. Thank you Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): I did not realize the mike was on. Thank you Mr. Speaker. First I would like to apologize. My figures were mixed up when I stated them. The outpost programs for the HTOs, there was 223 thousand. It was not 316 thousand dollars.

Yes we are especially sensitive to the elders who would like to go out to their old campgrounds. But we do not have a policy for recreation. The associations or entities that want that can make applications and we can look at their application or their proposal.

For outpost camp applications the HTO have to support the applicants and then, if the HTO does not have funds available, I am sure our wildlife officers within the communities can help fill out the application forms. Thank you Mr. Speaker.

Speaker: Thank you Mr. Minister. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. I would like to advise the minister it is not recreational camping. That is not what I am talking about. I am talking about our elders because they would like to go out of the community while they are still physically fit. They would like to go and see their old campgrounds. I would like the minister to understand that I am not talking about recreational camping. Thank you Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I understand his request. I just commented or responded. His question came out very well. I understand where the member is coming from. Thank you Mr. Speaker.

Speaker: Oral questions. Mr. Tootoo.

Question 377 – 1(3): Details of Estimated Expenditure Variances

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker my question is for the Minister of Finance. I would like to thank the Minister of Finance for tabling the estimated expenditure variance by department yesterday. Mr. Speaker, in there variances range from 1.1 million dollars to 9.1 million dollars depending on the department.

Mr. Speaker, I would like ask the Minister of Finance if he could provide a further breakdown on that as maybe the same format that is used in the Main Estimates by compensation and benefits, grants and contributions and other expenses by each department. Thank you Mr. Speaker.

Speaker: Minister responsible for Finance Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Yes, also in addition to that there is also a capital components part of the variance. Thank you.

Speaker: Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Again, I thank the Finance Minister for I like those kinds of answers when they are required. Can the minister provide us with some time frame for looking at tabling those. Thank you Mr. Speaker.

Speaker: Minister.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Yes, Mr. Speaker I do have the information. It is a matter of putting it into a presentable format and of course translating it. I would probably say early next week if not sooner. Thank you.

Speaker: Oral questions. Mr. Irqittuq.

Question 378 – 1(3): Nunavut's Share of GNWT Surplus

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Finance. When the Nunavut Government started we heard that there would be some surplus funding and they said that they would share between the GNWT or we would be getting some surplus funding from the GNWT. I wonder when we are going to hear from them about what their surplus is. Thank you Mr. Speaker.

Speaker: Minister responsible for Finance.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker there has been some considerable amount of work done on that matter from what I understand. We expect that our share of that estimated Government of the Northwest Territories' surplus the Government of Nunavut's share is probably going to be around 15 million dollars.

Right now what is happening is there is a final review of some of the accounts payable that's taking place. There is also some work, considerable work being done in respect to how to handle the value of employee entitlements for retirement, for removable benefits, retroactive pay, pay equity settlements. Those types of issues Mr. Speaker. Thank you.

Speaker: Thank you Mr. Minister. Supplementary Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Because of his response about the money we should be getting I just wondered when that surplus would be coming to the Nunavut Government and how much it would be approximately. Thank you Mr. Speaker.

Speaker: Thank you Mr. Irqittuq. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker as I indicated we are looking at approximately 15 million dollars. It is not necessarily Mr. Speaker, going to be in liquid assets in respect to actually cash or a cheque that might be received. The assets are tied up in hard inventory such as petroleum products in what took place as far as the balance of the assets and liabilities. Therefore, many the assets we have might be in actual inventory such as fuel products that are contained in the tanks as of April 1 1999. Thank you Mr. Speaker.

Speaker: Thank you Mr. Minister. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, we heard at that time we would be getting the money and I thought it would be cash, money in the form of cash. Did the minister realize at that time that it would not be just cash, that it would be in assets too at that time. Thank you Mr. Speaker.

Speaker: Mr. Minister.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker I believe I said on a consistent basis that it may not be necessarily be cash. It would depend on what the end result was as to what hard assets in the transfer would be. Thank you Mr. Speaker.

Speaker: Oral Questions. Mr. Kattuk.

Question 379 – 1(3): Lack of Wildlife Officer for Sanikiluaq

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Sustainable Development. He mentioned a while ago that local HTOs and the wildlife officers take care of applications and we do not have a wildlife officer in my community.

At the time we belonged to the NWT government there was to be training for a wildlife officer to be based in my community. When we became Nunavut that was something that was not really transferred to our community from the Government of the NWT. Thank you Mr. Speaker.

Speaker: Mr. Kattuk. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Each community has a wildlife officer except for Sanikiluaq. The wildlife officers take care of the regulations in the Acts of our Nunavut Government and managing the wildlife.

When we are looking at the Wildlife Act we will be looking at the some communities or we will be talk to the communities that have concerns. I am not exactly sure whether I have the information that he is requesting at this time. Thank you Mr. Speaker.

Speaker: Thank you Mr. Minister. Supplementary Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. Will our community be provided with a wildlife officer. Thank you Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Speaker. The Wildlife Act will be discussed with our staff. We have already agreed within my department that we would like to have a wildlife officer for each community and I could tell the member that we have agreed to provide Sanikiluaq with a wildlife officer as well. Thank you Mr. Speaker.

Speaker: Thank you Minister. Oral questions. Mr. Nutarak.

Question 380 – 1(3): Pond Inlet Health Centre Closure

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Health and Social Services. The nursing station in Pond Inlet is getting to be very old and there are many sicknesses such as colds and flu this winter. The nursing station was closed about a week during that time of people having colds and sicknesses.

I just want to find out from the Minister of Health and Social Services whether he realized or if he has any knowledge that the nursing station was closed for one week. Thank you Mr. Speaker.

Speaker: Minister responsible for Health and Social Services, Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, at different times for operational requirements when the staff at different health centres, in this case in Pond Inlet, have worked a lot of long hours and have been under a lot of stress, where there have been a lot of patients at the health centres, they take it on themselves under the discretion of the department that they can close the health centre. But it is open for emergencies at those periods of time.

Mr. Speaker, the actual incident that the member is talking about I am not aware of. I am aware over the past year as the Minister of Health and Social Services, indeed in this jurisdiction and other jurisdictions, that stress levels and increased workloads dictate the centres are closed. Again, we are open in emergency situations. Thank you Mr. Speaker.

Speaker: Thank you Mr. Minister. Oral questions. Supplementary Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. We have a lack of proper health facilities in many of the communities of Nunavut. For that reason sometimes the community nursing stations are closed so they can catch up on their administrative work. I just wanted to ask a question of the minister to see if he realizes that the nursing station was closed for about a week. I just thought that he would know about it, and that is why I asked the question. Thank you, Mr. Speaker.

Speaker: Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, as the member knows I was just in Pond Inlet recently, a couple of months ago. The member and I held a public meeting and I would like to thank the member for his hospitality there. I am wondering if the member could clarify the closure of the Pond Inlet Health Centre. Is he talking issues with the staff because of the difficult situation of the flu, or was there a problem with the facility itself.

We have had some discussions, the department and myself with the member about the age of the facility and the possible replacement. Thank you, Mr. Speaker.

Speaker: Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. I already mentioned it but it had to do with the piping, the sewage piping. The sewage piping is underneath the building and I think that is the reason why they were closed down. They have problems with the sewage pipes, that is why they were closed and they were closed for about two days because the people that had to do the plumbing could not work over the weekend. People were going to the nursing station and they could not stand the smell. Thank you, Mr. Speaker.

Speaker: Mr. Picco do you wish to respond to the final supplementary. Proceed.

Hon. Ed Picco: Qujannamiik Uqaqti. Okay I understand now. He was talking about the pipes. I was in Pond Inlet, I did the inspection of the facility along with the nurse in charge and there was some concern about the sewage pipes underneath the building and also with some leakage of X-Ray fluids.

Mr. Speaker after coming back from Pond Inlet, we informed the Department of Public Works and Services who expediently went ahead and had that concern fixed. That leads to the other point Mr. Speaker, with the facility. We realize that the facility is an old facility and indeed, Mr. Speaker, it's one of the oldest facilities in Nunavut. We are looking at that situation and I would like to thank the member for clarifying it. Thank you, Mr. Speaker.

Speaker: Thank you Minister. Oral Questions. Mr. Iqaqrialu.

Question 381 - 1(3): Inuit Qaujimagatuqangit and the Bathurst Mandate

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Sustainable Development about the comments that he made about Inuit Qaujimagatuqangit and the Bathurst Mandate. It says here that they will be

using the Inuit Qaujimajatuqangit but we also heard that there has to be more support for outpost camps.

Outpost camps operate in a traditional manner and they operate more on Inuit Qaujimajatuqangit values, more so than the regular communities. I also know that they have to be approved first by the Hunters' and Trappers' Organizations.

My question is, how can we better help the outpost camps because they operate on Inuit Qaujimajatuqangit values. Thank you, Mr. Speaker.

Speaker: Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. The comments that I made about Inuit Qaujimajatuqangit are going to be used by Sustainable Development. We will integrate that into our department and also we have the highest number of Inuit who work for us and we work together to see how we can integrate Inuit Qaujimajatuqangit into our department and how we can integrate it into our work habits.

These are principles that I have stated, they were first reviewed and then the appropriate sections were integrated into our department. It's integrating Inuit Qaujimajatuqangit and we will be integrating it into our government. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Minister. Supplementary, Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I understand exactly where the minister is coming from. We are integrating the Inuit Qaujimajatuqangit into the departments and perhaps I have misunderstood the meaning of Inuit Qaujimajatuqangit. I seem to understand that we are just paying lip service to Inuit Qaujimajatuqangit. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I would also like to thank the member for asking his question. If we look at the last twenty years, you can probably see that the government's system was foreign and there was no Inuk component within these departments. We have been asked to integrate Inuit Qaujimajatuqangit as a Nunavut Government and we have started that in my department.

If I can use an example to make it more clear about how we are doing this. One example is where a researcher or a biologist would use an airplane to count a certain species of animals. It would be in the winter or in any season, the biologist would go out there and check them. What an Inuk would do, depending on the season and depending on what research they would like to do, they could tell you exactly where to go. So if you are looking at a particular species and the cycle, we are going to be integrating these into my department. It strengthens modern day government.

Speaker: Thank you Minister Kilabuk. Supplementary, Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Thank you very much for that response, but with Inuit Qaujimajatuqangit if we are going to be integrating it into the departments, the outpost camps are the ones who are living it. They are practising everything using traditional knowledge. I would like the outpost camps to be considered and I would like to urge the minister to work on it further. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Iqaqrialu. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. We truly believe in the Inuit traditions. It is always there when you are out on the land and funding outpost camps is one of the programs that we have kept going. There are more outpost camps in the Baffin area and we help them financially. There is going to be a review done and like I said yesterday at the review next month we will get an update from the Mayors in the communities and their representatives. Thank you, Mr. Speaker.

Speaker: Thank you Minister. We are on our second round of questions now for members. Mr. Barnabas.

Question 382 - 1(3): Proposed Regional Hospital

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. I have not asked a question to my colleague Mr. Picco for quite a while now. (interpretation ends) Going to the Business Incentive Policy with the birthright corporations, there are some obstacles that have occurred.

I would like to know the location at the present time of the proposed regional hospital, I know that right now it is located right beside the present regional hospital. But to my understanding there is a problem with the location because of the NTPC dam built right up there. I would just like to know from the minister if there is an alternate location for the Baffin Regional Hospital. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Barnabas. Minister responsible for Health & Social Services, Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, as the member probably remembers about two years ago, three years ago, we erected a sign on the proposed location and many of the Baffin leaders, many of the Mayors, indeed with the member and some of the members around this table today, that location was identified by the Baffin Regional Health & Social Services Board.

It is adjacent to the current facility. There is a concern, Mr. Speaker, with the dam, the NTPC dam that is above the current proposed site. Once the final P3 agreements with the birthright corporations, in this case the Qikiqtaaluk Corporation is signed off, and my understanding is that will be some time this week, or next week. The first step then will

be to do an investigation, engineering work to the proposed site. That will be the next step.

After that work is done, then we will be able to move forward then to see if that is suitable or not based on the architectural and the engineering requirements. And that is the next step Mr. Speaker, is to have the engineering study done on the proposed site, and after that we will see what the next step will be. We don't have an alternate site at the moment. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Picco. Oral Questions. Mr. Tootoo.

Question 383 - 1(3): Clarification on Optional Leave Policy

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, my question and it is more of a clarification, is for the Minister responsible for Human Resources. Earlier the minister stated when he mentioned his new optional leave policy, he mentioned that it was a mandatory leave that was compulsory for all Government of Nunavut employees other than the Federation of Nunavut Teachers.

The statement refers to optional leave being available to excluded and managerial employees only. I would just like to ask the minister to clarify about his response to the member earlier whether it was something that was available to all employees or just to the excluded and managerial employees. Thank you, Mr. Speaker.

Speaker: Minister of Finance, Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, right now for the Northern Employees Union, the unionized employees, it is not available to them because it is part of the collective agreement, the bargaining process that is being undertaken. It is a Government of Nunavut proposal that is before the union and we haven't finalized the bargaining process, Mr. Speaker. Thank you.

Speaker: Thank you Mr. Ng. Supplementary Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I am not just sure if the minister can clarify it. Is this something that is being offered to all the employees, or is it something that the unionized employees will have to bargain for in order to get this offered to them. Or is it something offered to all employees or are they going to have to bargain for it. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, as I have indicated it is part of the Government of Nunavut's opening position. It is being offered to the Northern Employees Union and of course they represent their membership and as part of finalizing

the collective agreement, that issue along with all the others have to be ratified and agreed upon by both parties. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I guess my question is again to the Minister of Human Resources regarding the timing of this thing. Again, as I had indicated earlier during this session on the travel and stuff, or the living allowance increase that was available and then it wasn't. This seems to be like something else that is put out there and made available to all employees. I am just wondering why the minister is putting it out to excluded and managerial employees now and not waiting to see what becomes of the negotiations. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Minister responsible for Human Resources, Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Well, Mr. Speaker, we see this as a positive benefit for our employees similar to the 15% northern allowance or adjustment that we have made to all the managerial and excluded employees. As I indicated in the member's past questions on the northern allowance issue, the Northern Employees' Union represents their membership and they are at the bargaining table and they want to have a say in the final outcome of what benefits their members get as a result of these negotiations. That is why we continue to be at the table and try to work towards an agreement that is suitable for both parties, Mr. Speaker. Thank you.

Speaker: Thank you Minister. Final supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I guess what I was wondering was as to the timing of it. I realize that it is a positive thing and I remember when the mandatory Donnie Days were put in place this was something that I had talked about back then. I know it was on the minds of a lot of government employees at the time about making it optional so people could take it when they choose.

Again, this question is why all of a sudden these things are coming out and being offered to some employees and not to other until the collective agreement is signed. I am just asking why now, instead of waiting until it was available to everybody. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Minister responsible for Human Resources, Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, in respect to this optional leave policy, now it is because the existing policy that we ended up adopting expired on March 31st, and we had to make a decision on what we were going to do with this. Whether we would continue leaving it as a mandatory policy or putting in a new policy, in this case the optional policy, which we feel is a more appropriate given the circumstances of a new government, a new civil service and trying to deal with the in a fair manner and provide

as much opportunity and as much flexibility as possible for our employees. Thank you, Mr. Speaker.

Speaker: Thank you Minister. Oral Questions. Mr. Irqittuq.

Question 384 - 1(3): Problems with Time Change

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I would like to direct my question to our Premier. Last year we dealt with the time change and since then, three communities stayed on Eastern Standard Time. I am still not finished with this issue until I get what I want.

Have you seen any problems especially in the Pangnirtung area. Their government offices and the Hamlet Council stayed on eastern standard time. Did you see any problems that occurred from the two different times that they were using in the community. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I know that it is evident that it is not going to be good for the staff. Our staff will have to work for Nunavut and we have to give them support, so we will have to review this again. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Premier. Supplementary, Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Yes, I know that we do have Nunavut Government staff such as teachers and they went to the Nunavut time along with the teachers, the nurses in Sanikiluaq and Pangnirtung. Mr. Speaker, perhaps he can respond to my question because I was asking him if they have experienced any problems because of the time change. Thank you.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. The Social Services offices, especially in the Baffin region will have to work with people, the public. The HRDC have to work with the public too and if they are going to move to the Nunavut time they have to work with the Nunavut staff. If they move to Pangnirtung they have to go on the same hour if they are going to be working well with our staff. If they are going to move with their children they will have to stay at the day care centres or they have to go to school.

So we have to conform to all these well, so we will have to review them. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Premier. Supplementary, Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. You did not respond to my question. My question was, Sanikiluaq, Clyde River and Pangnirtung, these three communities in Nunavut already do have teachers and Government of Nunavut staff such as the nurses and they have economic development officers in all those communities.

My question was, since they did not change and they stayed on eastern standard time, did you see any problems occurring because of that. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes the community themselves chose to stay on the same hour and I would like to hear from these communities to see what kinds of problems occurred. We will do another review some time in the near future and from my offices I can establish to review all the communities to see if they experienced any problems. Thank you, Mr. Speaker.

Speaker: Final supplementary, Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. My question was, did you hear or see any problems from these three communities. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Did I see problems. I am sure that we will see problems occurring in the future. Thank you, Mr. Speaker.

Speaker: Oral Questions. Mr. McLean.

Question 385 - 1(3): Sealskin Products

Mr. McLean: Ma'na Uqaqti. April 1st has come and gone. I was privileged that my wife and children were here for my swearing in and presented me with a gift that I wear today and I wear it proudly because I think it represents Nunavut.

My question today is to the Minister responsible for Sustainable Development. Can he confirm to me that all sealskin products that are being purchased in Iqaluit and throughout Nunavut, are harvested from Nunavut.

Speaker: Thank you Mr. McLean. Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I cannot confirm today that all the clothing that people are wearing today are made in Nunavut, or rather that the skins are bought in Nunavut from Nunavummiut. I could not confirm that. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Minister. Supplementary, Mr. McLean.

Mr. McLean: Ma'na Uqaqti. That puts a little bit of stress on me today, because I am sure that my family purchased this product hoping that the sealskin was harvested in Nunavut to support Nunavummiut. My supplementary question here is, when you buy a carving in a carving shop or you buy a product from a crafts store there is a tag or seal made on it, made by Inuit of Nunavut. Could the minister consider in the future that products that are sold in our stores should have the place that they are made, whether it is Nunavut or Newfoundland or China. Thank you, Mr. Speaker.

Speaker: Thank you Mr. McLean. Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. We have been reviewing a tag system for all handicrafts and carvings so buyers can identify them when they come across this tag, which indicates where it has been made, by whom it was made and in which community, it was made. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Minister. Mr. McLean.

Mr. McLean: Ma'na Uqaqti. That will really help the Nunavummiut. My supplementary question to that is, we are trying to promote products from Nunavut and being from a community that relies extensively on the carving economy, carvings, prints, wall hangings, various other crafts, and we are talking about decentralization and the smaller communities getting what they are not getting. Are there any tanneries in Nunavut that we know of today. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. At this point in time I know of one skin tannery which had been operated in the past. They were unable to pay their Bills so more than once our staff have let us know they have tried to put money into the tannery programs. As we speak, when we were reviewing the tannery programs in Nunavut we were looking at how we can rectify the problems that kept occurring with the previous tanneries. Thank you, Mr. Speaker.

Speaker: Thank you Minister. Mr. McLean, last question.

Mr. McLean: Ma'na Uqaqti. That's also good to know but I also know that there is a corporation called the Nunavut Development Corporation that is supposed to be establishing communities with a high unemployment rate to create opportunities in Nunavut for Nunavummiut, that are dealing with unemployment. If we are going to look at other communities and try to support this very important industry of sealing, I think we should be self-sufficient on it and support it.

I wonder if the minister would consider looking at some community outside of decentralized communities to set up a tannery with our own dollars and harvest our own

seal skins and use them in the manufacturing of vests. Will the minister commit to look at setting up a tannery in Nunavut. Thank you.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Speaker if a business is viable or not and there's one and another one Nunavut Development Corporation they're already in operation in reviewing to see if they are viable they are two different things. However at this point we are not at discussions for those communities that are not going to be receiving decentralization, I know that in one community they have a tannery we are discussing how we can reopen that tannery. Thank you, Mr. Speaker.

Speaker: Thank you Minister Kilabuk. As the Member probably knows the time for question period is up. We will take a 20 minute break and return to the House. Sergeant-At-Arms.

>>House recessed at 3:39 pm and resumed at 3:49 pm

Speaker: Item 7. Written questions. Item 7. Written questions. Item 8. Mr. McLean do you wish to go back to item 7, Written Questions. Mr. McLean.

Item 7: Written Questions

Written Question 13 - 1(3): Household Moving Services

Mr. McLean: Uqaqti. My written question today is to the Minister responsible for Human Resources regarding a government request for proposal for moving household effects in Nunavut. Mr. Speaker the question is this is a Nunavut wide proposal, I don't know if the Minister is aware but we have established moving companies in Nunavut now in each region.

We have Moulder's in Kugluktuk, we have M&T in Rankin Inlet and Arctic Express in Iqaluit. Would the Minister responsible consider request for proposals from the regional movers already in place and are already doing it because Mr. Speaker, I feel if that if we did it regional wise it would save the government money. That is my written question to the Minister of Human Resources. Ma'na Uqaqti.

Speaker: Thank you Mr. McLean. Item 8. Returns to Written Questions. Returns to Written Questions. Item 9. Replies to Opening Address. Replies to Opening Address. Item 10 Replies to Budget Address. Replies to Budget Address. Item 11 Petitions. Petitions. Item 12 Reports of Standing and Special Committees. Reports of Standing and Special Committees. Item 13 Reports of Committees on Review of Bills. Item 13 Reports of Committees and the Review of Standing Bills. Item 14 Tabling of Documents. Mr. Nutarak.

Item 14: Tabling of Documents**Tabled Document 60 - 1(3): Cambridge Bay School Replacement**

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. I wish to table the following document. The letter was to me as the Chair of the Standing Committee on Culture, Education and Health regarding the Cambridge Bay replacement high school. Thank you, Mr. Speaker.

Speaker: Item 14 Tabling of Documents. Mr. Tootoo.

Tabled Document 61 - 1(3): Substantiation for the 2000/2001 Capital Projects and Financial Detail for Proposed Departmental Expenditures

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker I am pleased to table in the House today the substantiation sheets for the 2000/2001 capital projects and the financial detail sheets for proposed departmental expenditures. Mr. Speaker the information has been provided to the Standing Committees of the Legislative Assembly. The information provides background on each of the government's proposed capital projects and provides standard object level detail on proposed departmental spending. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Item 15. Notices of Motions. Sorry. Tabling of Documents. Mr. Barnabas.

Tabled Document 62 - 1(3): Letters regarding NEU Negotiations

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. I have four documents to table or four letters to table in regards to the negotiations between the Nunavut Government and the collective bargaining with the Nunavut Union Employees. Thank you, Mr. Speaker.

Speaker: Item 14 Tabling of Documents. Mr. McLean.

Tabled Document 63 - 1(3): Letters regarding NEU Negotiations

Mr. McLean: Ma'na Uqaqti. I'd like to table four documents about the tone between the negotiations between the government of Nunavut and representatives of the Nunavut Employees Union. Thank you, Mr. Speaker.

Speaker: Item 14 Tabling of Documents. Mr. Kattuk.

Tabled Document 64 - 1(3): Letter from Qammaq Housing Association

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I would like to table a letter from Qammaq Housing Association in regards to MNA program reduction and a concern by the people in my community from the housing association. Thank you, Mr. Speaker.

Speaker: Tabling of Documents. Tabling of Documents. Item 15 Notices of Motions. Mr. Nutarak.

Item 15: Notices of Motions

Mr. Nutarak (interpretation): Mr. Speaker I give notice on April 6, 2000 I will move the following motion. I move, seconded by the Honourable Member for Baffin South, that Tabled Document 6-1 to be moved to Committee of the Whole today. And Mr. Speaker I would like to get unanimous consent that my motion be dealt with.

Speaker: Thank you Mr. Nutarak. That item will come up later on in the order paper. Item 15 Notices of Motions. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker I give notice that on Thursday, April 6, I will move the following motion. I move, seconded by the Honourable Member from Baffin South that table documents 61-1(3) substantiation sheets for the 2000/2001 capital projects and the financial detail sheets for the proposed departmental expenditures be moved into Committee of the Whole for today for subsequent consideration and the appropriate Minister will appear before the Committee of the Whole. And Mr. Speaker I will be seeking unanimous consent to deal with my motion today. Thank you.

Speaker: Thank you Mr. Tootoo. Notices of Motions. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Notices of Motions for First Reading of Bills. Item 17 Motions. Thank you Mr. Nutarak. The Member is seeking unanimous consent to deal with his motion today. Are there any nays. The motion is in order. Mr. Nutarak.

Item 17: Motions**Motion 18 - 1(3): TD 60 - 1(3) to Committee of the Whole**

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. I could not hear you. I am sorry Mr. Speaker. Mr. Speaker I said I wanted to get unanimous consent to move the motion today Mr. Speaker. Mr. Speaker I already said that I seek unanimous consent, I move seconded by Member of Iqaluit that table document 60-1 be moved into Committee of the Whole today for consideration.

Speaker: There is a communication problem, technical problem between myself and the Member, his ear-piece is not functioning properly so we will take 5 minutes until we get this checked out. Thank you. Sergeant-At-Arms.

>>*Five minute recess*

Speaker: Mr. Nutarak is seeking unanimous consent to deal with his motion today to present his motion today. Are there any nays. Please proceed. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. I move seconded by the Honourable Member for Iqaluit Centre, that tabled document 60-1(3) be moved into Committee of the Whole for today.

Speaker: Thank you Mr. Nutarak. The motion is in order. To the motion. Question has been called. All those in favour. Contrary. Motion is carried. Tabled document 60-1(3) is now moved to Committee of the Whole. Motions. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker I seek unanimous consent to deal with my motion today.

Speaker: The Member is seeking unanimous consent to deal with his motion today. Are there any nays. You have unanimous consent. Proceed.

Motion 19 - 1(3): TD 61 - 1(3) to Committee of the Whole

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker I move, seconded by the Honourable Member from Baffin South, that tabled document 61-1(3) the substantiation sheets for the 2000/2001 capital projects and the financial detail sheets for the proposed departmental expenditures be moved into Committee of the Whole today for subsequent consideration during the appropriate Ministerial appearance before the Committee of the Whole. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Tootoo. The motion is in order. To the motion. Question has been called. All those in favour. All those opposed. Motion is carried. Tabled document 61-1(3) is now prepared to Committee of the Whole. Motions. Item 18 First Reading of Bills. First Reading of Bills. Item 19 Second Reading of Bills. Mr. Ng.

Item 19: Second Reading of Bills

Bill 16 - An Act to Amend the Property Assessment and Taxation Act - Second Reading

Hon. Kelvin Ng: Thank you, Mr. Speaker. I move, second by the Honourable Member from Nanulik, that Bill 16, an Act to Amend the Property Assessment and Taxation Act be read for the second time. Mr. Speaker this Bill will allow the existing general assessment to be extended for one more year. Thank you, Mr. Speaker.

Speaker: Mr. Ng the motion is in order, to the principle of the Bill. Question has been called. All those in favour. All those opposed. Motion is carried. Bill has had second

reading and accordingly the Bill stands referred to a standing committee. Second Reading of Bills. Second Reading of Bills. Item 20 Consideration of Committee of the Whole of Bills and Other Matters. Bill 16, Bill 13. Tabled documents 41-2(3), 51-1(3), 60-1(3), and 61-1(3). And according to the authority vested in me by motion 3-1(3) the Committee of the Whole will stay in session until it reports itself out with Mr. Puqiqnak as chairperson. Sergeant-At-Arms.

Item 20: Consideration of Committee of the Whole of Bills and Other Matters

Chairperson (interpretation): The committee will come to order. We are dealing with the Department of Education Main Estimates. I will ask the Minister of Education if he would like to go up to the witness table.

Thank you Mr. Minister and your officials, welcome all. While you are at the witness table, it would be best if there were only three at the witness table at one time. We have our pages that might have accidents if there are too many people up at the witness table. We will proceed as smoothly as we can and discuss the issues at hand. Before we start, I would like you to introduce your officials.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. On my right is my Deputy Minister Mr. Bob Moody and on my left we have the Assistant Deputy Minister Naullaq Arnaquq. Thank you Mr. Chairman.

Chairperson (interpretation): Welcome all to the House for the committee of the whole. Before we begin, I believe you have opening comments to make. Mr. Minister.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. I will speak in English in regards to questions and clarification and the questions brought by two members.

When the 99/00 budget was prepared the Department of Education did not have its own financial staff. The Department of Finance did most of the budget allocations for the department. For this 2000/2001 budget round we have built a financial team, so we are in a position to put our programs and the salary dollars for the programs into the right places to properly reflect how the department is organized and how we wish to manage.

For example, one member wondered why on page 9-14 compensation and benefits went from 365 thousand to 3 million 368 thousand. This was because we moved the social assistance program from the regional operation staff and the income support workers to this new field operation section. So in general, all programs through the regional office were put in the new field operations section. As well as moving them into this new section we correctly took them out of the grants and contributions and correctly put them into their proper categories of fees and payments and purchased services.

All of these necessary corrections were made this year and will not be required next year. The 1999/2000 main estimates have been re-stated by finance to include all of these movements. Re-organising our estimates in this fashion will help us in managing our

budget. I trust this note of explanation will assist members in understanding the nature of transfers within our budget.

Mr. Chairperson, in yesterday's session some honourable members noted that they were concerned that the education budget had not increased to the extent that they would have wished. I'm pleased to report today, Mr. Chairperson, that contained within the estimates of the Department of Finance and Administration is approximately 6.5 million dollars that will be transferred to the Department of Education to cover the 2000/2001 requirements of the very recently signed contract with the Nunavut Federation of Teachers.

These funds could not be put in the Department of Education estimates earlier as the agreement was not ratified until after the estimates were compiled and printed. Members will recall that it was just yesterday that our Minister of Finance, the Honourable Kelvin Ng, signed their agreement with the FNT.

Preliminary figures for the Department of Finance and Administration showed that the 6.5 million dollars additional to the Education 2000/2001 will be as expended as follows. Salaries and allowances 2.7 million dollars; Professional Development 900 thousand; Language proficiency 500 thousand; principal allowance and school operations 300 thousand; northern allowance 1.6 million dollars; relocation 500 thousand for a total of 6.5 million dollars.

All these components of the agreement are important for hardworking and deserving teachers in Nunavut. I'm particularly pleased with the additional allowance provided with professional development and for language proficiency and Mr. Chairperson that is not all. There will be other funds transferred to our department in amounts of several hundreds of thousands of dollars to cover increases in northern allowances for departmental staff once the new rates are set.

Mr. Chairperson, in closing I know members will appreciate that together these 2 items will add almost 7 million dollars to 2000/2001 estimates to the Department of Education now before you. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Minister Arvaluk. At this time we will go ahead and go back to the issues we were dealing with yesterday. Did you want to make a comment Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you Mr. Chairperson. Just a question. When the students buy their graduation dresses do they get to keep their graduation suits. Also why are the schools not used in the summer time, when they could be used as a day-care facility or provide some other services. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Barnabas. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Probably I will answer the last question. The DECs and the DEAs operate the schools; it is up to the discretion of those local authorities how the schools could be used in the summer. So it is up to the DEAs on how the schools can be used. In response to the dresses and gowns, I will let Naullaq answer your question.

Ms. Arnaquq: From what I know the schools make their own arrangements. They order their graduation gowns and sometimes the schools make their own.

Chairperson (interpretation): Thank you. I will complete my statement. We are dealing with Bill 13 and tabled documents 41-1(3), 51-1(3) and tabled documents 60-1(3) and 61-1(3). We will be dealing with these Bills and tabled documents. Mr. Barnabas would you like to make a further comment. Mr. Iqaqrialu any general comments.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. First of all the divisional boards are going to be dissolved on July 1. My first question is in regards to the DEAs. How much authority are you going to give them since the divisional boards are going to be dissolved. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. If you had read the documents, we sent out the draft Education Act to all the communities and the Department of Education negotiated with the DEAs and asked them if they would like to take on more authority. For example, take on more financial duties or if they are going to be taking on more hiring.

For example, I would ask the DEAs if they would like to take on the authorities that were previously held by the divisional boards. We will have individual negotiations with the local DEAs. I do know that some of the DEAs are more advanced than others. They will take on more responsibility. We will keep it open. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Minister. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairperson. The minister did mention the DEAs are free if they would like to take on more financial responsibilities. I was wondering if your finance controller is going to be taking care of all your finances going to the communities. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you. We would like to do that in the Baffin especially. There is inadequate training provided in financial services. If they need to we will provide the training to the regional offices and if it is possible with some of the DEAs I would like to, through negotiations, decide how much finance they can operate. I do know that the Keewatin and the Kitikmeot are already taking on financial

responsibilities but then there are the other issues, for example travel, provision of supplies will be taken on according to the strengths of the DEAs. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Minister. Mr. Iqaqrialu

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. So you have already responded to the third question that I was to ask. However, the Hamlets and the DEAs are some of the interests in the communities. Are the DEAs going to be operating without the support of the Hamlet Councils. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes, they will be operating on their own. We are going to be setting up some policies but we are considering the students will benefit more if they are under one entity. It may get confusing if there are too many bodies who are responsible for education. They will be on their own without the help of the Hamlet. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you for your response. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): My next question, if the DEAs are going to be operating on their own since they are going to be provided financial employees there will likely be contracts that will have to be dealt with by the DEAs. Who is going to be responsible for the contracts. Is it going to be the DEAs or is it going to be the minister's department. I would like clarification on this point. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. Mr. Minister.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes there are going to be two types of contracts. There is one that will be Nunavut wide or one if you are operating regionally. They will be the responsibility of the Department of Education. If it is going to be in the community then it is going to be the DEAs responsibility. We will negotiate and see if they would like to do that. For example if they are going to be getting an instructor responsible for cultural programs we can let the communities take on that responsibility after discussions with the Department of Education.

If the communities wish to take on additional responsibilities, they will have to seek approval from the minister and there would be an agreement signed between the two entities. We are proposing our sole responsibility will be the students. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr Arvaluk. Mr. Iqaqrialu your next question.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. In the communities, since the DEAs are going to be working with Department of Education. I have read the Education

Act and the communities are going to be working with the Department of Education. Is that true. Thank you Mr. Chairman

Chairperson (interpretation): Thank you. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Of course, once a government makes a decision it has to be followed especially with the policies. Sometimes it is hard when there is no money to implement the decisions. The communities will have employees in the Baffin, Kitikmeot and the Keewatin.

Using the Baffin as an example, they are going to be moving to Pond Inlet. Once they move they are going to still be our employees if that is going to be set-up the communities are going to negotiate directly with the minister. If they have directives they do not have to go through the minister, but they could work with the Department of Education's employees. We have to be well aware of that. It will not be very good if they want to set up an office and go directly to the minister. We have staff who deal with such issues. If it were a grey area, they would go directly to the minister. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. We are looking at the document that was written. The minister is going to be responsible for a huge task. He has many responsibilities and I know we are not going to be meeting here in Iqaluit all the time. I know for sure that we are not going to be holding our session here in Iqaluit all the time.

So, I was wondering we might lose the minister at times he might be absent travelling and we would not be able to find him. The communities would have to have direct negotiations with the minister. I think a problem that may occur with that is the minister may be too busy and have no time for the community to have direct negotiations with him. So what are your alternative options. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk (interpretation): I want the member to understand that having a direct negotiation with the minister means that you can have a direct negotiation with the minister. The department sometimes receives one hundred documents a day. The staffs' job is to find out which one is the priority of the minister and which requires a meeting. So therefore the staff, although I am travelling around to the other communities, the staff always stays behind to take care of the department. We have a number of staff in our department and they can inform me right away because the staff knows where I am at all times.

Also they could tell me when there is an urgent case, like for example something in Clyde River and we need to talk with them so my staff would advise me. I do not see any

problems occurring with the direct contact from the communities. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. Yes I understand his response, but the Inuktitut language if they want to use the Inuktitut language and have direct contact with the department they would have to have direct contact with the minister. That is the way I understand it in the Inuktitut language.

Perhaps we need a new term in Inuktitut. That way we can understand what the minister has stated. Like for example if they want to have direct contact with the department we need a better Inuktitut term.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. Mr. Minister.

Hon. James Arvaluk (interpretation): Mr. Chairperson I think it is this way; the District Education Council's staff if they did not know how to respond to a community's request I would have the DEC call my office. Once they call my office, my staff would answer the telephone Ooleena Naudlaq, my secretary and my assistant and my Assistant Deputy Minister are usually around. So the community could call them and request to speak to the minister. We do have a 1-800 number at the Legislative Assembly.

They could call me through there. They could connect to that number according to who they wanted to speak to. In Inuktitut that means the community will have the opportunity to have direct contact with the minister, especially the DEAs, if they go through the proper steps. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Iqaqrialu and the minister for answering those questions. Mr. Tootoo it is your turn now.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman the minister talked about adding another 6.5 million dollars to his budget and I was wondering if he could provide the summary of where it was all going. I missed the summary and I also missed where he said the dollars were coming from. I would just ask him to clarify that. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Tootoo. Mr. Arvaluk.

Hon. James Arvaluk: We can provide an explanation during the committee of the whole meeting. Secondly, to finance 6.5 million dollars, this comes from the Department of Finance and Administration. Thank you.

Chairperson (interpretation): Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I don't know whether the Minister of Education can answer me or not. Was that coming out of the 15 million dollar contingency reserve that was set aside or is that coming from other areas. Thank you Mr. Chairman.

Chairperson: Thank you. Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairperson. I am not the Minister of Finance I think you will have to wait until the Minister of Finance is on the stand. Thank you.

Chairperson (interpretation): Thank you. General comments. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you Mr. Chairman I would like to get clarification. Just recently it became evident that I had to help a student buy groceries because that student has a child. I was wondering if the student financial support is going to be increased. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Barnabas. Mr. Arvaluk.

Hon. James Arvaluk We are reviewing these two programs and after that I will be requesting a report. Perhaps by September or October I will have the results by those dates for the income support program and for the student financial support program. Thank you Mr. Chairman.

Chairman (interpretation): Thank you Mr. Minister for Education. Thank you. Mr. McLean.

Mr. McLean: Ma'na Uqaqti. I will just do general comments Mr. Minister and I really do not need an answer. The dissolution of the Boards is going to place more emphasis on DEAs to do a bit more and I think it is going to make the administration in the Regional offices a bit more accountable and I support that.

In regards to the Secretary Treasurer in each District Education Authority, they have a tremendous amount of work they have to do and sometimes they are given the support from the Regional offices that they deserve. When I was on the DEA for a number of years we seem to have changed accounting practices every year and I am urging the Minister to maybe make sure the DEAs in Nunavut have a standardized accounting practice in their offices so that most DEAs are compatible if you have somebody training Secretary Treasurers in the accounting end which seems to be where our problems are. So it is consistent right across the board. I know in some communities that the types of accounting and paperwork are completely different.

My other concern is we have Arctic College in every community. Years ago there used to be a co-ordinated approach for training. There used to be feedback between DEAs and Arctic College. We seem to have lost that now and I think more so it is probably more important and when I say that I do not mean like the TEP programs, the regional programs, I mean like the basic education programs, ABE those types of programs.

I think the DEAs and the community learning centres have to work closer together. So I hope there is a co-ordinated approach and that they are not confused with each other. There is not a reluctance to work with each other. There is a bit of confusion there for them to work with each other.

Student teacher ratio. I know it is around a 22 to 1 ratio. I know for a fact in the elementary ends in a lot the schools in the Kivalliq that the ratio is around 30 to 1. I do not want to be negative about this. I put no blame on the department. In kindergarten to grade six, there is such different learning in a lot of the communities. Where you have thirty kids in a classroom or where you have 25 kids in a classroom if you are in grade 3 and they are all at different grade levels, I think the kids at that grade level suffer. Because the teachers are scrambling and working hard to get the kids at other grade levels up to that grade level. So the kids that are at the grade level, I think suffer substantially because they are not challenged more.

I know you live in a community and have probably identified that too. However, the other factor we are going to see is after a few years of the overcrowding in the elementary end because we are going to have kids going to grade 7 and 8 and 9 that are not up to grade level. That is when our drop out rates start. That is when the kids are starting to find out that they do not have the skills necessary to go into high school to graduate to go to university to get the jobs we have promised them and are saying they need to get an education.

On the other hand, the teachers are burnt out. In the most cases the elementary school teacher turnover is probably pretty high. But they are a dedicated lot. They are a dedicated group of teachers. But I see they are starting to get tired looking after 30 kids a day in their classrooms. Like I say I think you as a parent in Nunavut realize that as much as I do.

Now getting into the grade 7 to 12 end. In my tours around high schools, like you when we went to school we had to go to school five days a week. Whether we liked to or not. I know education has changed but has it changed that much where students get 3 days off and the parents are confused. Because being in the DEA again I listen to parents' concerns that I do not know when my kids go to school anymore. They have 10 or 15 spares a week. To me, being old school again, if you do not go through a learning process and showing up for school everyday I think that rolls over to the workforce where I am only going to work only when I feel like it. I have heard that from the private sector.

What are we doing in the high schools in the Keewatin. I have been in many debates with Principals with arguments that I do not think gym should be a credited course because I never had it as a credited course but I do not want to start comparing myself to what is happening today.

But are we concentrating on what are the basics to learning. Computers, reading and writing. I think if we can read in our schools then they will be able to comprehend what we are teaching them.

So those are my general comments James. It is probably the things you have heard from your constituents. But I think we have to concentrate on teaching in the schools rather than all the fluffy stuff. Computers are great. We need the computers. You know we need the cultural stuff. But only so much of it. You know I am a firm believer that the culture stuff should be taught out on the land. But we do have programs in the schools that teach it.

Professional development. I know you have only been in the job for a year. I have been asking about professional development for teachers in the schools and I think it is being done. I think it is not visible enough yet. Another issue that came up to me this weekend as I was going through Rankin Inlet, there is a TEP program running there and I think it is great that we have a TEP program in Rankin Inlet for teachers.

I think we scared our potential candidates off because when I get graduates in my community, I had some in July and August, young people, I encourage them to try to get into the teaching profession. The response to me is no. It is too hard. It is too hard. That scares me. If we can not attract young people in our communities to maybe look at the teaching profession then I do not know if we are going forward or not. I do not know how we attract young people in our communities into the teaching profession but there has to be some sort of incentive where these young people do not look at teaching as a scary thing or too much work. Because there is a lot of work. I think the rewards are when you see kids later, teachers see kids doing well. So those are just my general comments James. That is all I have to say today. Ma'na Uqaqti.

Chairperson (interpretation): Thank you Mr. McLean. There is no question. It is just a general comment. Comments about his views on education. Mr. Minister do you have a response. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. If I make a mistake let me know. In the page we were dealing with yesterday I think the Minister was talking about GNWT's funding to be used for daycares. He said there was some funding left over and the Nunavut Government had requested funds that were not used from the GNWT. I know the money will be used for a good purpose but then they will be all be spent soon.

If that money is spent where would we be able to get some more funding as a Nunavut Government. That is the question Mr. Chairman. Thank you.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. Minister Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes the money we requested, if you used the money for a day-care and there was some surplus of funding

even though the day-cares requested funding and there may be other day-cares that did not get any, so what we wanted to do is ask for more funding for that purpose.

We had planned in the main estimates that there would be some funds for that purpose if he can wait for that page. Thank you.

Chairperson (interpretation): Thank you Mr. Minister. Mr. Iqaqrialu will be able to ask that question when the time comes. The first person that I recognize is Mr. Havioyak.

Mr. Havioyak: Thank you Mr. Chairman. I would like to comment on the issue of Arctic College adult education. I am sure the department has looked at these ones before. I just want to mention for the record that today going to adult education to the bigger centres is not working well I think. I am sure it was stated yesterday. But I just wanted to bring that up again by saying I think the community based training programs will work better if there were put in each community.

Because today we have young people going to schools and not completing because they get homesick and because of other things because it is a new community to adjust to. In the future it should be considered very seriously having a community based training program.

For example mechanics, apprentice carpenters and so on. I think those should be looked at more closely in the very near future so we could have more trained people in the trades areas. I just wanted to mention that has to be looked at very seriously. Because I know communities across Nunavut are looking at those types of training and hopefully education will look at that. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Havioyak. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. I understand the members concern. (interpretation ends) I understand the concern and respect the idea at least the recommendation. As the Minister of Education I have joined the Minister of Sustainable Development to prepare a discussion paper on mining development in Nunavut. That builds on the Bathurst principle Inuuqatigirttiarni amma narminiq.

This will ensure that mining investment is possible in Nunavut communities. This would include in to the planning stage for trades programs. So as soon as we are able to come up with at least a policy towards the training programs, either communities do them or in the regional office of a Nunavut centre we have not determined that yet. Then we will be able to advise you better. But we are excited about getting in on the training plans so that we can catch the beginning of development in the mining industry, especially in Kivalliq and the Kitikmeot is already going in that direction. Nakuurmiik Itsivautaq.

Chairperson (interpretation): Thank you Mr. Minister. The next speaker is Mr. Iqittuq

Mr. Irqittuq (interpretation): Thank you Mr. Chairman. Not too many questions coming from me, the questions that I asked yesterday I will not be asking them again. The concerns that I have in regards to the Department of Education I will mention. The first one is when I was campaigning to become a Member of the Legislative Assembly I campaigned about education.

There are many people in my community and my constituency that have dropped out of schools and are relying on income support. They do not go out hunting and they are too old to go back to school. We have an Arctic College in my community and that could be utilized by adult students but there is not enough room in that college and it is not utilized by very many people. They do not always continue to go to school and it is not utilized enough and the ones that want to go to school to take adult education can not attend because there is not enough room in there.

The young people or those ones in between are not educated in regards to traditional hunting and they are not educated enough in the modern sense. They want to go to school also they want to go out hunting but they do not have the clothing to go out hunting and they have not been taught to go out hunting. I asked those questions to the past minister and asked him what are they going to be doing about it. I directed it to the minister of Culture, Language, Elders & Youth but I never got an adequate response. Now I am turning this question to the Minister of Education and he understands where I am coming from.

I do not believe that he wanted to make an appropriate response because of the lack of funds. I know that we will need to use a substantial amount of money in order to do it but the response was not all people can be teachers. Not all elders can be teachers. The only response he made was not all people can be teachers. I do know that is true. But the 26 Nunavut communities do have people who could be teachers or instructors. If we look, we will find them. I just wanted to make that statement again. We have to get it going because of the comments I have made. I know I only have 10 minutes.

However, today Igloolik and Hall Beach are very close together and people who do not go out very often sometimes travel from my community to Igloolik without a qamutiq. Once a blizzard comes up, they get lost. A search and rescue party has to go look for them. There have been many times in previous years we have had to look for people who have left without a qamutiq or supplies. They can not read the weather patterns. In my community it is very different. It is not like Iqaluit. It is so flat that you can go from ice to land without realising it.

The kids or the people are not being taught about survival skills and I believe there has to be money set aside so that we can teach these people. We have to teach them survival skills. There are many people who are in the workforce now that are parents in the workforce. The children of these parents are just going to school because they have to because it is mandatory because they have to go. But they are not being taught survival skills or land skills. We do not keep our children all day. They are in school and when they are not in school it is the parents that are working.

It has to become one of the programs that should be set up in the school system. If it's a male teach him hunting skills in all seasons because you can teach a child survival, hunting skills, currents, fauna, seaweed, snow, igloo building, making qamotiq.

Things that a full time hunter would know. When you are a hunter there has to be many things you have to do on a daily basis. Repairing equipment, going hunting. When you are a full time hunter, it is a full time job. This is one program that I would like to see in the school system. You might say not all people can be teachers or instructors but there are people out there, there are even people slightly older than myself and even the minister himself who knows a lot about hunting skills and survival skills because he was brought up in an outpost camp outside of Igloolik. He was brought up in an outpost camp before he started school. He knows a lot more on survival skills than I do and I do not like his response saying that everybody cannot be instructors or teachers.

I can only say that he made that response because he does not have the funds to set up those types of programs. For women or girls there are instructors that are available and I will work very hard to see these types of programs set up in the schools. We might try Hall Beach or Igloolik as a pilot project where that type of program would be set up. That is my first comment that I wanted to make.

Secondly, how many minutes do I have. My last comment. Today our students in my community I am not putting them down but I hear that they are following the Alberta curriculum. However, in my community the language instruction is weak. If I go to Igloolik it is a stronger education system in Igloolik more so than Hall Beach. I have a daughter who will be completing grade 12 this spring. She can not even speak English properly or does not speak as much English as Mr. Arvaluk. I am sure I do not know about James but he might not have completed grade 12 and she speaks less English than he does. I do not speak very much English but there are some things in English that she can not understand. She can not even read properly.

If English is going to be used as a language of instruction then I would very strongly suggest that they do follow the Alberta curriculum the way it is supposed to be used. If a grade 10 student from Hall Beach went down to Alberta, the student would probably drop out because of the huge gap between Hall Beach and Alberta. There has to be something done about it. The Federal Government is very wise. I am not putting them down but they could be deceiving.

Looking at James Arvaluk, John Elupalik, my other brother Jack Qammuq, looking at the first set of children who went to school with me. My grandmother did not want me to go to school. The people who went to school in the 50's and 60's are leaders of today. These people are very smart. I think that the Federal Government lowered the education system so we do not advance. I am thinking like that. We have to do something about the education system. If we are going to teach Inuktitut and writing then teach them properly.

But keep English and Inuktitut separate. I wanted to make those comments.

Last in regards to the Main Estimates. As you know there are other communities that are more in need than my community but I do want to help my community because I am representing them. What I would like to see is the blueprints of the Hall Beach school completed and I will be asking for support from the other members so that the blueprints can be completed. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Irqittuq for your presentation. Mr. Minister did you want to respond to some of the comments that Mr. Irqittuq made. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. In regards to the college we have already taken just about all of them into consideration and we have agreed. We do not disagree with the member but we have to remember for example, if he looked at the Divisional Board, he could look at what is available for adults. His comments were to me but he could read documents that show where the elders can be utilized. There are many responses to his questions and I would probably have to take an hour to respond to them.

The elder or the hunter, if there was funding available the hunter could also work at the school taking the students out on the land, instructing in the cultural programs and so on. That is what we are starting to do so that those people who are willing will work instead.

We want the elders to be full participants in all this. I do not want to say that they cannot be teachers but they have to be certified. The elders would be very, very proud if they were certified, there are some very capable instructors and there are some that specialize. Like you said I was brought up in an outpost camp and there are some people who know how to do it but they cannot teach. I am not saying that the elders are not capable but the elders can specialize in two or three certain topics. I am not arguing with the member.

Lastly, something that Mr. Iqaqrialu touched upon, the Education Act also says in there how the elders could be integrated into the school system. There are drop-outs, there are people who aren't in school, there are young people who are too old to go into the school and the Education Act would like to include the students, and the parents, because of course the parents are a part of the student and they have to help.

When they go into high school and it does not look like they can pass the Alberta curriculum then there is something wrong, whether it is in Hall Beach or wherever. Possibly the student teacher ratio does not match or... we have to look at what the problem is if the student cannot complete or pass the Alberta curriculum. The curriculum is all set there. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Arvaluk. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you Mr. Chairman. Yes, I understand his response and his comments. One thing that the minister kept saying is that he could take up to an

hour to respond. I understand that it would not take that long to respond. You can only respond with the money.

If we get some dollars to hire staff then that's okay. In addition, if we only use English as our language of instruction then we would teach them English. We do not necessarily have to have official education. For example, as a hunter and I become an instructor I would know that I would have to go hunting at a particular time of day. As a hunter I would not use the working hours, I would depend on the weather. However, one thing that creates a problem is that I know that the elder would have daily work, he would be busy. I understand his response that the student teacher ratio has to be adequate, however, sometimes that person or that instructor could go into the schools and take the students out on the land.

In my home community quite a while back, although I have not seen it with my own eyes, I have heard that Nunavut is being used as a training ground to teach Inuktitut instruction for those students. Perhaps Naullaq can respond to me. I think that is what I understand in Inuktitut, if they have Inuktitut as a language of instruction but it is just being tested. Perhaps this is creating a problem or hindering the students from learning English.

So I have heard that this was a test. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Irqittuq. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Before I forget, it is not a matter of finances when we want to hire elders as instructors. For example, the NTEP uses huge sums of money to get training going with the students. We have no problem with the finances for the elders, it was never planned ahead in the past as to how we could utilize the elders and what kind of instruction they could be giving. They would be brought into the schools and they would just instruct the students one or two hours and there was no policy so it was left up to the communities' discretion.

The communities would consider the curriculum that they would be using and at the same time the elders would be teaching the students. For example, if they were going to be teaching igloo making, I would not just teach students by showing them I would have to keep in touch with my students according to how much they are learning and how much they are taking in and how involved they are. As an instructor I would have to know all that, I cannot just let them watch me and expect them to learn from watching automatically. That is just an example.

I just want you to know that after speaking to many teachers, they have stated that it is evident if you are not a qualified teacher, either your first student or your 20th student, if they are not taking in what you are teaching the teacher won't even know that a student is lagging behind. As well, if the communities wanted to hire their own teachers according to the Act the minister can certify an elder to become an instructor.

Although I do not want to talk too much in detail about that, we want to plan how we can involve the elders. If we are going to be using the same system as GNWT without actually doing a survey or doing any review as to how we can utilize the elders, since we now have the Nunavut Government we can do what we want. However, according to one of the comments that was made, if the Inuktitut training or language of instruction, if we are going to be teaching environment, would not we be speaking Inuktitut. Wouldn't it be better if we taught them in Inuktitut if we are going to be teaching the students about the environment.

If we were going to be teaching social issues, family planning, wouldn't we be speaking in Inuktitut. So we are reviewing these. If we instruct them in Inuktitut wouldn't it be better for the student. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Arvaluk. Mr. Iqittuq.

Mr. Iqittuq (interpretation): Thank you Mr. Chairman. I do not think he understood me clearly. I think my community of Hall Beach has been used as a testing ground. Naullaq has been working in the education field for quite some time now. I think my community was used as a testing ground. I think they taught grade 5 students, from kindergarten to grade 5, in the Inuktitut language. Inuktitut literacy. I was not talking about survivor skills. Perhaps she can elaborate to us as to what happened in Hall Beach.

Chairperson (interpretation): Thank you Mr. Iqittuq. Ms. Arnaquq.

Ms. Arnaquq (interpretation): Thank you Mr. Chairman. In regards to your comment, that has happened in the past. When I was working for the Baffin Divisional Board of Education, it was tried out for two years, I think in the early 1990's. At this point I have not heard if it is continuing. I think it was stopped shortly after it was initiated.

I would have heard about it in our office whether it is being used or not. In regards to Mr. Arvaluk's comments about language of instruction in the schools. We are now reviewing that within our department and we are reviewing English and Inuktitut language of instruction in Nunavut as to which would be more appropriate to use, whether we use Inuktitut language of instruction, especially in the kindergarten up to grade 12, whether we could use the English language for our instruction. I just wanted to clarify and make those points since we will be dealing with them this spring.

NTEP students are taught to become certified teachers, I was given a note, and perhaps you are talking about NTEP students who are graduating. When they will be using Inuktitut language in their instruction. Is that what you are talking about.

Chairperson (interpretation): Thank you Ms. Arnaquq. Mr. Iqittuq.

Mr. Iqittuq (interpretation): Thank you Mr. Chairman. The study that was done I think it is still going on today because the students in my home community from kindergarten to grade 5, I think this study was done from kindergarten to grade 5. They are only taught

in the Inuktitut language writing and reading. I think when they go to grade 6 they are only taught English. I think that is how it is today still.

Although I enjoy the students, especially from kindergarten to grade 5, they can write in Inuktitut better than I can which I am very happy about, but I think that is still going on in my community, you can correct me if I'm wrong, but that's the case in my home community still. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Irqittuq. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Perhaps this comment is not directed to this page of the budget that we are doing at this time and we will respond to the member after we get some information so he could get some clarification and we will get the information from the Divisional Board. I think we should be getting back to the item that we are here to discuss. Thank you.

Chairperson (interpretation): Thank you Mr. Arvaluk. They will respond to Mr. Irqittuq on his question. Mr. Akasuk.

Mr. Akasuk (interpretation): Thank you Mr. Chairman. I enjoyed the comments by the member Mr. Irqittuq. First of all the business of having Inuit teachers is very nice to hear especially for the Inuit teachers to be able to be teaching in the schools. There are a lot more Inuit teachers who have been teaching in my community and it is good to see that. I would like to thank the Department of Education for providing that and for teaching the Inuit to become teachers.

There are a lot more students that are going into high school and able to get certificates. This year there were...*audio unavailable*...

Chairperson (interpretation): Thank you Mr. Akasuk. Ms. Arnaquq.

Ms. Arnaquq (interpretation): Thank you Mr. Chairman. I think the member was asking, I cannot really find out right now because I cannot find the page. Perhaps maybe we can get back to the member and respond to him.

Chairperson (interpretation): Thank you Ms. Arnaquq. Mr. Akasuk.

Mr. Akasuk (interpretation): Thank you Mr. Chairman. These are some of the questions that I had, I think they could be responded to at the appropriate time. How many teachers have certificates and how many students have received a diploma and how many Inuit principals are there and how many principals are trying to retain their certificates. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Akasuk. Minister of Education, Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Mr. Chairman, we will give the member that response and if the budget for the Department of Education is approved there will be another five years....I am sorry I made a mistake, I am trying to say they go to school for four years and if they are going to teach in high school they have to take an extra year, whether it be math or English that they want to teach then they have to take an additional year.

It is during the fourth year right now, so after they finish that year then they will be high school teachers. Thank you.

Chairperson (interpretation): Thank you Mr. Arvaluk. Mr. Tootoo.

Mr. Tootoo: He is eager to get up into the committee of the whole I guess. Thank you Mr. Chairman. Mr. Chairman, I would ask the minister, one of my colleagues the honourable member from Baker Lake indicated earlier that he believe that the PTR, the pupil teacher ratio was around 22. I would just ask the minister what is the norm, or the number that the department has that it wants. What standard has it set for itself that it wants to be at and is that different than what is actually is right now. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Tootoo. Minister Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. Other members also requested this whether we can make this a little bit more simple formula than the one inherited from the GNWT. We are in the same line as the rest of other jurisdictions across Canada, that we want to make a more practical, workable PTR ratio. Right now we have for example, for the full time equivalency tables, I will just start with 101. If you have 101 students, you are allowed to have 5.0 teachers. One hundred and thirteen 4.5 and they are all different all the way down to 473 to 21.5.

If you have 483 plus students, the ratio would be 22 to 1. So it is not fixed to anything until you get to 483, then it becomes consistent with 22.1. So this is only kindergarten to grade nine. Then the high school section is a little bit different, grade 10 to grade 6, then your ratio is fairly good until you get to 475 which you would have...466 you would have 25.0 and of course that also depends on I suppose, the subjects you are taking.

For example, if you don't have a big lab, you cannot really take 25. So in a high school situation it is a little bit more complicated. But I answered the member the other day that we want to simplify this so that it becomes more complicated...

>>*Laughter*

...we want to simplify it so that it can complement more of the reality of what is required for a classroom size. It really depends on the subject. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Arvaluk. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Maybe I should ask the honourable member from Iqaluit East. Mr. Chairman is there a number that is used by the Department that says this is where we are at and this is what we have set as a standard, I guess is what is was asking, and not whether they are trying to make it a little easier.

What is it at and then is there somewhere a standard that we want to try, not necessarily that we are at but what we want to try to achieve. I'll just leave it at that for now. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Tootoo. Mr. Minister.

Hon. James Arvaluk: Thank you Mr. Chairman. We are trying to use 22 to 1 for our average size classroom. But it is really wide depending on what community you come from too. What has been allocated in the formula for your community and what is the grade levels in your own school. Sometimes you will have six grade 9's and have eleven grade 10's, do you have two teachers then. No.

The guideline is 22 to 1. For the policy development purposes I would like Bob to explain a little bit more.

Chairperson (interpretation): Mr. Moody.

Mr. Moody: Two comments, Mr. Chairman, thank you. I guess just to first reiterate a comment that the minister made. In actuality, the pupil teacher ratio does vary quite widely across Nunavut, both in the earlier years and in high school. As the honourable member would know for here in Iqaluit, the pupil teacher ratio in our elementary schools is higher than we would like to see it. It is a challenge, whereas in Apex, just by the way the numbers work out, the pupil teacher ratio is quite favourable, something we would like to see more of.

I guess there are two issues associated on the policy side. One is, what is an ideal sizing and I believe there are a lot of variables there, it depends on the age grouping, it depends on the type of course being taught and it also depends on the makeup of the children in the school. So it is not a magic formula.

The other concern of course is that to change the pupil teacher ratio, which is something that we would like to do over time, is an expensive item it means putting more teachers in the entire system. But certainly that is something from an education perspective we would recommend that we do over time, realizing that we can't do everything at once. Overall for a policy, we would like to move generally to a more favourable pupil teacher ratio and we believe that would be in the best interests of our students in Nunavut. Nakurmiik umalu taima.

Chairperson (interpretation): Thank you Mr. Moody. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I can concur with the Deputy's responses that it is something that I agree can't be fixed overnight that there needs to be a long term strategy developed and put in place to deal with that. Because I think that anyone would agree that once classes get over a certain size, you are not really teaching it is more like babysitting.

There are as a result, and I think you can take a look at it in the numbers, you will see in our elementary system right now compared to what they are at the high school level, there are quite a number of young people that are falling through the cracks. I think this is something that we need to look at, the minister and his staff, is the big switches between the levels, the numbers in the elementary level and the high school level. There is a big difference and I am just wondering if they are looking at trying to identify reasons why this is occurring.

Are they doing a study or trying to find out why we are seeing such a discrepancy from the elementary to the high school levels. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Tootoo. Minister Arvaluk.

Hon. James Arvaluk: Before we go to the second part of the question which I would like to pass on to Naullaq, but we give out formulas to the schools and through that formula also you have so many students in that school. Using the ratio of 20 to 1, the principals are charged with allocating classroom sizes and classrooms, for individual schools. Unfortunately sometimes the principals in some particular schools aren't as experienced in allocating classrooms and classroom sizes. We hope to help through the DEAs, what would be a good model arrangement to avoid unnecessary overcrowding or a ratio that may be too large to the point that they are not really learning, like the member said.

For the other part, I would like to ask the Chairman if Naullaq could answer that part. Thank you.

Chairperson (interpretation): Thank you Mr. Arvaluk. Our hour is going fast. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you Mr. Chairman. The Francophone Association invited us for dinner at 6 o'clock. We were invited for dinner and I would like to take a break at 6 o'clock. We could resume afterwards.

Chairperson (interpretation): Is that a motion. Are you moving. Is that a motion.

Mr. Nutarak (interpretation): Thank you. I do not believe you mentioned my name. I move that we adjourn the meeting.

Chairperson (interpretation): Thank you. There is a motion on the floor and it is not debatable. All those in favour. Opposed. The motion is carried. The Speaker may come back to the chair.

Speaker: Item 21, Report of the Committee of the Whole. Mr. Chairman.

Item 21: Report of the Committee of the Whole

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, your committee has been considering Bill 13 and tabled documents 41 – 1(3) and 51 – 1(3), 60 – 1(3), and 61 – 1(3) and would like to report progress and Mr. Speaker, I would like the report of the committee of the whole to be concurred with. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Puqiqnak. There is a motion on the floor. Is there a seconder for the motion. Mr. Kattuk. All those in favour. Contrary. The motion is carried. Item 22, Third Reading of Bills. Item 22, Third Reading of Bills. Item 23, Orders of the Day. Mr. Clerk.

Item 23: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker.

Orders of the Day for Wednesday, April 5.

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Reports of Standing and Special Committees
13. Reports of Committees on the Review of Bills
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 13
 - Tabled document 41 - 1(3)
 - Tabled document 51 - 1(3)
 - Tabled document 60 – 1(3)
 - Tabled document 61 – 1(3)

21. Report of the Committee of the Whole
22. Third Reading of Bills
23. Orders of the Day.

Thank you.

Speaker: Thank you Mr. Clerk. This House stands adjourned until April 5 at 1.30 p.m.

Sergeant-At-Arms.

>>*House recessed at 6.00 p.m.*

