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

Legislative Assembly of Nunavut

Speaker

Hon. Kevin O'Brien
(Arviat)

Ovide Alakannuark
(Akulliq)

Enoki Ireqittuq
(Amittuq)
*Deputy Chair, Committee of the
Whole*

Uriash Puqiqnak
(Nattilik)
Deputy Speaker

Glenn McLean
(Baker Lake)

Hon. Kelvin Ng
(Cambridge Bay)
*Deputy Premier; Minister of
Finance and Administration;
Minister of Human Resources;
Government House Leader*

Peter Kattuk
(Hudson Bay)

Hunter Tootoo
(Iqaluit Centre)

Hon. Ed Picco
(Iqaluit East)

*Minister of Health and Social
Services; Minister Nunavut
Power Corporation*

Hon. Paul Okalik
(Iqaluit West)
*Premier; Minister of Executive
and Intergovernmental Affairs*

Hon. Donald Havioyak
(Kugluktuk)
*Minister of Culture, Language,
Elders and Youth*

Hon. James Arvaluk
(Nanulik)
Minister of Education

Levi Barnabas
(Quttiktuq)

Hon. Peter Kilabuk
(Pangnirtung)
*Minister of Sustainable
Development*

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*Minister of Justice; Minister of
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Hon. Manitok Thompson
(Rankin Inlet South-Whale
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Olayuk Akesuk
(South Baffin)

Jobie Nutarak
(Tunnunig)

David Iqaqrialu
(Uqqummiut)
*Deputy Chair, Committee of the
Whole*

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Rhoda Perkison

Clerk of Committees
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Law Clerk
Susan Cooper

Sergeant-At-Arms
Jaco Ishulutak

Editors of Hansard
Innirvik Support Services

Box 1200
Iqaluit, Nunavut, X0A 0H0
Tel (867) 975-5000 Fax (867) 975-5190 Toll-Free (877) 334-7266

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Iqaluit, Nunavut
Wednesday April 5, 2000

Members Present

Mr. Ovide Alakannuark, Mr. Olayuk Akesuk, Honourable James Arvaluk, Mr. Levi Barnabas, Mr. Donald Haviyok, Mr. David Iqaqrialu, Mr. Enoki Irqittuq, 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 (Mr. O'Brien): I would like to ask Mr. Kattuk to say the opening prayer.

>>*Prayer*

Speaker: Thank you. Orders of the Day. Item 2. Ministers' Statements. Ms. Thompson.

Item 2: Ministers' Statements

Minister's Statement 103 - 1(3): Departmental Inuit Qaujimajatuqangit Initiatives

Hon. Manito Thompson (interpretation): Thank you, Mr. Speaker (interpretation ends) Mr. Speaker I am very pleased to rise today to inform you and my Honourable colleagues of the progress of the Department of Public Works and Services has made with respect to the implementation of Inuit Qaujimajatuqangit.

In February an Inuit Qaujimajatuqangit committee was formed within my department representing staff from all divisions and regional offices of Public Works and Services.

The Inuit Qaujimajatuqangit committee was formed to develop a strategy to promote the principles of Inuit Qaujimajatuqangit in the programs and services we provide to our client departments and residents of the communities throughout Nunavut.

The committee's mandate also includes the use of Inuit Qaujimajatuqangit to enhance wellness for our staff in the work place.

Public Works and Services has identified five key principles to guide its work in implementing Inuit Qaujimajatuqangit.

Pijitsirniq-encouraging knowledge and ability based leadership and serving the interest of the community;

Aajiiqatigiiniq-understanding each other and working together for a common purpose,

Pilimmaksarniq-developing skills and knowledge through observation and practice,

Qanuqtuurunnarniq-improving where necessary and maximizing the use of limited resources,

And Inuqatigiitiarniq-creating a healthy work environment that encourages living in harmony and having fun.

Mr. Speaker, through their hard work the committee successfully developed a strategy for Inuit Qaujimajatuqangit and the department has already begun to put this strategy in to action. One of the initiatives that have been implemented is the circulation of three Inuktitut words or phrases to all staff on a weekly basis to promote the use of Inuktitut language in the work place.

Where required these words or phrases are translated into the regional dialects for staff in our regional offices. Some of the initiatives the department has planned to implement for the coming months include; consulting with our Elders on ways to incorporate traditional ways and knowledge in the programs and services we provide. Inviting Elders to visit the offices of the department to talk to employees about culture, history and legends as well as to learn about the operations of the department. Setting up traditional displays of Inuit artwork and traditional tools in the entrance areas of our buildings to promote northern images for visitors to our offices.

Mr. Speaker the departmental Inuit Qaujimajatuqangit committee noted the linkages between Inuit Qaujimajatuqangit and the principles of Inuit employment plans. As a result, Public Works and Services will be using Inuit Qaujimajatuqangit as a tool to assist in hiring and retaining Inuit employees. Initiatives in this area include creating job shadowing opportunities where students visiting the department's offices for a day to observe staff on the job and learn about possible career options.

Cross training new and existing staff to give them the experience to move into programs' positions with increasing responsibilities in the future and offering summer employment positions within the department for high school students.

Mr. Speaker, my department has also sent letters to young Nunavummiut in the south who are studying engineering and other trades specific to Public Works and Services. We are informing them of summer employment opportunities that could help enhance their work experience and future employment options here in Nunavut.

With the departmental Inuit Qaujimajatuqangit policy in place the Public Works and Services Inuit Qaujimajatuqangit committee is now in the process of communicating the strategy and it's objectives to managers throughout the department. Managers will be responsible for reporting on the progress of these initiatives on a quarterly basis.

Mr. Speaker, I am very proud of Public Works and Services accomplishments to date in the area of Inuit Qaujimajatuqangit. As the Nunavut Housing Corporation makes

additional progress in staffing its operations similar efforts will be made to implement the principles of Inuit Qaujimajatuqangit within the programs and services it provides to the people of Nunavut. I look forward to updating the Members of the House the progress of the Inuit Qaujimajatuqangit initiatives that Public Works and Services has planned for the upcoming months. Thank you, Mr. Speaker.

>> *Applause*

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

Minister's Statement 104 - 1(3): Wildlife Research Projects

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I am tabling later today the first ever summary of wildlife research projects in Nunavut. This research is conducted by the department of Sustainable Development scientists and technicians. That along with Inuit Qaujimajatuqangit provides the basis for wildlife management decisions in Nunavut.

It is my intention that the summary be an actual publication available in English, Inuktitut and Innuinaqtut so that Nunavummiut have access to that information that is gathered on the animals that is so important to our lives.

Mr. Speaker we are at a critical period in our history when our environment is changing and when we have the ability to change our environment. Within Nunavut our population is growing, development is increasing, technology is extending, the distances we can travel and the efficiency with which we harvest. Activities elsewhere in the world are affecting our environment and our wildlife in Nunavut. We are only just beginning to understand the effects these changes may be having on the natural cycles that have sustained our wildlife over thousands of years.

The Nunavut Land Claim Agreement recognized the importance of our land and resources by establishing a co-management regime with Inuit that is based on bringing together quality science with Inuit Qaujimajatuqangit in order to make our management decisions on our wildlife. This is the co-management regime that I work with as Minister of Sustainable Development.

Mr. Speaker, I have a deep commitment to managing a wildlife management system in Nunavut that is governed by the principles that Inuit have lived by throughout their history. By that, I mean the principles of conservation the protection of wildlife habitat and the maintenance of healthy wildlife populations capable of sustaining our harvesting needs. The challenge of this commitment is to ensure that the management decisions we make are based on a blend of good scientific research and Inuit Qaujimajatuqangit.

Mr. Speaker this publication is being distributed to HTOs, Regional Wildlife Organizations, NTI, and Nunavut Wildlife Management Board and all the other groups and agencies that rely on our research for decision making. I trust Members will find it a

useful reference when people in their constituencies want information about our governments wildlife research activities. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you Mr. Kilabuk. Ministers' Statements. Item 3. Members' Statements. Mr. Barnabas.

Item 3: Members' Statements

Member's Statement 270 - 1(3): Arctic Bay Youth Program

Mr. Barnabas: Thank you, Mr. Speaker. Mr. Speaker I rise today to give my support to a project that has been proposed in the community of Arctic Bay, which addresses a number of community issues in the spirit of self reliance.

The program, reducing crime through traditional activities, involves youth on weekly hunting trips that will provide food for the community members and meat and skins for teaching young people the skills involved in making traditional clothing.

The program will offer learning experiences for the youth, it will help them to establish good working relationships with the community and ultimately reduce the crime and social unrest that is so often motivated by lack of activities and skills and fuelled by hunger.

The youth council will collaborate with community workers such as social workers, the income support worker and the community groups such as Ikajutit Hunter's and Trapper's Association, the Inuvavut Women's group, the Inumarik Elder's group and the Young Offender's Justice Committee. Local businesses such as Ipiaryuk Services, Northern Stores, Qaquluk Coffee shop and Taqut Co-operative as well as the Health Centre have agreed to contribute supplies.

Mr. Speaker the funding for this project is being solicited from the Federal Government's National Crime Prevention Centre in Ottawa. Meshak Amarook of the Hamlet office has worked with the Tungaruvik Youth Council to design a comprehensive project that will set a fine example for all Nunavummiut in the spirit of self-reliance. Continuing to learn and towards building a healthy community, I strongly support this program and I look forward to seeing it progress. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you Mr. Barnabas. Members' Statements. Mr. Alakannuark.

Member's Statement 271 - 1(3): Governor General's Visit to Repulse Bay

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I rise today to make my statement regarding my visit to Repulse Bay. I am very happy to inform Members that the Governor General, Adrienne Clarkson and her husband, came to visit my constituency and the people there were very happy to receive her.

It was very good to see this event happen and it was good that our people welcomed the Governor General. The people of Repulse Bay will mark this event as historical and the future younger generations will look upon this as a proud moment for years to come. The people were extremely happy about the visit, we were all anxiously waiting when the arrival was slightly off schedule but everything turned out well.

Commissioner Peter Irniq was also with the delegation and I thank him for coming on behalf of my people. The Deputy Mayor, John Qaurnik of Repulse Bay was on hand to give the Governor General a warm welcome. The Senior Administration Officer was also very helpful and we extend our warmest gratitude to the both of them. Lastly, I would like to thank all the Tusaarivik School students for the warm welcome which they extended to the Governor General and myself. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Members' Statements. Mr. Havioyak.

Member's Statement 272 - 1(3): Kugluktuk Hockey Tournament

Mr. Havioyak: Thank you, Mr. Speaker. Today I rise to comment about a hockey tournament recently held in Kugluktuk. Teams came from Cambridge Bay, Holman Island and of course Kugluktuk.

Hockey players from the east did not attend. People of Kugluktuk were very happy on this occasion that started Friday evening and the tournament completed Sunday evening. The weekend was a wonderful chance for competing teams, all weekend plus dinner for all those involved in the weekend events. Later that evening the skill competition began.

Congratulations to all those who entered this event to show their talents. Sunday was the day of the finals where all teams played their best to win the placing of the weekend events. Third place went to Cambridge Bay, second place to Kugluktuk team, first place to Holman Island.

(interpretation) All were very happy during this occasion in Kugluktuk and we want to congratulate and those who volunteered, the students and coaches, we want to extend our thanks to the people of Kugluktuk. They opened their homes to those young people and looked after them. The people of Kugluktuk and young people participating in that tournament had a very good time. Thank you, Mr. Speaker.

Speaker: Members' Statements. Mr. Iqaqrialu.

Member's Statement 273 - 1(3): Qikiqtarjuaq Clam Divers

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker I rise today to read a document that was sent to me from the Qikiqtarjuaq clam divers, it reads: Mr. Iqaqrialu, you are the representative for your constituency at the Legislative Assembly. Those of us who are clam divers in Qikiqtarjuaq would like to request support from you.

In October 1998, we took a course in Iqaluit for a whole week, once we completed the course we were given diver's certification. They gave us plastic cards and certified that we were the marine divers.

Once we completed our course, we were told that we could harvest clams by way of diving and we were very happy. However, an inspector declared that our diver's certification was a recreational diver's certification. We were also informed that our lack of insurance for commercial diving was a problem.

Therefore, we are requesting support for higher training course on diving to achieve commercial divers status.

We love to dive and we want to continue and be successful. We thank each and every one of the Members of the Legislative Assembly and may God bless you. Thank you from Davidee Koonelusie, Charlie Aliqatuktuk, Isaac Audlakiak, Noah Qiutaam.

I will be asking questions in regards to this issue during the question period. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Iqaqrialu. Remind Members to keep an eye on their clocks when they are doing their statements. Over the last few days many members have gone over. Members' Statements. Mr. Puqiqnak.

Member's Statement 274 - 1(3): Gjoa Haven Office Opening

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. I heard the interpreter's say Okalik so I did not think you were saying Mr. Puqiqnak. I would like to apologize to my constituency that I am unable to be in my community during the opening ceremony of the government office in Gjoa Haven.

As the Legislative Assembly is sitting at this time dealing with the main estimates, it is very important that I be here at the session. When we deal with the main estimates I would like to represent my constituency well during the main estimates session.

Mr. Speaker the new Gjoa Haven office had just opened today and I know that it is very important for decentralization and we are proud that the office was built there. It shows that the government is proceeding and succeeding with decentralization in the

communities which will provide more job opportunities in the communities such as Gjoa Haven. Thank you, Mr. Speaker.

Speaker: Mr. Tootoo.

Member's Statement 275 - 1(3): Iqaluit Teachers

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker I was extremely disturbed to hear a report on the radio this morning that suggested that Iqaluit had too many teachers.

Mr. Speaker it should go without saying that communities and schools cannot have too many teachers. That's like saying students are too well educated, or that communities are too healthy. I don't need to remind this House that students in Iqaluit are still being sent home on too many occasions because classes are being cancelled as a result of there not being enough teachers or substitutes on hand. I can't imagine that there is a single parent in this community or any other community who would think that their children's schools have too many teachers.

Mr. Speaker I understand that Iqaluit has over a hundred new students since this past fall alone. By the fall of this year that number may be over a one hundred and seventy new students. The current formula is hardly magical or perfect for example there are 29 kindergarten students at Joamie elementary school.

This is only considered as 14.5 FTEs that is what they are funded on. But next year when the students move into grade 1 the formula will ignore the fact that there are actually 29 students in the classroom not the 14.5 FTEs they are funded for. Iqaluit's unique circumstances are further reflected by the fact that there are three language streams in this community's schools with the existing formula the student teacher ratio in the Inuktitut stream could be as high as 30 to 1.

Mr. Speaker I fully support the Minister of Education's commitment to review the formula. While Iqaluit may have more teachers than the formula allows this ignores the fact that there are over 120 more students than the formula took into consideration last fall.

This situation is hardly unique to Iqaluit as it is my understanding that there are schools throughout Nunavut that have more teachers than the formula strictly permits. Any review must take into account the realities of the schools in communities like this one and not merely be a rigid mathematical abstraction that ignores the real needs of students, parents and teachers alike.

The fact is Mr. Speaker, that Iqaluit like many other communities does not have too many teachers, the fact is there are too few resources to get the number of teachers that our schools need. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Ng.

Member's Statement 276 - 1(3): Member's Comments on Killiniq High School

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker I ask for the indulgence from the Members for my statement may be over the allotted time.

Yesterday, Mr. Speaker the Member for Iqaluit Centre made a statement on meeting basic needs and fairness. I quote Mr. Tootoo from page 6 of yesterday's unedited Hansard, quote "As time goes on and basic needs are met than yes we should have add-ons to our schools so they can become show-pieces. Mr. Speaker it is a question of fairness, let's make sure that all community's fundamental needs are met for a government to do otherwise shows that favouritism is condoned" end quote.

Mr. Speaker, I believe that the Honourable Member's comments are targeted towards the Killiniq High School project in Cambridge Bay. Like all Members in this House, first and foremost I am here to represent my constituents and if the Member thought I would idly sit by and take in his statement without a response he was wrong.

Mr. Speaker I am compelled to respond on behalf of my constituents and quite frankly I thought about listing facility by facility, school by school, what are government funds here in Iqaluit. But no, I don't begrudge what the Town of Iqaluit has in respect to the many facilities it has as I know there is a need for those facilities. Otherwise why would they be there.

Mr. Speaker I have with me a file of correspondence, letters dating back to September of 1998 one month after the Killiniq High School burned to the ground. Letters from the Hamlet Council, the local education authority the Kitikmeot Heritage Society signed by 10 of our Elders, the Killiniq High School principal and letters from myself as the MLA.

The letters are addressed to the Minister of Education of the Government of the Northwest Territories, Minister's Arvaluk and former Minister Haviyok, Premier Okalik of the Government of Nunavut, the Deputy Ministers; Mr. Moody, Mr. Irniq, the Office of the Interim Commissioner including the Interim Commissioner himself. I also have a resolution in this file from the Kitikmeot Leader's Forum dated in October of 1998 supporting the large gym as part of the replacement project.

Later I'll table this resolution and the letter from the Heritage Society which is addressed to the Minister Haviyok in both English and Innuinaqtut. All of these pieces of correspondence Mr. Speaker substantiate the need for a full-sized gymnasium and a cultural heritage centre. Mr. Speaker I seek unanimous consent to conclude my statement.

Speaker: Proceed Mr. Ng.

Hon. Kelvin Ng: Thank you Honourable Members. Mr. Speaker, I'll speak briefly about the full-sized gym. There is a request for a hundred additional square metres estimated at \$395 thousand dollars with the Hamlet contributing 20% of the funding. Originally it was 293 additional metres which included the enhanced change room, gym office, enhanced storage, the stage etc. for the full size gym. This was all given up by the municipality in trying to make the project more viable, in trying to accommodate the Government of Nunavut.

The main reason for the request for the full size gym is that there is no full size gym in the Kitikmeot at all to allow for regional or territorial athletic or cultural events. That's why, Mr. Speaker, the Kitikmeot Leaders Forum made up of all the mayors, the Inuit Association, the Divisional Board of Education, the Divisional Health Board who all supported this project. Mr. Speaker, the Heritage and the Cultural Centre, the request is for 200 additional square meters estimated at approximately at 525 thousand. The Kitikmeot Heritage Society itself as of today has 85 thousand dollars today sitting in a bank account to contribute to this project. That is how committed they are to it.

The school that burnt down had a community library and a Heritage and Cultural Centre as part of their structure. It displayed artifacts, they ran cultural programs such as drum making, tool making, story telling, traditional clothing making. Elders taught these programs to students and to the public at large.

This was all developed outside of GNWT policies at the time due to the strong community support. In Cambridge Bay the traditional cultural ties are probably the weakest in Nunavut through no fault of the residents of the community. You only have to look at the history of the community Mr. Speaker. It was established as a Dew Line site. It was a Ministry of Transport Centre and then subsequently a GNWT Regional Office.

There was a strong presence by Health and Welfare Canada, the RCMP and other Federal agencies. There was a strong outside influence on the community and around its residents. The community recognises this Mr. Speaker.

Over the past eight to ten years they have made a concerted effort to strengthen cultural, language, and traditional community knowledge. Initiatives such as establishing the Heritage Society, an elders committee, accessing funding from Federal programs etc., to pursue these initiatives are proof of these efforts.

I want to read briefly Mr. Speaker, an excerpt from a letter addressed to the former Minister Haviyok signed by ten elders.

Quote "This partnership has allowed our organization to create a facility that truly promotes learning at all ages by all people in the community regardless of their ability to read or write. This will be a place for newcomers to learn about Inuit culture and language first hand from the elders. This will be a place for elders to mix with youth from the high school, a place where both groups will have a sense of belonging. This will be a place where children will come to understand their past and why it is important to hold on

to their culture through their language. This will be a place where people will love to learn.”

Their closing sentence of that same letter, Mr. Speaker:

“We hope that you will continue to listen and will understand the value to our community of such a facility for the short and long term.”

Mr. Speaker in closing, the community elders that are actively involved in strengthening their language, their cultural and traditional knowledge, should not be penalized for their efforts. They should be commended and supported in their efforts Mr. Speaker. To me that is the Nunavut way. Thank you Mr. Speaker.

>>*Applause*

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

Member's Statement 277 – 1(3): Lack of Representative Government

Mr. Irqittuq (interpretation): Thank you Mr. Speaker. I had my hand up quite a while Mr. Speaker. Mr. Speaker, I rise today...I do not have any sport stories like other members but I have a concern I want to let the members know about.

I will talk about the concerns of the two communities that I represent. We were very happy to get a Nunavut Government because it would be for all people of Nunavut.

But after the government started operating the people, especially with the time zone change voiced some concerns. My community has told me about the Nunavut day holiday in that they do not want to take the first Monday in August.

The community that I represent had great hope when we first started campaigning for the Nunavut Government, people said that the government of Nunavut would be for all the people of Nunavut.

The Government of Nunavut is following some of that, but some are not. They are not fully representing the people. This government is not really listening to the people.

So today I rise Mr. Speaker, to say we have to remember that we have to represent our people and we have to listen to them, to their wishes. We have to work together and we have to also represent the people that voted us in here, because we have to follow their wishes. Thank you Mr. Speaker.

Speaker: Members try to be kind to the furniture please. Members' Statements. Mr. Nutarak.

Member's Statement 278 – 1(3): Governor General's Visit to Pond Inlet

Mr. Nutarak (interpretation): Thank you Mr. Speaker. I just want to apologize to the people of Pond Inlet that when the Governor General went up to Pond Inlet I could not attend because it was not a good schedule for me. I just want to apologize to the people of Pond Inlet. Thank you Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Picco.

Member's Statement 279 – 1(3): Relocation of Iqaluit East Office

Mr. Picco: Qujannamiik Uqaqti. Uqaqti, being an MLA means being accountable and as well as being available to the constituency. I would like to take this opportunity to announce to this House and the people of Iqaluit East that there is a change of location and times for my constituency office.

Mr. Speaker, as of Monday April 3, I have opened a new office in beautiful Apex to help serve the constituents there. Mr. Speaker, the Apex office at the present time is operating from house 3236. I am trying to secure permanent office space in Apex but in the meantime Mr. Speaker, the Apex office will be open 9 to 12, Monday through Friday.

Our current constituency office located across from the Navigator will continue to be open from 1 to 5 Monday through Friday to serve residents here in Town. Mr. Speaker, operating both of these offices is a person who has been with me since day one as my representative in Iqaluit. Oonga Henderson was born and raised in Iqaluit and will operate the Apex office from her home for now and will staff the Iqaluit office across from the Navigator every afternoon. Oonga has worked very hard for me and the people of Iqaluit and now Mr. Speaker, Iqaluit East. Oonga exemplifies what Iqaluit people are well known for and that is honesty, hard work and Mr. Speaker and being very friendly. I would like to take this opportunity to thank Oonga.

Mr. Speaker, during House sittings and sessions I can be reached either through the Apex or Iqaluit office or directly here at the Legislative Assembly. Mr. Speaker, these changes will help me to serve the people of Iqaluit East, Happy Valley, Tundra Valley, Apex and the Island of Killiniq better. Thank you Mr. Speaker.

>>Applause

Speaker: Members' Statements. Ms. Thompson.

Member's Statement 280 – 1(3): Nunavummi Nangminiqaqtunik Ikajuuti

Ms. Thompson (interpretation): Thank you Mr. Speaker. It is nice that Mr. Picco now has two offices and he must have a lot of money to be able to afford two offices.

Thank you Mr. Speaker. Yesterday afternoon we heard, through CBC Northbeat, from Yellowknife that they were not very happy about the policy that we were producing called Nunavummi Nangminiqaqtunik Ikajuuti, our own BIP. I feel that this policy is very good for the people of Nunavut especially for the businesses that are based in Nunavut.

Because we all know Mr. Speaker when the Government of the NWT was our Government the Inuit people were not benefiting too much from the Business Incentive Policy because it was geared more for people in the West, especially for the businesses in Yellowknife and Hay River. The money was not distributed properly to the people of Nunavut and it was really benefiting the Western people more.

Nunavut's businesses will finally benefit from this policy because at that time the people of Nunavut were not benefiting as much as the people of the West when they had the Business Incentive Policy. Thank you Mr. Speaker.

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

Member's Statement 281 – 1(3): Central Time Zone

Mr. Kattuk (interpretation): Thank you Mr. Speaker. I rise today to make a statement about Sanikiluaq and it is in regards to Central Time zone change, sometimes referred to as Nunavut time zone. The people of Sanikiluaq were not satisfied with the change because all year round we have a lot of darkness and only in the spring do we have bright days in Sanikiluaq.

For that reason the people of Sanikiluaq were against the single time zone however the people of Sanikiluaq do try to do what they are asked to do and they are always open to the Government's wishes.

They are not against Government initiatives however, they are being negatively affected by the time change in our region. So representing the people of Sanikiluaq I wish to state that although the Government has done well in some areas I would invite them to go to Sanikiluaq to visit the people there and get their input. Thank you Mr. Speaker.

Speaker: Members' Statements Mr. McLean.

Member's Statement 282 – 1(3): Opening of Government Office in Baker Lake

Mr. McLean: Ma'na Uqaqti. Uqaqti, today I rise to apologize to my constituents in Baker Lake for not attending the Grand Opening of the Government of Nunavut office building. This was a historic day for the community as it shows the building of Nunavut is really going to happen. Uqaqti, I want to take the time to acknowledge the great job of the Nunavut Construction Corporation that constructed all the facilities in Baker Lake.

The labour component for these projects was over seventy percent, which means 30 to 40 Inuit people had full time jobs for 2-3 years.

We now have a semi-skilled work force in Baker Lake in the construction trade, Mr. Speaker. I must add that the opening was greatly attended by many, many people from Qamanittuaq. The community event was organized by the Baker Lake Heritage Centre and as of today the Nunavut Power Corporation is moving to lease the top floor of that building for the eagerly awaited anticipated job growth in my community. Thank you Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Akesuk.

Member's Statement 283 – 1(3): Congratulations to Timoon Toonoo

Mr. Akesuk (interpretation): Thank you Mr. Speaker. Mr. Speaker, I wish to congratulate and honour Timoon Toonoo for his recent appointment as Superintendent for the Department of Sustainable Development to be based out of Cape Dorset.

Also I wish to apologize to the people of Cape Dorset for I will not be able attend the opening of the new Nunavut Government office in Kinngait. We have three staff members in the office and I am quite happy about the progress we are making in Cape Dorset, however unfortunately I will not be able to attend the opening of the new office.. Thank you Mr. Speaker.

Speaker: Members' Statements. Moving on to item 4. Returns to Oral Questions. Returns to oral questions. Item 5. Recognition of Visitors in the Gallery. If the members might indulge me. To start I would like to recognize a very good friend of mine from Arviat. He has been in town for the last few days and will be for the rest of the week. He is here with his three sons playing at the festival. Paul Kitsorgak, his sons Jason, Levi and Leonard. Stand gentlemen.

>>Applause

Thank you. Recognition of Visitors in the Gallery. Mr. Picco.

Item 5: Recognition of Visitors in the Gallery

Mr. Picco: Thank you Mr. Speaker. Mr. Speaker, I too would like to thank the Arviat Band. They have been playing at the Toonik Tyme and they have been exceptionally well liked by everyone who has heard them.

The third floor of the building in Baker Lake is reserved for the Power Corporation and in deference to Ms. Thompson when you are creative with your budget you can open another office in your constituency.

I would like to recognize a fine young man who last year along with his two brothers and my two sons spent several days fishing. They did not get any fish. I did. They did not get any fish Mr. Speaker, but we had a lot of fun. I hardly recognized him earlier this week in the gallery and I had to ask a page to make sure I got it right. He spent a lot of time at my house with my son. He is here, he has a part-time job after school. He is a fine student, he is here as a page. He is Christos Liptak. Thank you Mr. Speaker.

>> *Applause*

Speaker: Recognition of Visitors in the Gallery. Mr. Irgittuq.

Mr. Irgittuq (interpretation): Thank you Mr. Speaker for seeing me right away. Yes Mr. Speaker, I want to recognise a very well known person in the Baffin region. He is a very hard worker and very outspoken and he will be my constituency assistant during this session. He is a very capable person and I am sure he will give me all the information that I require as a member for that region. I would like to recognize John Illupalik. He is my new CA. Thank you Mr. Speaker.

Speaker: Recognition of Visitors in the Gallery. Minister Kilabuk.

Mr. Kilabuk (interpretation): Thank you Mr. Speaker I do not usually get the opportunity to recognise people in the gallery. However today I would like to recognise a person in the gallery. Just last week our Sargent-At-Arms' son was medivaced to the hospital here however he is in attendance here and I am very glad to say that he is feeling better now. In attendance is Archie and sitting to his left Lisa Ishulutak. She is also our Sargent-At-Arms' daughter and Mosesee's other son. The other two are Jeesapie Nakashuk and Nuqinga Etuangat and in the very far right is my son. I wish to recognise these young people to the gallery. Thank you Mr. Speaker.

Speaker: Recognition of visitors in the gallery. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Speaker. I wish to recognise a long time friend of mine who I also worked with in previous years. When I met him at the time he hardly spoke in Inuktitut. Although I was not with him all the time he learned Inuktitut very quickly, Terry Audla. He is in the gallery here. He is a hard working young person and he is very fast in learning to speak in Inuktitut. Thank you Mr. Speaker.

Speaker: Recognition of Visitors in the Gallery. Returning to the orders of the day. Item 6. Oral Questions. Oral Questions. Mr. Iqaqrialu.

Item 6: Oral Questions

Question 386 – 1(3): Qikiqtarjuaq Clam Divers

Mr. Iqaqrialu (interpretation): Thank you Mr. Speaker. Mr. Speaker, perhaps I will be directing my question to the Minister of Sustainable Development. Some people in Qikiqtarjuaq as I said before, are clam divers and they lost their opportunity to make some money when the government shut down their operation. I also raised this question during our Rankin Inlet session and I just want to ask the minister what the status of that is right now. Thank you Mr. Speaker.

Speaker: Minister Kilabuk do you care to answer the question.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Speaker. I was not sure which minister would respond to this. My staff in the department have been addressing some of the concerns that have been raised and I have asked one of my officials to look into this concern of the member.

However, we do not have the exact time when these divers can take further training in clam diving and I understand the Workers' Compensation Board put a stop to their diving. I am in support of those clam divers and we will do everything we can to assist the community. I will keep the member informed as to the status of what we are doing within our department regarding the clam divers. Thank you Mr. Speaker.

Speaker: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Speaker. Yes I thank the minister for his response and I know he will be looking into the concerns that have been raised. However, I would like the Minister of Human Resources to respond further to my question because the people that have had jobs no longer have any income and this clam diving was a big part of their economy locally. This has greatly benefited the people of Qikiqtarjuaq.

So I am wondering if the departments that I referred to could look at this as soon as possible because the people of Qikiqtarjuaq totally depend on this income they were receiving from clam diving. Thank you Mr. Speaker.

Speaker: Once again. One question per minister and if you have different questions you are not able to ask or permitted rather. The second question went to the Minister Ng I believe. Minister it is up to yourself if you want to respond.

Hon. Kelvin Ng: Thank you Mr. Speaker. I believe my honourable colleague Mr. Kilabuk indicated that he would try to do all that he could within his area of responsibility to provide adequate training to allow those individuals to be certified as commercial divers. I think he is continuing to work towards that end, Mr. Speaker.

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

Question 387 – 1(3): Funding Transfer to the Department of Education

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, my question is for the Minister of Finance. Yesterday, the Minister of Education indicated in Committee of the Whole that there was 6.5 million dollars that was going to be transferred from the Department of Finance to the Department of Education. I would like to ask the Minister of Finance if those funds, the 6.5 million is part of the 10 million dollar contingency reserve that he talked about in his budget address. Thank you Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you Mr. Speaker. Yes.

Speaker: Oral Questions. Supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, in the budget address it said to accommodate additional expenditure requirements he set aside that 10 million dollar reserve and it seems apparent that already 6.5 million is gone. I would like to ask the Minister of Finance, if he has or if the Government has any more of the 3.5 million left remaining earmarked for any other purpose. Thank you Mr. Speaker.

Speaker: Minister responsible for Finance, Mr. Ng.

Hon. Kelvin Ng: Thank you Mr. Speaker. Mr. Speaker, we also have you may recall 5 million dollars set aside for a Northern Allowance adjustment. So other than that there is nothing anticipated given that we have to await the outcome of the Northern Employees' Union negotiations because there may be additional costs. We do not know that until agreements are reached and then ratified by both parties.

Of course there is always the ongoing issue of pay equity, whether or not any additional cost will come forward as result of any settlement or ruling that might take place in that regard. So those are the ones that I can think of off hand Mr. Speaker. Thank you.

Speaker: Supplementary Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, by his response I take it that there clearly is no surplus out there to be used by departments for program or project areas other than human resource related issues that the Minister of Finance outlined. Thank you, Mr. Speaker.

Speaker: Minister responsible for Finance, Mr. Ng.

Hon. Kelvin Ng: Well, thank you, Mr. Speaker. Mr. Speaker, I said no at this time but it always depends on what arguments are put forward and how compelling those arguments

are that are put forward to the Financial Management Board by an individual minister or by any Standing Committee that could be making recommendations. Thank you.

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

Question 388 – 1(3): Problems with Time Change

Mr. Iqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I will be directing my question to the Premier. Mr. Speaker, earlier today I stated that we should be listening to the elders' wishes. For that very reason yesterday I asked the Premier a question but he never really responded to my question.

So I will pose the same question by rephrasing it. I know that the communities with decentralization are now proceeding today, perhaps he could respond to me today. I know that we have staff in the communities, the nurses, the RCMP and the teachers who all work in the communities. I was trying to ask him if they had encountered any problems to date with the time change. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Iqittuq. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We have not reviewed this at this time but we will review it as soon as possible. Thank you, Mr. Speaker.

Speaker: Supplementary, Mr. Iqittuq.

Mr. Iqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I would like to ask the Premier again, I know that he told us that if we had time differences in one community it would create problems. So what would he do if the communities do not want to change to the Nunavut time zone. Thank you, Mr. Speaker.

Speaker: Premier.

Hon. Paul Okalik (interpretation): As I have stated before we will be reviewing it and the review is going to be initiated as soon as possible. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Premier. Oral Questions. Mr. Akesuk.

Question 389 – 1(3): Employment Opportunities in Communities

Mr. Akesuk (interpretation): Thank you, Mr. Speaker. I will be directing my question to the Premier as well. I know that we will be officially opening the government offices soon. There are some telephones that have to be put in the new offices as well as fax and computer connections, my question is are these things in the process of being worked on now.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes, we will have to get the telephones, they will require phones. Some of the offices require computers and they do not have desks and our Nunavut Government will give them to the offices and the equipment and the supplies will have to come in by way of ship. The computers and the furniture if they came on a plane it would be too expensive so we will have to wait for the sealift. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Premier. Mr. Akesuk.

Mr. Akesuk (interpretation): Thank you, Mr. Speaker. You can correct me if I am wrong with my question but with the job opportunities, when are you going to start advertising the jobs in the communities. Thank you, Mr. Speaker.

Speaker: Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We already do have existing staff and they will inform us before the month is over and we do have funds set aside which will have to be approved by the Legislative Assembly. Thank you, Mr. Speaker.

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

Question 390 – 1(3): Time Change Effects

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. Mr. Speaker, although it was asked previously by my colleague I would like to rephrase the question to the Premier, since he is responsible for decentralization.

Mr. Speaker, the three communities of Pangnirtung, Sanikiluaq and Clyde River are still on eastern standard time while the rest of the communities are on central time which is called Nunavut time. Mr. Speaker, what are you going to do with the spouses, for example, if their spouses work at the Hamlet Council or if they work for the Government of Nunavut, and the children have to go to school and they are using government hours.

For example, lunch hour if the wife is going by Eastern Standard Time and her husband is working on Nunavut time, their lunch hour differs. The spouses would have to go for lunch at different times and this creates a problem. So I was wondering what the Premier is going to do about it. Thank you, Mr. Speaker.

Speaker: Mr. Premier if you would like to respond to that question please.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Perhaps they will have to get a divorce. I am just joking. Yes, it is time that we will start reviewing this on how we can improve it and we will look at ways that we can improve it. Thank you, Mr. Speaker.

Speaker: Supplementary Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. For that very reason we are talking about the single time zone because my colleague Mr. Irqittuq had asked about it. The Premier had said that he would review this matter, and although two of those communities did not receive decentralization, one of the communities has received decentralization.

So I was wondering if they do not change the time, will the Nunavut Government withhold these job opportunities unless they change to Nunavut time. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. At this time we are reviewing this and the Pangnirtung MLA will be going to Pangnirtung to hear the concerns of the people. This is being dealt with right now. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Premier. Final supplementary, Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. During the Baffin Leadership Summit in Hall Beach, they made a resolution or a motion about the time zone. What is being done with that motion. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I am sorry, Mr. Speaker, I was not involved in the Baffin Leadership Forum, but I have stated that we will be looking into this and that we would be doing it this year, so we are doing that right now. Thank you, Mr. Speaker.

Speaker: Thank you Premier. Oral Questions. Mr. McLean.

Question 391 – 1(3): Status of Pupil Teacher Ratio

Mr. McLean: Ma'na Uqaqti. Uqaqti, the Federation of Nunavut Teachers settled their bargaining with the Government of Nunavut and everything seems to be settled. However, I believe that there was an understanding with the Teachers' Federation that the minister would revisit the student teacher ratio in our schools. Can the minister update me as to what is happening as of today. Thank you, Mr. Speaker.

Speaker: Thank you Mr. McLean. Minister responsible for Education, Mr. Arvaluk.

Hon. James Arvaluk: Thank you, Mr. Speaker. As I indicated yesterday, during the committee of the whole meeting, we inherited this PTR – pupil teacher ratio, from the GNWT. I also indicated that we will be reviewing this as to whether a made in Nunavut

PTR arrangement can be made. In fact, this is also being done in other jurisdictions now across Canada with and we will do likewise. Thank you.

Speaker: Thank you. Supplementary, Mr. McLean.

Mr. McLean: Ma'na Uqaqti. That's reassuring. Can the minister reassure me that the student teacher ratio will not go up and it will go down. Thank you.

Speaker: Thank you Mr. McLean. Minister responsible for Education, Mr. Arvaluk.

Hon. James Arvaluk: Thank you, Mr. Speaker. Hopefully not because it has been indicated in many schools that too many students in one classroom for one teacher has not been productive as much as it would be if there were less students in one classroom.

We are hoping that it would go down rather than going up. We will see when we are doing the review. Thank you.

Speaker: Thank you minister. Second supplementary, Mr. McLean.

Mr. McLean: Ma'na Uqaqti. That's reassuring again and I have to compliment the minister. Can the minister guarantee to me, as a person living in a smaller community outside of the large regional centres, that he will make sure that the student teacher ratio is the same across Nunavut and every school in Nunavut is treated the same in student teacher ratios. Thank you.

Speaker: Thank you Mr. McLean. Mr. Arvaluk.

Hon. James Arvaluk: Thank you, Mr. Speaker. Certainly. Thank you.

Speaker: Thank you minister. Oral Questions. Mr. Puqiqnak.

Question 392 – 1(3): Mental Health

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. This question is directed to the Minister of Health & Social Services. We all know in the Nunavut communities we always have concerns about the young people, especially the ones that are of younger age and I feel that the minister's portfolio is very important to the people of Nunavut.

The other community that I represent, I will not state which community it is, but in a community in my constituency a person is concerned that the Minister of Health & Social Services could be an avenue for help, we know that there is mental illness in the communities. We should try more to cure them.

My question is, are there enough mental health workers in each community. Thank you, Mr. Speaker.

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

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, when we are dealing with the issue of mental health, the Department of Health & Social Services has tried, or the three health boards have tried to identify a position of mental health worker in each of our communities. In most cases we have a position created in the communities and we have someone filling that position.

For example, in one of the member's constituent towns, we have a mental health worker there full time and just recently in the last month that person left that position. However, I can say to the person that a mental health worker position has been identified by the Department of Health and indeed, by the members of this House and the people of Nunavut as a very important position and playing a very important role in our communities. Thank you, Mr. Speaker.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. I thank the Minister of Health & Social Services for that response. Mr. Speaker, some parents are very concerned about their children and their grandchildren. I am not sure, I would like to be able to know whether there could be a mental health worker in each community. I know that in one of my constituent towns they have a women's group and they deal with people that have problems.

I gave them my appreciation for helping out and helping people that are under a lot of stress. The young people have a need for someone to talk to when they have problems. Is there a place where the young people can go or a group that they can approach when they have problems or when they have a lot of stress to talk to people. Is there a group or a body that is in the community that can be accessed by those young people that are encountering problems.

A lot of people would want that, is that in existence right now where we could go and approach somebody to talk to them about wanting some help. Thank you, Mr. Speaker.

Speaker: Just another reminder members, that after your first preamble try to keep your supplementaries to the question and not go through the preamble again, because you are taking time away from the other members. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, this is a very important question and it lends itself to a detailed answer. I will try Mr. Speaker, to make it succinct and keep my reply short.

The first point of contact for young people for example, who are dealing with serious issues of pressure, peer pressure, and so on if there are family problems and that, would be with the Department of Education. In most cases, Education through our school system does have community counsellors who are available to help the students.

In most communities we have a mental health worker who can help deal with these issues. Mr. Speaker, the social worker deals with these issues on a regular basis. One of the things that this government, Mr. Speaker, the Nunavut Government has done that we think is a strategic move is build capacity. As well our standing committees of health will be another asset that we will be able to use and access to develop strategies at the local level Mr. Speaker, to help deal with these important issues.

So I hope that helps the member in response to his question. Thank you, Mr. Speaker.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. I thank the minister for a good response. I would like to ask a last question about mental health workers. How many times do they travel to remote communities to try to talk with people who might have problems. When can they have permanent offices within Nunavut communities so they will not have to keep travelling back and forth to larger and smaller communities. Thank you, Mr. Speaker.

Speaker: Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, in most cases, in most of our 26 communities we do have a resident mental health worker in place and that person would be able to deal with the issues at hand in that community. In some cases, Mr. Speaker, depending on what the situations are with mental health problems in the community we could put a psychiatric nurse in to help alleviate and to help take some of the pressure off the care givers that we have at the local level.

I think the member is trying to bring up another instance and that is where we have psychiatrists and psychologists who would probably be a Ph.D. or at a doctor level who would also be able to travel around to the communities. We don't have that capacity right now, Mr. Speaker, but on specific instances brought forward by communities if the member informs us that the community feels that is needed we would try to facilitate that.

But we do, Mr. Speaker, in all cases try to have a mental health worker at the community level. For example, I know that in the Member's community we have a mental health worker and we had one in the other community of his constituency until a few months ago and we are now aggressively trying to fill that position. Thank you Mr. Speaker.

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

Question 393 – 1(3): Teachers Agreement

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I am not quite sure which minister I will be directing my question to, however I will have a short preamble.

The government signed an agreement with the teachers' union, I will be directing my question to the Premier. There are many teachers in Nunavut and there are other employees that are not teachers. Those people will be indirectly effected by the agreement that was signed just a short time ago.

I want to ask the Premier if there will be any big changes in the communities. Thank you, Mr. Speaker.

Speaker: Deputy Premier, if you would care to answer that question.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, as I have indicated in the past, the Northern Employees' Union has the bulk of our employees and we are in negotiations with them and trying to settle and reach a tentative collective agreement so that we can move forward. Thank you Mr. Speaker.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I am not quite sure what the minister is saying. He was stating that the Nunavut Employees' Union represents all the employees. Does the agreement effect some other employees outside the school system. Thank you, Mr. Speaker.

Speaker: Mr. Ng.

Hon. Kelvin Ng: Sorry Mr. Speaker, I was just getting some advice from my colleagues here on the interpretation of the honourable member's question. Mr. Speaker, the Federation of Nunavut Teachers contract covers of course the teachers, the principals, as for the other people that would work in the schools, if that is what the honourable member is referring to, those that are not directly teachers would be covered under the Northern Employees' Union.

That is what I referred to in my response earlier, that group is actively right now in negotiations right now with us and that is what I was referring to. There are all the outstanding issues for pay, monetary issues for the balance of individuals not impacted by the Federation of Nunavut Teachers agreement. Thank you, Mr. Speaker.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Perhaps if I rephrase my question. I know we all have different jobs within the Nunavut Government, but they are all Nunavut Government employees, whether they are teachers or not. If I were an employee of the Nunavut Government, I would probably envy the Teachers' pay raises that are in the collective agreement that they have just recently signed.

I think all Nunavut employees should be considered, especially when it comes to pay raises. Thank you, Mr. Speaker.

Speaker: Mr. Ng.

Hon. Kelvin Ng: We certainly believe that the agreement that was reached with the Federation of Nunavut Teachers with that organization, with that bargaining unit was a fair one and that both groups recognize that. We are hoping that by the same token, the Northern Employees' Union reaches an agreement that their membership will accept and that is acceptable to the Government of Nunavut as well. Thank you, Mr. Speaker.

Speaker: Oral questions. Mr. Nutarak.

Question 394 – 1(3): Time Change Review

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. The question I will be raising was asked by one of the members earlier. The Premier indicated that he would be reviewing the time zone change. How soon will he be putting out the review. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes, in a very short time we will be reviewing all the time zones and we will probably be having a Nunavut-wide review. Thank you Mr. Speaker

Speaker: Mr. Nutarak.

Mr. Nutarak (interpretation): Yes, the Premier has indicated he will have some staff members carry out a Nunavut wide review. How soon will we be able to see the results of the review. Will it be next fall or next winter. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes after all the review has been completed we will be able to table a report with results and we will be open to suggestions. Thank you, Mr. Speaker.

Speaker: Oral questions, Mr. Tootoo.

Question 395 – 1(3): Pupil Teacher Ratio

Mr. Tootoo: Thank you, Mr. Speaker. My question is for the Minister responsible for Education. There has been a lot of talk over the last couple of days over the PTRs and the ratio of students per classroom. Through responses provided by the minister it is quite clear that there is a number they want to have. It is quite evident that there are very few cases where that is met. Mr. Speaker, I was wondering that in the west, in the NWT,

the government over there passed legislation on class sizes. I would like to ask the Minister of Education if he or his department is looking at developing such a proposal..

Speaker: Minister responsible for Education, Mr. Arvaluk.

Hon. James Arvaluk: Thank you, Mr. Speaker. No we have not made any proposals and the member would also appreciate that since last year, April 1 to date, the capacity in the Department of Education, we have been working very hard introducing and discussing and revisiting the new initiatives we would like to see over the course of the years. Also, this has been the first year after we actually reviewed our own budget and we have been very busy. We are not saying that PTR is not important we just haven't had time to completely review that yet.

In respect to the GNWT and PTR legislation, I don't believe there is such legislation governing the PTR. However having said that, I've already committed to reviewing that and I will be discussing this with the communities, regions and the members of the assembly and having a full discussion as to what would be a good PTR on the basis of the community or the subject being taught in the classroom.

So, this more or less is an open question because some of these class sizes for example going out on the land, I cannot imagine taking thirty or twenty children in this case. You know that if you had thirty students taking out by one teacher. Some of these discussions will have to take on a realistic basis and not just an idea. I will, as I committed and proposed, not tackle the issue of the PTR until we have a full discussion and see what the people have to say. Thank you, Mr. Speaker.

Speaker: Supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr Speaker, I can appreciate the capacity problems the minister alluded to and certainly the staff for the department have been very busy with the dissolution of the regional boards and the initiation of the new Education Act. Mr. Speaker, I think in most communities anywhere that people would agree that once classes get too big you're not really educating the students, you are babysitting.

Mr. Speaker, this government has said that education is one of its top two priorities. I think that there would be support for legislating the class size to ensure that adequate resources are put in place to give our children the quality of education that they deserve. Mr. Speaker, I would just ask the minister, wouldn't that be something that his department would be developing and bringing forward. Thank you, Mr. Speaker.

Speaker: I would just remind the members that the preambles on your second and third questions if you can't shorten them up we will shorten them up for you. Minister of Education.

Hon. James Arvaluk: Thank you, Mr. Speaker. I want to correct myself first. I was told that although Mr. Ootes has not written me a letter respecting this decision, apparently

they have reluctantly legislated the PTR because they had a poor relationship with their own teachers and the government, of course I will not know that for sure. We have a good relationship with the teachers and the communities. This government is not planning at this time, although this can be recommended, what we are doing is a second round of consultations with the second draft of the Education Act, but we are not proposing that. Thank you Mr. Speaker.

Speaker: Thank you Mr. Minister. I will remind the minister also that they must keep their answers as precise as possible in fairness to the other side. Oral Questions. Mr. Kattuk.

Question 396 – 1(3): Traditional Polar Bear Harvest

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. As we have heard in the past, I am not sure who I should be directing my question to but perhaps to the government leader. I think that it was last fall, in the Nanulik riding, there was a person who wanted to harvest a polar bear using traditional methods, and we heard NTI was going to sue the Nunavut Government. So, I would like to know the status of this. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Yes in regards to his question, this was taken to court and since it has been taken to court I cannot make any comments in regards to this issue. We will hear about the results afterwards. Thank you, Mr. Speaker.

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

Question 397 – 1(3): Purchase of Office Furniture

Mr. McLean: Thank you, Mr. Speaker. Like I said earlier in my member's statement, I missed the grand opening of the new Nunavut Government office building and I also missed the Nunavummi Nangminiqagtunik Ikajuutti policy which is supposed to benefit Nunavut businesses. I was wondering if the Minister responsible for Public Works if her departments plan to purchase office furniture for that building. Thank you, Mr. Speaker.

Speaker: Ms. Thompson.

Hon. Maniok Thompson (interpretation): Thank you, Mr. Speaker. For office furniture and supplies our department orders its supplies in. Thank you, Mr. Speaker.

Mr. McLean: Thank you, Mr. Speaker. Now that I have that confirmed, in this new Nunavummi Nangminiqagtunik Ikajuutti policy, if a small Inuit firm wants to bid on ordering furniture or flying in furniture, when can we expect to see these tenders and would the minister consider an RFP from Inuit firms. Thank you, Mr. Speaker.

Speaker: Thank you Mr. McLean. Ms. Thompson.

Hon. Manitok Thompson: Thank you, Mr. Speaker. I would consider that, but I really don't know what the status is of the ordering but I will find out.

Speaker: Thank you Ms. Thompson. Oral Questions. Mr. Havioyak.

Question 398 – 1(3): Kugluktuk Decentralization

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. I will refer to a letter written by the Premier to the Mayor of Kugluktuk, on the subject of decentralising positions to Kugluktuk. In that letter they confirmed positions for Kugluktuk and the attachment said that three departments had identified positions but Health and Social Services has not identified 10 positions that are going to Kugluktuk.

So what I want to ask the Minister of Health first is to confirm the 10 positions and secondly when are they coming to Kugluktuk. Thank you, Mr. Speaker.

Speaker: Minister responsible for Health, Mr Picco.

Hon. Ed Picco: Thank you, Mr. Speaker and I would like to thank the member for his question. Over the last several month I've had an opportunity to not only speak to the mayor of Kugluktuk but also visit the community and we worked with member on this issue.

There are several proposals that have come forward Mr. Speaker, on this issue of decentralized positions for Kugluktuk, as you know some of those positions were slated for Baker Lake but some of those positions have been changed to put "X" number of positions into Kugluktuk. Mr. Speaker, we are still looking at what would be the most viable alternative for those positions and I'm hoping to have something official for the member and for the mayor of Kugluktuk about what those positions will be and when they will be transferred to Kugluktuk. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Picco. Supplementary, Mr. Havioyak.

Mr. Havioyak (interpretation): One of the questions that I asked, I know that we have ten positions, but just to confirm to me again are these permanent positions from the department.

Speaker: Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, I would just like to confirm that it is the intent of the Department of Health and Social Services, for Kugluktuk to be following the decentralization policy. Thank you, Mr. Speaker.

Speaker: Oral Questions. Mr. Barnabas.

Question 399 – 1(3): Hamlet Authority Over Time Change

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I would like to direct my question to the Premier. He stated he was going to review the single time zone as soon as possible. The Hamlet Councils had made a motion, and if they make a motion, according to the powers vested in the municipalities, the municipality can make their own time change in the community. How will the Nunavut Government deal with this, are they going to overrule the Hamlets using the Nunavut Time Zone Act.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We do have authority and power that was vested in us by the Federal Government and that is how we enacted this and we will review this within the year. Thank you, Mr. Speaker.

Speaker: Supplementary, Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. Our Premier did not respond to my question. If the Hamlet Councils do not want to change or revert to Nunavut time, according to the act, are you going to try to get the communities to change to the Nunavut Time zone. For example, as I have stated before, these communities are not following the Nunavut time zone, Pangnirtung, Sanikiluaq and Clyde River. Will the government overrule these communities to change to the Nunavut Time zone or will they follow the Hamlet Act.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. The Hamlet Councils do not have any authority in regards to the time change and the Nunavut Government has been using their own Act. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Premier. Oral questions. Mr. Alakannuark.

Question 400 – 1(3): Following the Peoples Wishes

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Mr. Speaker I have to represent the people of Nunavut and my question is directed to the government leader. Like we have said many times before, that we have to follow the wishes of the people of Nunavut but today it seems like we are going to bypass the wishes of the people. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I am not sure what the member is asking. Maybe if he could clarify his question I could probably respond to his question. Thank you, Mr. Speaker.

Speaker: Would the member clarify his question.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. The question I heard a little while ago is, does the hamlet not have stronger legislation. If we made legislation as a government, for instance for the people who do not want to follow the Nunavut time zone, what will the government do about them. If they wish to keep their local time will they keep their local time or will they have to go to the Nunavut time as the government says.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We are reviewing this and we would like to hear from all the people of Nunavut as to whether they support it or not. We will be looking at all the communities that might be having a problem and we will want to hear from all the communities before we will deal with it again. Do they like the time or don't they. So we will be reviewing this because we want to have the same time in Nunavut and we will always be looking for a better thing for the people of Nunavut. Thank you, Mr. Speaker.

Speaker: Mr. Alakannuark, supplementary.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. My supplementary question is for the government leader. What about the hunters, because I am concerned about the hunters, will the hunters be involved in a review. Many older people in the communities have concerns and they always say they might not have authority or be involved in the government. We mentioned before the Nunavut Government is for all people and I just wondered if they are going to be involved. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes we want them to be involved. We will hear from all the people in the communities and we will be consulting with them if they come to any problems. We will be dealing with the legislation on the time zone and we will always want to hear from the people of Nunavut as to the best way to serve them, whether or not it is through legislation. We will be open and we will be reviewing the problems the communities are having with the time. Thank you, Mr. Speaker.

Speaker: Final supplementary for Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. The Premier will be reviewing this and he will be seeking input from the communities. Will you be fixing a time if the majority wants to have different time zones. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We will want to hear from all the people from Nunavut communities. We can not do anything about it until we do a review. We will be trying to go to the communities before they go out camping. Thank you, Mr. Speaker.

Speaker: Time for oral questions is up. Returning to the orders of the day. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Item 12. Reports of Special and Standing Committees. Item 13. Reports of Committees on the Review of Bills. Item 14. Tabling of Documents. Mr. Ng.

Item 14: Tabling of Documents

Tabled Document 65 – 1(3): Kitikmeot Leaders Forum Resolution

Tabled Document 66 – 1(3): Letter from Minister Havioyak

Hon. Kelvin Ng: Thank you, Mr. Speaker. I would like to table a resolution from the Kitikmeot Leaders Forum of October 1998, in support of a full size gymnasium for Cambridge Bay.

I would also like to table the letter of the former minister, the Hon. Donald Havioyak from the Kitikmeot Heritage Society requesting his support for the cultural centre for Cambridge Bay. Thank you, Mr. Speaker.

Speaker: Tabling of documents. Mr. Havioyak.

Tabled Document 67 – 1(3): Nunavut Employees' Union Members' Letters

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. I want to table today six letters that I received from constituents of mine who belong to the Nunavut Employees' Union. They are expressing their concern over the direction and tone of the negotiations between the Government of Nunavut and the union. Thank you, Mr. Speaker.

>>*Applause*

Speaker: Tabling of Documents. Mr. Picco.

Tabled Document 68 – 1(3): Achieving Pinasuaqtavut – Health & Social Services Business Plan

Hon. Ed Picco: Thank you, Mr. Speaker. Today I would like to table a document called "Achieving Pinasuaqtavut" as requested by the Standing Committee of Culture, Education and Health. This document is the business plan for the Department of Health and Social Services for the year 2000/2001. Mr. Speaker, it will form the basis of our operations in the coming year and articulates our goals and guiding principals for the future. Thank you, Mr. Speaker.

Speaker: Mr. Picco, are you referring to a business plan in your tabled document.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, under the rules of the House any document can be tabled during the tabling of documents and at this time I felt it was permissible to table my business plan. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Picco we're just getting a point of clarification for the record. Mr. Minister in accordance with motion 14-1(3) Business plan for Health & Social Services is referred to the committee of the whole. Tabling of Documents. Mr. Kilabuk.

Tabled Document 69 – 1(3): Summary of Wildlife Research Projects

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Under Ministers' Statements I mentioned that I would be tabling the Department of Sustainable Development's summary of wildlife research projects in Nunavut. This is from the statement I made earlier.

Speaker: Thank you Mr. Kilabuk. Tabling of documents. Mr. McLean.

Tabled Document 70 – 1(3): Nunavut Employees' Union Members' Letters

Mr. McLean: Ma'na Uqaqti. I want to table documents from Margaret Amaruk and Irene Niuqtuq, Susan Niuqtuq, Sheila Aksawnee, Neil Mautaritnaak, David Annanowt, who are all employees of the Jonah Amitnaaq Secondary School regarding the Northern Employees' Union and the tone of the negotiations. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Second Reading of Bills. Item 20 Consideration in Committee of the Whole of Bills and Other Matters. Bill 13 Table Documents 41-1(3), Table Documents 51-1(3), Table Documents 60-1(3), Table Documents 61-1(3) and Table Documents 68-1(3). In accordance to the authority vested in me by the motion 3-1(3), the Committee of the Whole will stay in session until it reports itself out with Mr. Iqaqrialu as chairperson. We will now take a 20 minute break prior to the Committee of the Whole.

>> *House recessed for 20 minutes*

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

Chairperson (interpretation): We have a quorum now and we are now on Item 3 during Committee of the Whole on the Education Department. First, I would like to ask the Minister if he has any opening comments, while he is still seated at his usual seat. Go ahead Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yesterday, although I made my opening comments in regards to the financial plans as to how they are going to be allocated, at this point I would like to clarify yesterday, 061-01 tabled document for capital details, substantiation sheets.

Part of it is a little bit different from 2000-2001 plans. What I am trying to say is we will be using the capital substantiation sheets for 2000-2001. For the budget for 1999-2000 the detailed information substantiation sheets were tabled for 1999-2000 also included in there and the financial details are the same as the substantiation sheets they are both in detail.

I just wanted to point that out so as not to confuse the Members. Just in case they might be asking questions so therefore we will probably be looking at the two substantiation sheets and with the main estimates. Thank you, Mr. Speaker. Also as I had stated before the translations are not completed yet but you may be able to get them as soon as they are completed.

(interpretation ends) Also Mr. Chairman, yesterday the Honourable Hunter Tootoo asked a question regarding the pupil/teacher ratio in Nunavut schools and whether we are going to review it in the future. He also asked that during the Question Period. The pupil/teacher ratio is high now in our schools as it is for many across Canada. We plan to review it this coming year.

Mr. Chairman, in order for our department to establish a strong foundation, we need to have a strong sense of vision and principles to guide us. We believe that education is a life-long process. What we have begun in our first year has been to look at how things have been done in the past and we are re-thinking how else we can do them to do the best for our students and the people we serve.

Developing a Nunavut education system will mean reviewing strategies, formulas and activities. In our first year we started doing this as staff have been hired to do the work. Like all other departments there is a lot of work on everyone's plate and I stated that this morning too.

I am pleased to report that we have begun work on such activities as:

- revising the Education Act to make our policies and legislation more reflective of Nunavut.

- doing a labour market needs analysis, which will help identify what jobs are needed and what training we need to put in place.
- developing a long term curriculum and resource development strategy that will identify priorities our department needs to work on.
- doing a language of instruction study to define a language policy and models so that we develop a strong language plan so we develop a strong bilingual education system.
- We have begun a full review of income support and start developing strategies and programs that will promote independence.
- Reviewing early childhood and day-care programming so that they can also be made more Nunavut relevant.

This coming year we will be looking at formulas used in the past. We need to look at the K to 12 schools have been funded for teachers, program support teachers, language specialists and assistant principals. It all comes down to cost and what we put in place has to be well planned and impacts best on our students with various types of programming.

Mr. Chairman, I welcome input and ideas from my colleagues and members to help improve learning and teaching in Nunavut. Mr. Chairman, these are available now they are translated both in English and Inuktitut, those can be had immediately if you want. Tabvatau, qujannamiik, iqsivautau.

Chairperson (interpretation): Thank you Mr. Minister of Education. First of all the minister indicated that I was Mr. Speaker, I am not Mr. Speaker, you should call me Mr. Chairman because I am just a Chairman. I think that is it for your speaking notes. We will go back to Item 3.

If you want your witnesses to sit with you at the witness stand feel free to do so, however there's not enough seats down there so the minister and his ADM and DM can only sit with him. Thank you. Thank you for sitting down to the witness stand. You are going to be dealing with the same items that we dealt with yesterday, but Mr. Minister if you could introduce your staff again before we go into general comments.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. To my right, Robert Moody, Deputy Minister of Education, and to my left, Naullaq Arnaquq ADM for Education and if I have to introduce the staff members there they have different job titles here. If you people have to refer to them they will be available.

Chairperson (interpretation): Thank you Mr. Minister. And who are you. Who are you.

>> *Laughter*

Hon. James Arvaluk (interpretation): I am sorry. My name is Arvaluk.

Chairperson (interpretation): Thank you. We are still under general comments for the Department of Education. Are there any general comments or questions. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, yesterday I had asked a question and we ran out of time before I could get any response. The question I had asked the Minister is if the department was doing a study or trying to find out why we seem to have such large discrepancies between the enrolments at the elementary level and the high school level. I'm just wondering he had indicated staff members who were going to answer that, I'd just ask if I could get that response. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Tootoo. The Minister of Education.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes, we are aware of the question. We also stated that we have inherited this policy from GNWT and there are a lot of policies and regulations within the Act. So, we are going to have to review all that first and I am not sure about the status, so I am going to get Naullaq to elaborate a little bit more.

Chairperson (interpretation): Naullaq if you could elaborate a little bit more.

Ms. Arnaquq: Thank you. Thank you, Hunter asked the question yesterday where there are some discrepancies. In the regions we were funding Divisional Boards of Education and going by how many students would be entering schools we would fund up to October 31 and we are still using that old policy.

However, Mr. Arvaluk indicated that there would be a comprehensive review of all the funding that is provided to the schools according to how many students are entering the school system. There are also program support teachers that have to be funded as well and the assistant principals and the counsellors that are in the schools. The funding that we provide to these schools usually depends on how many mentally challenged students there are in the schools.

We also have some Inuktitut instructors, we call them language specialists and usually the funding we provide them always depends on the amount of students that are in the classroom. We also provide funds to the high schools and that depends on how many students will be in the high schools. Like we said we have inherited the policies of the GNWT Department of Education so we are going to be reviewing everything all the policies that are within the Act, probably will be trying to put out Nunavut made legislation. Thank you.

Chairperson (interpretation): Thank you Ms. Arnaquq. Thank you for your response and I think Mr. Tootoo has another question.

Mr. Tootoo: Thank you Mr. Chairman. Not another question Mr. Chairman. But just to elaborate more on what I said yesterday is that the numbers that we have in our elementary system are quite high the PTR's are quite high in the elementary level and

once you move into the high school level, they seem to drop. That's an indication of young people quitting school for whatever reason. I guess I was asking the minister if the department is doing a study or looking at the reason why we do seem to have such a high drop out rate of students once they get to the high school level and if there's lots of kids in the elementary level and they seem to fall through the cracks those that are dropping out of high school and that's what I was referring to Mr. Chairman. I'm just wondering if you are doing a study, it has nothing to do with the study, just a study on why this is happening. Thank you Mr. Chairman.

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

Hon. James Arvaluk: This is like 101 Dalmatians I think the answer is very much in that part. In general sometimes it is the community atmosphere, sometimes it is lack of support from parents, sometimes the peer group being involved with something else, but we have been seeing an increase in retention in the last several years and we will continue to try to find a way to improve that.

We have to look at what we do with education and educational programs in the communities and what are the factors are contributing to the drop out rate or fall into the cracks. I think, like any other community program the school requires strong support from the community, strong support from the parents and the co-ordination and co-operation between the educators and the Department of Education and the public in general. So we are now looking at overall education as a whole rather than between the school and the pupil area. So to elaborate more I would like ask again Naullaq Arnaquq to add. Nakurmiik.

Ms. Arnaquq (interpretation): Thank you. Yes, we are aware of this problem and we have seen this in the past too. The programs that we put out in the elementary and in the high schools are very much in need of overhaul. Both the curriculum and the programs that we provide to schools have to be reviewed and the turnover of teachers mainly in our area is very high so we are going to look into that as well.

A teacher sometimes leaves the community just when their students are getting to know them as well as the public. I think this is one of the main causes of high school dropouts. Like the minister indicated if the students are not getting enough support from their parents right from elementary to grades 6 and from grade 6 beyond, I think we need to put some kind of support system for students so they can remain in school.

We have done some research on that and we expect that things will get better in the future because we all know that if a student who has good support from his family and in the community he has the tendency to stay in school and complete his studies. I mean there are many different reasons that we have to consider when we are reviewing the Education Act. So, the support system is another thing that we will be looking into, it has become apparent that we need some kind of support system in the schools. Thank you.

Chairperson (interpretation): Thank you Ms. Arnaquq. You have to go through the Chairman every time you make a statement or make a response. I think that everybody should be made aware of that, go through the chairperson. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. So, I guess out of that the answer is no. I didn't really get an answer. I couldn't pick one out of there as to whether that was something that they were doing, looking at reasons why we are losing those children in the high school, not. Let me just get a straight yes or no answer. I guess that, either they are or they will be looking into trying to do a study to determine the causes for the high dropouts. Thank you Mr. Chairman.

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

Hon. James Arvaluk: Thank you Mr. Chairman. We already know a very large part why individuals sometimes do not continue pursuing high school until they reach, until they graduate. What we will be trying to do is how to improve the completion or success rate of those students and those are numerous. We'll continue to find out, we already know from talking to former students and the teachers and the communities there is some theory, but the methodology how to improve that success rate is not yet been completed and of course we look at some past experiences.

Secondly the society including educators must be up to date on a yearly basis because the young people who are most vulnerable in changing the attitudes towards education, lifestyle the fads and styles and other influences that the television or the society as a whole may bring. What we will have to do as educators and parents is to make them feel proud of their own language and culture first then building the foundation before we even begin to work anything in the school to improve the success rate. I would like my Deputy Minister to add to what the Department of Education has been doing so far on that. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Minister of Education. Mr. Moody.

Mr. Moody: Nakurmiik Mr. Chairman. The study that we will be initiating on pupil/teacher ratio will likely start this summer and it will look at what we are doing here in Nunavut, pressures, and will also look at jurisdictions across Canada.

As the minister mentioned, a lot is known about the retention rates and the success or lack of success at the high school level in Nunavut today. The retention rate, people staying in high school and graduation rates are better today than they were five years ago that's a positive trend. We are optimistic that those trends will continue.

On the specific question are we going to do more study on this. It is my understanding Mr. Chairman that there have been several studies done in Nunavut recently and some actual pilot projects so as the minister mentioned there is a lot known. However, having said that, the minister has initiated a study which will not begin until later in the new year just again because there is a lot on our plates.

We actually have the terms of reference for the study done. It was called Determinants of Educational Success and again we will be looking at the success factors, what we know today, what we know in the education literature nationally and internationally, what makes people succeed, what allows them to succeed.

The minister outlines some of the things that are very relevant to Nunavut and relevant in other places like parental support, like community ownership in schools, these things are very important. So we will be doing that particular one it won't be, if I understand the members question correctly Mr. Chairman, it won't be actually part of the PTR review but it's planned to re-look at the material. That study will probably not begin until the October/November time frame just because of work load, but we will do it.

The last thing, I'll just repeat myself in saying that a lot of good work has been done in Nunavut. So it's a matter of re-looking at that, seeing the progress we have made because progress has been made and where should we go in the next ten to five years. Nakurmiik amma taima, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Moody, Deputy Minister. As we kept hearing at the House that we had our first year anniversary I know that we are starting to work on the problems since we are only a year old, so let's be aware of the questions we are posing. So, both sides should be careful and aware of the questions. Mr. Tootoo you may go ahead.

Mr. Tootoo: That's okay Mr. Chairman.

Chairperson (interpretation): Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you Mr. Chairman. I will be speaking in English. (interpretation ends) We have been talking a lot about pupil/teacher ratio in the past few days. One of the reasons it is of such concern to us is because many of our students have special learning needs.

This makes it more difficult for teachers who have large classes, these students requires lots of extra support and specialized equipment. We have never had enough funding to support the needs of these students. They need specialists, help, and extra support from staff to be in school. I understand in the west, GNWT they have agreed to put extra funding into student support. My question is what extra funding have you put into the budget this year for the student support and what are your plans for more funding for his purpose.

Chairperson (interpretation): Thank you Mr. Barnabas. Mr. Minister of Education.

Hon. James Arvaluk: Thank you Mr. Chairman. We have not put in any extra funding for special needs this year, it's status quo from last year, but this is one of the things we

will also be reviewing that what is a relevant, realistic budget that could be had for special needs. Thank you.

Chairperson (interpretation): Thank you Mr. Minister of Education. Mr. Barnabas.

Mr. Barnabas (interpretation): I really do not know if you will be able to respond to my question but I would like to ask it. (interpretation ends) What are your plans to provide better support services for the students such as specialists and support staff.

Chairperson (interpretation): Thank you Mr. Barnabas. Mr. Minister of Education.

Hon. James Arvaluk: Mr. Chairman as I indicated before that some of these initiatives that the member is requesting have not yet been done, therefore we cannot, you know, all I can really say is all the things that we would do.

We are committed to reviewing all the aspects of the programs that we have inherited from the GNWT reviewing each and every one. We already made approximately 15-16 new initiatives since we took office on April 1, 1999. Some of them are lengthy and time consuming, some of them require quite a large amount of budget, for example, Inuktitut curriculum and a lot of other reviews that require community consultations like the Education Act. But we do not have definite plans what we are going to do with that but we are committed to reviewing them, including special needs amongst other things, all the programs we have inherited from the GNWT. Nakurmiik.

Chairperson (interpretation): Thank you Mr. Minister of Education. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you Mr. Chairman. I am getting confused now. As the Minister has stated they will use quite large sums of money and they have a surplus. Where did the surplus come from, was that surplus going to be used for research. There is surplus of 9.1 million dollars in the Department of Education. Where did that surplus come from.

Chairperson (interpretation): Thank you Mr. Barnabas. Minister for Education.

Hon. James Arvaluk: Thank you Mr. Chairman. We did not have the full capacity of staff. Two things happened here one the lack of support staff for the first year. We have been hiring but we have not reached 100 percent. In fact to date if I am incorrect we are about 75 percent staffed.

That is why what we come up with this so-called surplus. It is not a true surplus. It will not reflect the same way as the following year because we plan to have a 100 percent capacity for staffing. So that they will do the work we have not done. Thank you.

Chairperson (interpretation): Thank you Mr. Minister for Education. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you Mr. Chairman. Mr. Chairman the Department of Education as they have stated they are in the planning stages to review the Education Act. As we have stated, we would like to have staff reflective of Nunavut. We would like to see acts that reflect Nunavut. When we were with the GNWT we had hardly seen what we wanted and that is when the Nunavut Government was created.

For example Mr. Chairman in 1999 in the Kitikmeot Regional Council at that time we had our session and they had asked me when I was Chairman. I was a regional council member as a Mayor.

I was asked to become the NWT Disabled Council. Since I have been a member of that Board we have been discussing this matter as a Nunavut resident and as a person coming from the Kitikmeot region. I know that we have physically handicapped people in various communities. In Kitikmeot we have deaf mute people and we have blind people. We would like to although we try to help these people out by requesting for funding from GNWT. It was impossible to get what I want.

Since the Minister is in the end stages of reviewing the Act, the Nunavut communities are expecting program and services for disabled people. We are expecting some funding for disabled people so we can provide services in the schools. Thank you Mr. Chairman.

Chairperson Thank you Mr. Puqiqnak. Minister of Education.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes, I agree with the member. We have in the budget in Education a section for people with handicaps.

But I would like to say to Mr. Puqiqnak in this year we spent more money for grades 9 to grade 12 because they are increasing in numbers.

If you had 20 students we would have one teacher, that is what we are trying to retain. We also would like to have Inuktitut curriculum and we have a development of the Inuktitut curriculum. We have 400 thousand allocated for that purpose. We also are helping in conjunction with the Department of Health and Social Services we are working with them in the communities to be able to go to communities and we have allocated 1.5 million dollars for that purpose.

I think there is 1.2 million dollars allocated for teachers and we are doing research on development of an Inuktitut curriculum for that purpose we also have some funding for that as well.

We had money allocated for a project in Arviat. I think they are going to have 67 thousand dollars allocated for that purpose. There is about 94 thousand as well too for the curriculum development. We also have the 120 thousand dollars for other purposes to do a study of the curriculum. Just to review whether the curriculum is put incorrectly and that is about 3 thousand dollars. As well, we have development of tapes and other materials. We have allocated money for that as well.

For this fiscal year we have planned to do these as soon as the budget is approved. I am trying to say to the member that we are not going to try to follow the GNWT's way. So that is what we are trying to put into the Nunavut. We want to do this as soon as we can but at times we can not really get going right away because we need the staff to do this. Thank you.

Chairperson (interpretation): Thank you Mr. Minister. If you are going to be talking about the money the figure, please let us know exactly where we are. At what page so this way we will know where exactly where we are at. Cause we are going to go right to the financial figures later. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you Mr. Chairman. I understand what the Minister is saying. I believe we are all planning for better things after one year of being a Nunavut Government. I believe we are all going to do our best.

When we had the GNWT government there were some disabled people going to school in Alberta and British Columbia. But what I would like to see there is a lot of people in the Nunavut region that have disabled people and there should be special services of those disabled people so they can have a good education for them.

I am sure Nunavut can provide services for the disabled people and they can provide teachers as well. And I would recommend that there is such a program for those disabled people and I am sure the people of Nunavut would like to see the parents of the disabled would like to see special services like that for those disabled children.

When the students finish their grade 12 they have to go to another community or a southern institution to go to college and university training. Say for instance a disabled child has retained grade 12 do they also go for further education. I just wanted to find out if you have a program where by the disabled people get to go to further education. Is that in your study as well. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Puqiqnak. Maybe if we can have a direct question to the Minister. Minister of Education.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. I think I heard two questions. The first question is that in regards to disabled children should be provided for services. After they finish grade 12 do they go to further their education and they get some assistance to have further education in a southern institution. Also, when the disabled children that finish grade 12. He wanted to get more services for them. Are those what the questions were. Is that my understanding.

Chairperson (interpretation): Thank you Mr. Minister. Mr. Puqiqnak can you clarify your questions.

Mr. Puqiqnak (interpretation): Thank you Mr. Chairman. For example if I was deaf and if I am physically handicapped I would like to see services in the school in grade 6,7 or 8 a place where I can retain my education because I am physically disabled. Say for instance if a person was deaf mute in a community or blind person in the community they should be able to teach the teacher to teach those handicapped students there.

I just wanted to find out there is such a thing that the department of Education is looking at. What I am saying is I want to be able to get special services or education institution for those kind of the people that are blind or deaf or physically handicapped. Is that in your plans. That is what my question is. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Puqiqnak., maybe if we can ask one question at a time. I think that would be a lot faster. But I will let the Minister respond.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. We believe that we should be able to help the children in their home. If they want to be taught in their home community. We use to send students after they finished their education in their community into another community if they have to further their education.

If the community did not have that grade in the community. As for those people that are physically handicapped we would like to provide educational services for them as well. If there is no teacher for blind person or a hearing impaired, they can not take education. Therefore, we would have to work with the Council for the Disabled. I am not exactly what stage it is today on this. I will get Ms. Arnaquq to respond.

Chairperson (interpretation): Thank you Mr. Minister. Ms. Arnaquq if you can further respond to that question.

Ms. Arnaquq (interpretation): Thank you Mr. Chairman. There are three regional offices in each region and they all have divisional education councils and they all have special needs teachers. If they have an individual that is blind that is living in the Baffin region they would bring a person that specialises in teaching to do sign language to a person that is deaf, to teach the teachers and parents sign language. It is a lot better for the students to be taught in their own community and to teach the parents and the teacher the sign languages for a deaf person.

Because we used to send physically handicap students outside the community to teach them. But now what we want to do is have more teachers to teach the special needs students can have their education in their own community.

Our staff in Arviat are doing research as to how we can get those services for those special needs students physically disabled, or blind or deaf. They are going to do a review on what kind of services those students could be provided. Say for instance the pre-school students.

There are many pre-school students that are in that condition. They will do a research on how many of them there are. In addition, how many teachers they will need for those special needs students. And in that research material they would have provided how many need those kinds of services and this is being done with our staff in Arviat.

So this way we will have an up to date number of physically handicapped people that need to be taught.

Chairperson (interpretation): Thank you Ms. Arnaquq. I think one of his questions was that he would like to see an institution. Are looking at an institution in Nunavut to teach those special needs students. Mr. Minister of Education.

Hon. James Arvaluk (interpretation): We are not thinking about a school. We are thinking about putting a place for them. There are some mentally handicap students to Chesterfield Inlet. But we do not have any plans to put a school in each region for those special children. But what we are stressing is that we are trying to provide education in their homes but we have not put any plans to build a school.

Chairperson (interpretation): Thank you Mr. Minister. Is that it. Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you Mr. Chairman. My question will be brief. In the communities the teacher or student teacher ratio. I know that there are too many problems with too many children in one classroom. What kind of plans do you have to improve the situation. Thank you Mr. Chairman.

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

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Like I indicated yesterday, we have touched upon this subject a little bit. We are trying to have 22 to 1 ratio. We are trying to keep students at the same academic level in one classroom. Let us say in grade 6 if there are 20 students to 1 teacher. Like in grade 6, if there were 40 students than we would try to split the amount.

Let say we would have 20 grade 6 students in each class. If there are more than 20-25 students to 1 than the 4 or 5 students if they are capable going to higher grade than we will try and provide or put in them into higher grades. So that the number of students will be equal in each classroom. For instance if there were 17 students in grade 6 the number would remain the same.

Those are the kinds of things we are trying to deal with. We are trying to average out the number of students in each classroom if it is possible. We are trying to target 22 as an average number of students in one classroom. If there are more than 20, lets say 40, if there are close to 40 students in one classroom than we will try to split them into two.

However we have been having difficulties and the reason being is that we do fund the schools depending on a number of students that will be enrolled. So following that we

give a lump sum of money for a year of operation. Than the teacher or than it up to the Principal to divide the number of students to see how best to serve them in the classroom. Thank you.

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

Mr. Alakannuark (interpretation): Thank you Mr. Chairman. Yes I understand his response. He indicated that he tries to average out the number of students in the classroom. If that is the case than the communities would be better served. Have they agreed to this kind of arrangement. Thank you Mr. Chairperson.

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

Hon. James Arvaluk (interpretation): I did not quite get his question. If he can rephrase his question. Thank you Chairperson.

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

Mr. Alakannuark (interpretation): Thank you Mr. chairman. My main question is I know we have overcrowding in classrooms. Having said that if you are going to solve this particular problem than will that help the community as a whole. Like will this kind of arrangement be better for the students and the teachers in the classrooms. Thank you.

Chairperson (interpretation): I think you understand the question now. Mr. Minister.

Hon. James Arvaluk (interpretation): Thank you Mr. chairman. We will be reviewing this and try to improve in areas where there is a big concern. Like I indicated, we have 27 students in grade 6. Also, there are a certain number of students in grade 7. Then we try to divide the number of students into two classrooms.

But we will be studying this further. For example, if there are 400 students in the school then we will fund the school depending on the number of students enrolled. If we have to make any improvements in any area then we are quite open to discuss these with teachers or the principals. If we do not have any discussion with the principal then we talk to the teachers.

I know Mr. Tootoo also asked a question about this earlier. But I can not say at this point in time what kind of improvements we will make until we have the study completed. I am hoping in the next budget session we will have everything in place. Thank you Mr. Chairperson.

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

Mr. Tootoo: Thank you Mr. Chairperson. Before I get in to my next question. I just like to ask the Minister or staff if the are aware or know what the current drop out rate in Nunavut is. Thank you Mr. Chairperson.

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

Hon. James Arvaluk (interpretation): Mr. Chairman, I don't have information on hand, however I do know there is an improvement in that area and we will look into this further and when we do I will get back to the member. Thank you Mr. Chairman.

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

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, it is my understanding and the minister can correct me if I'm wrong, the information is that the rate is close to 85%. I have some demographics here that I want to mention from the minister's departmental business plan. It says that the birth rate in Nunavut is 2.5 times the Canadian norm and twice that of the Northwest Territories. Thirty eight percent of the population of Nunavut is under 14 years of age and 56% of the population are under 25.

Thirty one percent of the population aged 15 and over have less than grade nine. It is true as the minister said that young people are staying in school longer and reaching higher levels, but graduation rates for grade 12 and university are well below the national average.

Nunavut has the highest rate of unemployment in Canada. Over 53% of the people in Nunavut with a grade less than 9 would like a job but can't get one. In addition, Mr. Chairman, over 50% of the population of Nunavut receive income support and at some point in the year and overall income support costs and case loads are increasing by approximately 6% per year throughout Nunavut.

Mr. Chairman, in light of this type of information I think what I was getting at earlier, is why are we losing our kids in high school. Unless we can solve that problem Mr. Chairman, these numbers are going to stay at this level and are not going to improve. At this time while we are developing a new Education Act and looking at a made in Nunavut system, we have to find a way to address what the core problem is. If we have a real high dropout rate for whatever reason, we need to know why that is.

I believe the minister indicated earlier that a lot of what he said was as a result of support from the parents and pride in the schools and the communities, but I mean, I don't know if that is all of it. I think that is why the department should take a look at what is causing these numbers. A real in-depth look at how we deliver our programs and services and ensure that we are doing that in a way that is most beneficial. I will be the first to say that the system that we have is inherited from the Northwest Territories. The system that was there before.

Maybe it is time that we have a real fundamental look at how the school system is run. I don't know if that is part of the problem or not but unless something is done those numbers aren't going to change and this is a beginning. If we don't fix them now then who knows when it will happen again. Thank you Mr. Chairman.

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

Hon. James Arvaluk: Thank you Mr. Chairman. I am not as pessimistic as the member is stating because there have been some improvements in the past, even including today. It was because we know that it is not acceptable. I think my deputy already stated that we are going to be doing that and we had a discussion on that several times before and we just did not have time right now amongst the other work that we have to do. But we mentioned that in the fall.

District Education Councils, as the member is aware, and the Department of Education have been working very hard, because I demand that we need to make very fast, very strong progress in making the graduation success. The social conditions of our communities in respect to the young people that the member is talking about are a very serious issue.

But, at the same time I am confident that with this continuing improvement, this trend that the people of Nunavut, in fact the whole society is stating to us, is expressing to us that, if you listen to the radio once in a while and the people on the phone in show, how do you feel since the April 1 anniversary has your pride increased or improved etc, they have been very positive. I think I could be speaking on behalf of the government that people's attitude has completely improved since the Nunavut Government was created in 1999, April 1, 1999.

Education I don't think is an exception to that improvement. It is just that we had a very bad start when the dropout rate influenced the young people and their parents, which occurred without the Government's control. Maybe through poor planning, maybe the belief in democracy, in freedom, I don't know. But we are determined to start looking into it this fall very aggressively because we also know and believe that if we start now and if we start looking at that now it will make a positive effect.

If we don't do anything about it now the member will agree with me, it will have a detrimental effect down the road. So I agree with the member completely and I am committed to work with all the Nunavummiut, including the MLAs to start working towards the improvement of our success rate in the high schools. Thank you.

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

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I would just ask that as part of that review that the minister and his department plan on doing, an in-depth review on how it runs its system itself, internally as well as the external factors that we alluded to earlier, that all relate to how children do in school. Thank you Mr. Chairman.

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

Hon. James Arvaluk: Thank you Mr. Chairman. As I stated that when the GNWT introduced the school system and the high school programs in the communities, the success rate has increased. When we start hiring teachers from kindergarten to grade 3 and 6, the success rate in the elementary and the pride and the confidence of the students also improves. So these are things that help, while it is not all, in the bigger picture all those things contribute for improvement and I am also looking at, for example, school management, how well are we staffed for principal school management.

I am interested in that because sometimes when it just does not work, it has a reciprocating effect with all the staff members, especially with the teachers and the students. All that will be looked at how as a department we handle our schools, including staff and the relationship between the parents and ourselves for the benefit of the students. Because the bottom line is how do we succeed with the students. Thank you Mr. Chairman.

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

Mr. Tootoo: Thank you Mr. Chairman. I look forward to seeing that, just going off to a different topic Mr. Chairman, I would just like to ask if the minister could tell us how the schools are funded. I understand that it is all based on student population. I wonder if you could explain how much funding a school gets per child and what that's all..how that's all broken down between schools. Thank you Mr. Chairman.

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

Hon. James Arvaluk: Thank you Mr. Chairman. Apparently it is very complicated, and very mechanical trying to use the formula that the Department of Education uses for that. I would like to have Mr. Moody answer that question. Thank you.

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

Mr. Moody: Nakurmiik, Mr. Chairman. As the minister mentioned it is quite complicated and quite technical and what I would like to suggest through the minister and through the chair is that we provide the member, and in fact all members, with the detail on how it works at another date, but I would like to offer some brief comments today.

The basis of the formula is, as the member has suggested, a per dollar amount per student but then there are other parts to the formula. For example there is so much for special needs, there is another separate funding for example, for school bussing that is available. There is an allotment for the administration, it goes on and on.

What the minister has commented today Mr. Chairman, and earlier this week is that we're committed to reviewing that formula and a large part of that of course is the student teacher ratio, coming up with recommendation of how to make the components of that overall more relevant to Nunavut. I am sure Mr. Chairman and the members will appreciate that to change and improve that has implications dollar wise so that is

something that once we have done our homework, what we believe is right educationally, that's something that the minister would want to take before the government.

So I will conclude Mr. Chairman, by saying that it's complex and technical and we will provide a written summary of how that works and I believe we should be able to have that in one or two working days to the members' satisfaction. Nakuurmiik.

Chairperson (interpretation): Thank you Mr. Moody. Before I recognize anybody else, when I was young, when I started being involved in committees and boards and agencies, I use to work with Louis Pilakapsi and Raymond Ningeocheak. I would like to recognize them and welcome them because they have been the main people to create Nunavut also.

>>Applause

Thank you. Mr. Irgittuq.

Mr. Irgittuq (interpretation): Thank you Mr. Chairman. This is very brief. Question. Within the Education Department if there was any urgent requirement do you have any reserve funds, contingency funds.

Chairperson (interpretation): Thank you Mr. Irgittuq. Minister of Education.

Hon. James Arvaluk: Thank you Mr. Chairman. I would like to ask that question to be replied to by the Minister of Finance.

Chairperson (interpretation): Thank you Minister of Education. Minister of Finance, if you can respond.

Hon. Kelvin Ng: Thank you Mr. Chairman. I don't know what kind of a slush fund the Department of Education would have within their budgets. Quite frankly if there is any issue in respect to additional needs that was within the Department of Education budget, the Financial Management Board would be asked to deal with that issue if it is outside their budget. Thank you.

Chairperson (interpretation): Thank you Minister of Finance. Minister of Education.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. I would like to thank the Finance Minister for his reply and would like to supplement. Although we do not have surplus funds, if there was an urgent need because we did not get the number of students enrolled before the school year, we do have a contingency fund for 1.2 million dollars.

For example if a family moved to another community and they had many children just in case we didn't get enough teachers to keep the student teacher ratio accurate, then we do have the 1.2 million dollars for that. Thank you.

Chairperson (interpretation): Thank you Minister of Education and the Finance Minister. Your responses are clear. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you Mr. Chairman. I have two questions. The first one being, as I am aware now we are using the Alberta curriculum system with our educational curriculum. I really do not know where the line is drawn when I was with the Divisional Board of Education we planned the curriculum to grade six, we completed that curriculum for those grades.

The curriculum from grade 7 to grade 12 were being planned and worked on that would be used for Nunavut. Some parents wanted to have Inuktitut curriculum for their children, so what is the status of that plan now. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Barnabas. There are two questions he posed at the same time and you can respond to both, Minister of Education.

Hon. James Arvaluk (interpretation): Mr. Chairman, perhaps I would like to respond to the first one, the second question I did not quite understand. So I would like to get clarification from him. Thank you Mr. Chairman.

With the Alberta education curriculum, since we are using that system today and also the minister's counterparts in the west I usually work with them all the way to BC, Northwest Territories, Yukon, Alberta, Manitoba and Saskatchewan. I usually work with my colleagues from these regions and we do strategize for the future. As my colleague knows, we would like to have curriculum made in Nunavut for Nunavut within the schools, and the curriculum should keep up to date and up to par with the university levels.

For that reason, those are our goals and that is our mission. Once we complete the curriculum it will be easier, and perhaps at that time we will have a mission so that we can be up to par with the rest of the world. If I am not too clear, Naullaq can elaborate.

Chairperson (interpretation): Thank you Minister. I would like to ask Mr. Barnabas if you got the response that you were looking for since you asked two questions. Could you elaborate on your second question please.

Mr. Barnabas (interpretation): Mr. Chairman, perhaps I will wait for Naullaq's response. I think I know the answer but I would like to see or hear it for the record so that the rest of my colleagues' can know about it too.

Chairperson (interpretation): Thank you Mr. Barnabas. You know the answers and you do not bring them out. Ms. Arnaquq.

>> *Laughter*

Hon. James Arvaluk (interpretation): Mr. Chairman, yes we can respond to you in a document and that way we can have a detailed response, especially about high schools and the Alberta system. We have to keep up to their level and that's what we are working on and we are now in the planning stages to make a report on that. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Minister of Education. Your second question, you're okay now. Thank you. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you Mr. Chairman. Mr. Chairman, I move that we take a twenty-minute break. We would be back at ten to.

Chairperson (interpretation): There is a motion on the floor to take a twenty-minute break and resume after the break. I will grant this. Thank you. Mr. Nutarak did you want to make another comment before we take a break.

Mr. Nutarak (interpretation): Yes I would like to meet with the regular members in the Nanuq meeting room upstairs. Thank you.

Chairperson (interpretation): Regular members are asked to go upstairs to the Nanuq room. We will take a twenty-minute break. Thank you.

>>Committee recessed for twenty minutes

Chairperson (interpretation): The committee will now come to order. We are dealing with the Education budget. If the minister is ready I will ask him and his witnesses to go back to the witness table. Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you Mr. Chairman. I can take his place right now as we start the committee.

Chairperson (interpretation): Thank you for coming back. First I would like Peter Kattuk to speak.

Mr. Kattuk (interpretation): Thank you Mr. Chairman. Just before we begin, I would like to recognize an individual, Donald Watt welcome to the House.

Chairperson (interpretation): Mr. Kattuk.

Mr. Kattuk (interpretation): He is from the Makkivik Corporation. Thank you.

Chairperson (interpretation): Thank you Mr. Kattuk. Welcome to the house. Going back to our agenda. We were under general comments, Department of Education. Are there any comments from the floor. Oral questions. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairperson. As the Standing Committee on Culture, Education and Health had a meeting we have some motions that we would like to put to the members in regards to education.

Chairperson (interpretation): Thank you Mr. Nutarak. Are there any other general questions or comments Mr. Nutarak.

Committee Motion 52 – 1(3): Prioritisation of Education Capital Spending

Mr. Nutarak (interpretation): Mr. Chairperson, I move that this committee recommend that the Department of Education prioritise those capital projects for schools which have health and safety needs and which have been resulting in school closures, overcrowding and a lack of basic facilities like gymnasiums and libraries within the schools. Thank you Mr. Chairman

Chairperson (interpretation): The motion is in order. To the motion, any comment or questions to the motion. If there are no questions, all in favour of the motion. All in favour. Any nays. Mr. Barnabas.

Committee Motion 53 – 1(3): Deferral of Non-Core Education Capital Projects

Mr. Barnabas (interpretation): The Standing Committee on Culture, Education and Health had a meeting and I have a motion I would like to put forward.

I move that this committee recommends that any capital projects that are planned which include extra items such as heritage centres in schools, larger gymnasiums in schools, or additional architectural designs which add expenses to the building without adding significantly to the core school function should be deferred until a full twenty year development plan is completed for education facilities for all communities in Nunavut, and these issues of safety, overcrowding and lack of basic facilities have been addressed first in every community in Nunavut. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Barnabas. To the motion, questions. If there are no more questions and comments, then all in favour of the motion. Against. Abstentions. Two abstentions. The motion is carried. Mr. Nutarak.

Committee Motion 54 – 1(3): Source of Funding for Non-Core Education Capital Projects

Mr. Nutarak (interpretation): Thank you Mr. Chairman. Mr. Chairman, I move that this committee recommends that those communities that wish to include extra elements in their school such as heritage centres or larger gyms or additional architectural design elements should do so by raising additional funds for those elements from bodies other than those that are funded in whole or in part by the Nunavut Government. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Nutarak. The motion is in order. To the motion. All in favour in the motion. Against. Abstentions. One abstention. The motion is carried. Mr. Kattuk.

Committee Motion 55 – 1(3): Capital Projects for Schools

Mr. Kattuk (interpretation): Thank you Mr. Chairman. I will be reading the next motion in English.(interpretation ends) I move that this committee recommends that the following capital projects be revived by the department of Education for possible inclusion in the 2000/2001 capital budget because of pressing and demonstrated needs in the communities in light of the 9.1 million dollar surplus which was constituted by the department of Education from the 1999/2000 fiscal year;

Hall Beach School addition, Pond Inlet School renovations, Pelly Bay school gymnasium, Iqaluit school, Baker Lake school replacement, Grise Fiord school addition, Resolute Bay school addition and the Cape Dorset school. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Kattuk. The motion is in order. Any comments or questions on the motion. All in favour of the motion. Against. Abstentions. The motion is carried.

Chairperson (interpretation): Mr. Akesuk.

Mr. Akesuk (interpretation): Thank you, Mr. Chairperson. We will be dealing with the budget again tomorrow and we will be dealing with the department of education tomorrow and therefore I would like to report progress.

Chairperson (interpretation): Thank you Mr. Akesuk. Mr. Akesuk has a motion on the floor to report progress. But before we go who is in favour. Question was being called and the motion is in order. I am sorry I did not ask if anybody was against the motion. Is anybody against it. One against. So we will be returning to the House. You can turn off your mike now. I am sorry Mr. Minister and your staff I forgot to mention our appreciation and I thank you for being at the witness stand and we will see you tomorrow.

Speaker: Members remain in your seat while the Chairperson locates his report.

Item 21: Report of the Committee of the Whole

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker your committee has been considering Bill 13 and tabled documents 41 – 1(3), 51 – 1(3), 60 – 1(3), 61 – 1(3), 68 – 1(3) and wish to report progress, and Mr. Speaker, I move that the report of the committee of the whole be concurred with. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Chairman. There is a motion on the floor. I do not see a seconder. Mr. Puqignak. Motion is in order. All those in favour. Contrary. Motion is carried. 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. Thursday April 6, meeting of the full caucus at 9 o'clock in the morning.

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)
 - Tabled document 68 - 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 Thursday April 6, in the year 2000, at 1.30 p.m. Sergeant-At-Arms.

>>*House recessed at 6.24 p.m.*

