



Nunavut Canada

LEGISLATIVE ASSEMBLY OF NUNAVUT

5th Session

1st Assembly

HANSARD

Official Report

DAY 6

Wednesday February 28, 2001

Pages 155 - 210

Iqaluit

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

Legislative Assembly of Nunavut

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(Akulliq)

Hunter Tootoo
(Iqaluit Centre)

Hon. Jack Anawak
(Rankin Inlet North)

Enoki Irqittuq
(Amittuq)

Hon. Ed Picco
(Iqaluit East)

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Iqaluit, Nunavut
Wednesday February 28, 2001

Members Present:

Honourable Olayuk Akesuk, Mr. Ovide Alakannuark, Mr. James Arvaluk, Mr. Donald Haviyok, Mr. David Iqaqrialu, Mr. Enoki Irgittuq, Honourable Peter Kattuk, Honourable Peter Kilabuk, Mr. Glenn McLean, Honourable Kelvin Ng, Mr. Jobie Nutarak, Honourable Kevin O'Brien, Honourable Paul Okalik, Honourable Ed Picco, Mr. Uriash Puqiqnak, Honourable Manitok Thompson, Mr. Hunter Tootoo, Ms. Rebekah Williams.

Item 1: Opening Prayer

Speaker (Mr. O'Brien): The members have asked me to say the prayer today.

>>*Prayer*

Speaker: Before we proceed with the Orders of the Day, it is my sad duty to inform Members of the Assembly that the Honourable Gildas Molgat, the former Speaker of the Senate of Canada passed away early this morning.

As members know, Senator Molgat was a good friend of Nunavut. When we sat for the first time as an Assembly on April 1, 1999 Senator Molgat was the one that provided the Speaker's chair until this chamber opened. It was also Senator Molgat, along with the Speaker of the House of Commons that sponsored the creation and the donation of this chair that I sit in today.

I would ask members to join me in extending our deep condolences to the Molgat family.

Returning to the Orders of the Day. Item 2. Ministers' Statements. Ms. Thompson.

Item 2: Ministers' Statements

Minister's Statement 010 - 1(5): Nunavut Heating Fuel Rebate

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. I will be smiling today. (interpretation ends) Mr. Speaker, I rise today to inform the members of the Nunavut heating fuel rebate. (interpretation) Mr. Speaker, I am pleased to announce today that the Nunavut Government has approved a fuel rebate of 450 dollars for low and medium income homeowners paying their own heating fuel costs to heat the home they live in.

Nunavummiut who have a household income of less than 125 thousand dollars per year are eligible to receive the rebate.

(interpretation ends) This one-time payment represents, on average, the increased cost of the recent 13.9 cent per litre fuel price increase to the average home in Nunavut for a year.

(interpretation) Mr. Speaker, members will remember that the price increase went into effect in November 2000. With this rebate, we are covering the period from November 2000 to October 2001. The program will be reviewed in October 2001 once the fuel resupply has been concluded.

(interpretation ends) Mr. Speaker, the Nunavut Housing Corporation has a system in place to allow homeowners to apply for the rebate. Applications will be available in each community on Monday March 5, 2001.

(interpretation) Eligible homeowners who pay the Nunavut Housing Corporation for their mortgage will receive the rebate automatically. Others who are eligible to apply for this rebate may complete the form and mail it to the Nunavut Housing Corporation.

(interpretation ends) Mr. Speaker, we will mail the rebate cheques out to households shortly after receiving their application so they may use it to fill their fuel tanks and help offset some of the heating costs over the rest of this winter. Thank you, Mr. Speaker.

>> *Applause*

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

Minister's Statement 011 - 1(5): High School Graduates Increasing

Hon. Peter Kilabuk (interpretation): Mr. Speaker, I pleased to announce that the number of high school students receiving Grade 12 Diplomas has increased again this past year for the sixth straight year.

Mr. Speaker, the number of graduates has more than doubled from the 65 students in 1997 to 135 students in 2000. Further, of the graduates last year, 88% were Inuit. Mr. Speaker, often we hear that Inuit are not graduating from High School; this is just not the case. In the last two years, Inuit have made up over 80% of the graduates.

The increase in graduates is a result of several factors; the community high school initiative has been a success. Two thirds of all graduates are from communities other than Iqaluit, Cambridge Bay or Rankin Inlet. In fact, Repulse Bay had the first graduate from their school last fall.

Mr. Speaker, ten years ago there were only 22 high school graduates for 1990 in all of Nunavut. The results this past year show that we are moving in the right direction.

Our young people are staying in school longer and are achieving higher than ever before. Young people today recognize that Nunavut will provide opportunities that were not previously available.

Mr. Speaker, I want to recognize the dedication of parents that have encouraged their children to finish school. It is through the active and continued support and guidance of parents that we are seeing this increase. When parents are involved in the education of their children, those children do better in school.

Mr. Speaker, the current trend in High School graduates is good news, this is excellent for the future of Nunavut. Thank you.

>>Applause

Speaker: Ministers' Statements. Moving on to item 3. Members' Statements. Members' Statements. Mr. Nutarak.

Item 3: Members' Statements

Member's Statement 047 – 1(5): Pond Inlet Church Volunteers

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. Today I rise to share with the members that I am proud of the people in my community of Pond Inlet who recently received certificates of appreciation from the Anglican Church for their volunteer services.

They are Elisapee Ootoova, Jayko Peterloosie, Eeseemailee Katsak, Joanasie Makpah and Jokeepie Katsak. I would like to thank these people and rise to recognize them in the Legislative Assembly. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Nutarak. Members' Statements. Mr. Havioyak.

Member's Statement 048 - 1(5): Federal Firearms Registration Backlog

Mr. Havioyak: Thank you, Mr. Speaker. I rise again to address the issue of how the federal firearms registration system is affecting my constituents in Kugluktuk. Yesterday Mr. Speaker, I took the time to visit in person the Iqaluit Firearm Office that has been set up by the federal government. I was startled by the fact that only one staff person was working in the office.

This is seriously affecting the speed with which licence applications are being processed. In fact, Mr. Speaker, I myself submitted my application back in October of last year and still haven't received my licence Mr. Speaker, and I really don't know when I will.

Mr. Speaker, like all members of this House I don't have to rely on hunting to feed my family. I am one of the lucky ones. But many of my constituents are not so fortunate. They need to be able to purchase ammunition and they can't do this until they get the proper paperwork from the federal government.

Mr. Speaker, members were encouraged last year when our Premier publicly co-signed a letter with NTI to the Prime Minister asking the Federal Government to be more sensitive to the unique situation in Nunavut and indeed, across the north. I wonder Mr. Speaker, if the Prime Minister's response could be tabled in this House.

Mr. Speaker, we are aware that the Government of Nunavut cannot control this system on its own, but I will continue to urge the minister to speak personally with his federal counterparts to at least make the decision makers in Ottawa aware that the situation is hurting families in Nunavut.

Mr. Speaker, the problem with delays and backlogs could be partially addressed if the federal government could put more resources into speeding up the process of the applications for Nunavut residents, especially for those residents who depend on hunting for their livelihood. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Mr. Havioyak. Members' Statements. Mr. Puqiqnak.

Member's Statement 049 - 1(5): Support for Senior Citizens

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. First of all, I would like to compliment my colleagues who are wearing polar bear ties. It must mean they don't have polar bear issues to deal with in their constituencies. Unlike me they are content.

Mr. Speaker, today I would like to speak about a very important group of people, our senior citizens.

Mr. Speaker, as you know in the Inuit culture our seniors are very important. They are the keepers of our culture and they are our guides through life.

Unfortunately, Mr. Speaker, our senior citizens often live on a small fixed income and are forced to struggle to make ends meet. Mr. Speaker, every effort should be made to enhance the life of our elders.

One way that this can be done Mr. Speaker, is through encouraging retailers in Nunavut to provide our seniors with discounts at their stores. In other parts of Canada, Mr. Speaker, several retailers have initiated programs for senior citizens such as Seniors' Day where they are given discounts on their purchases.

I would like to call on the government to work with the retailers in Nunavut to implement a seniors' discount program in their stores. This is one small way that we can help our seniors to try to keep pace with our high cost of living. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Members' Statements. Ms. Williams.

Member's Statement 050 - 1(5): Economic Impact of Polar Bear Quota Reduction

Ms. Williams (interpretation): Thank you, Mr. Speaker. Today, I rise to speak about a matter that is of great concern to many of my constituents in Quttiktuq. I am referring Mr. Speaker, to the polar bear quotas and the recent reduction in the M'Clintock Channel.

(interpretation ends) Mr. Speaker, commercial polar bear hunts have far reaching economic benefits for the communities in my constituency. It is not just guides that benefit, the entire community has the potential to benefit from the hunt. Just as our ancestors have done Mr. Speaker, everyone gets involved in the preparation for a polar bear hunt.

Women prepare caribou clothing, others gather supplies and hunt seals to feed the dogs for the hunt. This is one area Mr. Speaker, where our cultures and traditions blend well with more modern economic development opportunities.

(interpretation) Mr. Speaker, in the spring there will be over 40 hunters visiting the communities of Resolute Bay, Arctic Bay and Grise Fiord, with the average income for a hunt being 15 thousand dollars. That means a considerable economic benefit for those communities.

(interpretation ends) As you know Mr. Speaker, there is a severe shortage of employment opportunities in my riding and my constituents are very concerned about the negative impact that a reduction in quota could have. It is one less economic opportunity.

It greatly concerns me Mr. Speaker, that the future of the people in the Kitikmeot is so uncertain. The fact that the government has to date only hinted at possible programs that may be implemented is unsettling.

(interpretation) I would urge the Minister of Sustainable Development to take into account of all the factors and impacts on employment. May I have unanimous consent to finish my statement please, Mr. Speaker.

Speaker: The member is seeking unanimous consent to conclude her statement. Are there any nays. There are no nays. Proceed.

Ms. Williams (interpretation): Thank you, Mr. Speaker. I would urge that the Minister of Sustainable Development take into account all the factors and impacts on employment,

economic development and wildlife management when reviewing the polar bear quotas for my communities and provide those communities with specific economic development alternatives should the quotas have to be reduced. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Alakannuark.

Member's Statement 051 - 1(5): Selection of Chairs for Special Committee

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I rise today to inform the Members of the Legislative Assembly that the Special Committee to review the Official Languages Act has unanimously selected Ms. Rebekah Uqi Williams as chair and Mr. Donald Havioyak as co-chair.

Mr. Speaker, although all members will be extremely busy with the budget I would like everyone to know that we will be moving forward in the months to come. Mr. Speaker, the Special Committee is very confident that Ms. Williams and Mr. Havioyak will do an outstanding job as we review the Official Languages Act.

I would ask all members to join me in congratulating Ms. Rebekah Uqi Williams and Mr. Donald Havioyak. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 052 - 1(5): Media Observations of Budget

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I rise today to make some comments and observations on the 2001/2002 budget that was introduced yesterday in this House and the way in which the budget has been portrayed by the national media.

Mr. Speaker, we are already seeing words like crisis and mess being used by the media to describe our situation. Mr. Speaker, all members of this House have tried to speak with one voice when it comes to making the case that federal investment is urgently required in a number of priority areas. We reacted as one to the need to press our federal counterparts to make good on the Throne Speech commitments.

Mr. Speaker, I would imagine that I was not the only member to note with concern the Minister of Finance's comments yesterday about the long-term risks of Nunavut's political stability. Mr. Speaker, I was pleased to learn that the federal Minister of Finance will be in Iqaluit next week.

I would encourage his host not only to show Mr. Martin the best that our community has to offer in the way of hospitality and attractions, but to take the opportunity to show him

first hand and up close some of the very real problems effecting this community in terms of housing conditions, poverty, homelessness and decaying health care infrastructure.

These are problems that are prevalent in all of our communities, Mr. Speaker. Mr. Speaker, as we go through the budget in the long weeks to come, I will continue to scrutinize those areas where I think priorities may be misplaced and continue to push for us to make good on our own commitments.

Mr. Speaker, I believe it is healthy for us to be honest in recognizing and acknowledging that the years of benign neglect are catching up to us, especially in the area of housing. Mr. Speaker, there is indeed a mess to be cleaned up with respect to meeting the long standing needs of our communities and constituents.

Mr. Speaker, we have the energy, we have the mop, we have the pail and we have the water. What we need now is to make sure that we get the soap to get the job done. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Tootoo. Members' Statements. Mr. Okalik.

Member's Statement 053 - 1(5): MLAs vs. Junior Girls Hockey Game

Hon. Paul Okalik (interpretation): Ma'na Uqaqti. I just want to let the members and the people that are here know there will be a very important event in my constituency happening on Friday here in the Iqaluit arena.

(interpretation ends) My fellow members will be joining me in putting on some hockey gear to take on the junior girls.

>>Applause

The challenge for this game arises from the last game we played here in Iqaluit over a year ago. After some of the girls saw how wonderfully skilled we were during that game they decided that they could probably challenge us to a game.

So, in honouring my past record as having been the best ice kisser in some games, I've taken the liberty of calling our team the Legislative Ice Kissers.

I hope that my colleagues will live up to that name so I can be kept busy and go this coming Friday.

This will be a fundraiser for the junior girls who are just returning from Pelly Bay and I trust that everyone should be able to afford the \$3.50 fee including the members that won't be playing. I invite everyone to this game. Qujannamiik Uqaqti.

>> *Applause*

Speaker: Thank you, Mr. Okalik. Member's Statements. Mr. Irqittuq.

Member's Statement 054 - 1(5): Hall Beach High School Graduates

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I rise today to recognize high school students from Hall Beach who graduated this past December.

They were Marlene Curley, Seepa Pikuyak, Gordie Anguillianuk, and Rena Irqittuq. I congratulate those students who graduated.

Just to give a brief background in reference to the Irqittuq name. We were named after the elder Irqittuq, which is the surname of my children.

My first child, my eldest child has graduated from grade 12 and is carrying on the good name of Irqittuq. This is the first Irqittuq that has graduated and I'm sure that we will be seeing others following in her footsteps. I also congratulate the other students and their parents. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Irqittuq. Members' Statements. Mr. Arvaluk.

Member's Statement 055 - 1(5): Inuit Qaujimajatuqangit on Ancestry

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. Mr. Speaker, when I was a child there was an older lady in my camp where we lived and we used to call her Uqajuittuq.

Not too long ago in Rankin Inlet when I was stuck due to weather, I met a young woman from Baker Lake in a cafeteria. We started talking about that woman and I asked her if she knew of other individuals. She told me that the individual from Igloolik, the one we called Uqajuittuq, was named Panimeria and the namesake of Aime, the former mayor of Igloolik, my brother in-law.

What I'm trying to say is, Mr. Speaker, that individual Panimeria was from the Qainiq area and the Assiaqmiut area and they have relatives in Netsilik but he was living in the Igloolik area when I was a child.

This type of knowledge, the history of where we are from, these legends and all these stories will start to disappear. I would like to thank IBC and CBC for their shows, Tausuniit and Sinnatsaut, as these programs promote this type of knowledge.

I heard in the past when I was growing up and going to school that Inuit families consisted of a father, a mother, 2.5 children and 1 anthropologist. But my anthropology interest has been mostly for academic reasons.

I seek consent to conclude my statement.

Speaker: The member is seeking unanimous consent to conclude his statement. Any nays. No nays. Please proceed Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. Thank you colleagues. Today a lot of elders' knowledge of past ancestry is being lost. Anthropological information and museums do not always represent the actual migration of Inuit prior to the 1960s.

(interpretation) We all know Mr. Speaker, all these things that are not put on paper of what happened years ago will disappear forever if they are not written down.

Mr. Speaker, I would like to encourage the Nunavut Government to be leaders in this and to provide some historical record of these things that happened years ago. I would like to ask them or encourage them to do something like that, Mr. Speaker.

I know that the Inuit Cultural Institute and CLEY will have to get together to do this type of thing before it is forgotten and during question period, I will be asking those types of questions. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 056 - 1(5): Simon Tookoome

Mr. McLean: Ma'na Uqaqti. Uqaqti, it gives me great pride today to speak about a constituent of mine. As you are all aware, I presented members of this House with a book this time last year in Rankin Inlet. Simon Tookoome's book, "The Shaman's Nephew".

Author and illustrator Simon Tookoome is the winner of this year's Norma Flex Award for excellence in children's non-fiction. It was announced last month by the Toronto based Canadian Children's' Book Centre.

Tookoome won a prize of 10 thousand dollars cash and immediately...

>>Applause

...and immediately purchased a new snowmobile to go hunting. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Members' Statements. Mr. Picco.

Member's Statement 057 - 1(5): Iqaluit Taxi Strike

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, this morning the taxi drivers and owners here in Iqaluit walked off the job in protest of current by-law negotiations to increase their cab fares.

First of all Mr. Speaker, I do not believe that the hundreds of residents, visitors and people who depend on the taxi service should be held hostage by this type of action. At the same time Mr. Speaker, I also understand that essentially the taxi drivers who are small business people need to make a decent standard of living.

Anyone who drives the roads in our community, realizes the cost of keeping a vehicle on the roads. Combined with increased operating costs such as fuel prices and insurance, taxis can become a marginal proposition.

Mr. Speaker, I urge the drivers, the owners and our council to negotiate a fair deal that reflects and takes into account the innocent party in this dispute and that is the residents who depend on the service every day. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 058 - 1(5): Lost Voice and Inuktitut

Mr. Iqaqrialu: Thank you, Mr. Speaker. Mr. Speaker, my sound is no good right now. I am not going to speak too much in English but I can't speak Inuktitut anymore. I don't know why. Thank you.

>>Applause

Speaker: Thank you, Mr. Iqaqrialu for trying. Members' Statements. Members' Statements. If there are no further statements, we will move on to item 4. Returns to Oral Questions. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Recognition of Visitors in the Gallery. Mr. Kilabuk.

Item 5: Recognition of Visitors in the Gallery

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I have not recognized anyone since we started so I am happy to recognize Naomee Alivaqtaq today.

She attended Nunavut Sivuniksavut Management School in Ottawa and is here with former classmate Neevee Hanson. I would like to welcome them to the Assembly.

Naomee is from Pangnirtung and she worked at the Armalik Visitors' Centre in Pangnirtung.

In last week's issue of Nunatsiaq News, you may have seen the story of Natasha St. John, I would like to welcome her as well. She was going to school at the Knud Rasmussen High School in Sissimiut.

Natasha went to school in Greenland on October 12, 2000 and she is on her way back to Arviat, her home community. Mr. Speaker, she would like to also attend the Nunavut Sivuniksavut in Ottawa.

I would like to ask all members to join me in wishing them well. Thank you, Mr. Speaker.

>>Applause

Speaker: Welcome to the gallery, especially Natasha who is from my community. Her parents Don and Charlotte are very good friends of mine and congratulations, we are all very proud of you. Recognition of Visitors in the Gallery. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. Mr. Speaker. I want to recognize my younger brother Robert Havioyak. I also would like to recognize Gordon Norberg who we have seen quite a bit in the NWT, he also used to live in Tuk.

Speaker: Welcome to the gallery. Recognition of Visitors in the Gallery. Mr. Iqittuq.

Mr. Iqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I have a lot of relatives that I'm starting to find since I came over here so I would like to recognize an uncle of mine, Abraham Tagalik. Thank you, Mr. Speaker.

>>Applause

Speaker: Welcome to the gallery, Abraham. Recognition of Visitors in the Gallery. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. I thought that Mr. Iqittuq was going to introduce me as his cousin. But I would like to say also, at this time, a special welcome to the gallery to Solomon Curley, who is a constituent of Mr. Iqittuq, a long time friend of mine from Hall Beach who used to play hockey with me.

He tried to be as good as me and I think he is still trying. Maybe he'll come out to the game on Friday night and cheer us on.

Mr. Speaker, also sitting beside Solomon is an old friend of mine Mr. Abraham Tagalik, a well-known personality all over Nunavut, especially his voice from these days on the radio, welcome to the gallery too.

And Neevee Hanson, sitting next to the person introduced by Mr. Kilabuk. Neevee also graduated from the Nunavut Sivuniksavut program in Ottawa and I would like to take this opportunity to congratulate her.

I would like to say a special hello to Natasha who I understand can now speak some Kalaalimiutitut, who was over in Greenland studying. I would like to welcome her to the gallery. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Mr. Picco. Recognition of Visitors in the Gallery. Ms. Thompson.

Hon. Maniok Thompson (interpretation): Thank you, Mr. Speaker. Mr. Speaker I would like to recognize a person in the gallery and say thank you to this person. He took care of me, if you can recall when I was a Minister of MACA with the previous government, I dissolved the Enterprise Hamlet Council and I think the whole community was mad at me at that time.

I had to go to a meeting face to face with the community of Enterprise and I had to get help from the local RCMP. I would like to recognize and say thank you to the person who took care of me at that time, Gordon Norberg. Donald recognized him but I would like to thank him for helping me out. Thank you.

>> *Applause*

Speaker: Recognition of Visitors in the Gallery. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Speaker. I would like to recognize three people from my riding that have been working for a long time and I'm very proud of the fact that they are still working and are recognized elders at the same time.

The first one is Seporah Kadluk Eranssen from Resolute Bay, she's a court worker and also Tina Pauloosie, who is the school counsellor in Arctic Bay and Tagoonak Kavavow who works at the health centre in Nanisivik.

I also would like to recognize Gordon Norberg, who, when I went to Inuvik he was very friendly to us when we were very young people there. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Item 5. Recognition of Visitors in the Gallery. Moving on to Item 6. Oral Questions. Oral Questions. If there are no questions, we can move on. Oral Questions. Mr. Nutarak.

Item 6: Oral Questions

Question 034 - 1(5): Nunavut Heating Fuel Rebate

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, in the minister's statement earlier, the Minister responsible for the Housing Corporation stated that there would be fuel subsidies made available to the people of Nunavut.

She stated that there were going to be some residents who will have to fill out forms to get a rebate. When is that going to be available and for how long.

Speaker: Minister responsible for Housing. Ms. Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. This 450 dollars is a one time payment. Since we had an increase in fuel prices, this 450 dollars is just to cover the increase.

It is going to be a one-time lump sum payment and is designed to cover the increase from last November to this October. Thank you, Mr. Speaker.

Speaker: Thank you, Ms. Thompson. Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): I am sure you will be giving us more detail on this heating fuel rebate when the minister's department is in front of the Committee of the Whole. What is considered a low and medium income homeowner. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. The household income would have to be less than 125 thousand dollars, the combined income of two working spouses, for example. If the income is less than that, you will be eligible for the fuel rebate of 450 dollars. It would have to be a combined income of 125 thousand dollars or less. Thank you.

Speaker: Oral Questions. Supplementary. Oral Questions. Mr. Puqiqnak.

Question 035 - 1(5): Seniors' Discount

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister of Culture, Language, Elders & Youth. Just today I made a statement about support for seniors.

I would like to ask the Minister of Culture, Language, Elders & Youth whether he will commit to meeting with the retailers of Nunavut to encourage them to implement a seniors' discount program in their stores. Thank you, Mr. Speaker.

Speaker: I believe that question is for Minister Kattuk.

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. I would also like to thank the member for asking the question. The stores or the retailers are not part of the responsibility of my department. It is not included in the plans of our department to provide a discount program and we are not responsible for the retailers or discounts that they might introduce. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I understand your response but I think that we as a new government and even though we are only two years old, I think it would be a good time to start looking to the future.

I could use an example of one day when I asked questions of people who have been in politics for a while for advice. With that in mind, the Minister of Culture, Language, Elders and Youth should make the elders a priority. Is it not possible to access funds from the federal government so that we can provide subsidies for these elders. I think that is how you can go about it.

As the Minister of Culture, Language, Elders and Youth and as the representative of the elders of Nunavut could you ask for a response from the federal government on this. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Puqiqnak. Just reminding the members again to keep your preambles as precise as possible to allow for additional questions from the other members. Mr. Kattuk.

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. To date, some department stores or retailers have provided discounts but in reference to the comments that my colleague is making I could find out what types of programs are available from the federal government and what types of subsidies we do provide as a government. That is the only response that I can make at this point but I will consider your questions. Thank you.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Thank you for saying that you will be looking into it. As Members of the Legislative Assembly, we are given questions and concerns from our communities. We will be here sitting at this legislature until the end of the month of March. During that time will you be able to provide a response to this question. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Puqiqnak. Mr. Kattuk, I am not sure if there is a question.

Hon. Peter Kattuk: (interpretation): Maybe you could ask the member to clarify his question. Thank you, Mr. Speaker.

Speaker: Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. The minister said yesterday that he considered yesterday a holiday because nobody asked him questions for two days. I can assure him that his holidays are now over and he'll be working overtime.

>> *Laughter*

Can you provide me a response to this question before the end of March. Will that be possible and can he also make a statement that there will be a discount program made available to elders. Can he do that before the end of the month of March, because of course, when I go back to my community, the same question will be brought up and they will be looking for a response from me. That's my question. Thank you, Mr. Speaker.

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

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. I did state earlier that I took a two-day holiday because nobody asked me questions and thank you for making me work overtime. I will take his question as notice. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Question is taken as notice. Oral Questions. Mr. McLean.

Question 036 - 1(5): Status of GN Staff Housing Allowance

Mr. McLean: Ma'na Uqaqti. Uqaqti, recently Public Works officials on the radio were quoted in the media and the radio as saying that the government is looking at increasing the housing allowances that are provided to GN employees. Can the minister provide further details about this initiative. Thank you.

Speaker: Minister Ng.

Point of Order

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, on a Point of Order, I believe the member is referring to a broadcast that we don't know about. It hasn't been put forward before the House, so we can't really comment on that. Thank you.

Speaker: Thank you Mr. Ng. I'll ask the member to clarify or re-phrase the question. Mr. McLean.

Mr. McLean: Ma'na Uqaqti. I'll re-phrase it to the point that, is the minister aware of her officials announcing on the radio about staff housing, increasing the housing allowance for GN employees. Is the minister aware of it. Thank you.

Speaker: Minister Thompson.

Hon. Manitok Thompson: Thank you, Mr. Speaker. I don't listen to the radio very often and I'm not aware of that particular comment that was made on the radio. I'm sorry, Mr. Speaker.

Speaker: Thank you, Minister. Oral Questions. Mr. Alakannuark.

Question 037 - 1(5): Kugaaruk Stone Church Renovations

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Culture, Language, Elders & Youth.

Yesterday, I talked about the old stone church that needs restoration in Kugaaruk. The Hamlet is requesting that the old stone church be restored. Can the minister say yes or no to this request that was made by our hamlet for funding to do the renovations. Thank you, Mr. Speaker.

Speaker: I'll just ask the member to identify as to which minister he is directing the question. Please identify the minister.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. This question is directed to the Minister of Culture, Language, Elders & Youth and it is in regards to the old stone church in Kugaaruk, which is in dire need of restoration.

The Hamlet has requested that the church be restored. Can the minister respond to this question with either a yes or a no. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Alakannuark for your indulgence and I would remind the ministers if I or the staff didn't hear the minister that the question is being directed at, I think it is only fair that I be allowed to ask the member to repeat. Please bear that in mind. Minister Kattuk.

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. I can respond to your question by saying that if the communities would like buildings restored or renovated they can ask the department or make a proposal for funding for these particular projects. I would suggest that the community make a proposal if they would like to carry out such projects. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Oral Questions. Ms. Williams.

Question 038 - 1(5): Fuel Rebates for Tenants

Ms. Williams (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister Responsible for Housing. It is a very important program that the Nunavut Housing Corporation has, the homeownership program.

I would like to ask the minister about the subsidy program for homeowners. For people that are renting from homeowners would those people renting be eligible for the rebate. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. I am Ms. Thompson, not Mr. Thompson. People who own their homes are eligible for the fuel subsidy program. For people who rent their homes and pay the fuel costs, they should fill out an application form to get the rebate from our program. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Supplementary. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Speaker. I would like to ask if there is going to be an information program for the communities so that they will know what is available under the subsidy program. Thank you, Mr. Speaker.

Speaker: Thank you. Minister.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. Yes, there will be an information program to all communities and through the media. We will also provide this information to the local housing organizations. Thank you, Mr. Speaker.

Speaker: Supplementary. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Speaker. I'd like to thank the minister for the reply and it is good news for my communities to hear. My last question will be directed to the same minister.

People who are renting from homeowners, will you have a process so there won't be any overlap in payments. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. Anyone who owns their own homes or are renting a home from someone and paying for the fuel of the house is eligible to apply to this program by filling out the applications forms. Through this process we'll know if anyone is getting paid twice through this program. Thank you, Mr. Speaker.

Speaker: Oral Questions. Oral Questions. Mr. Arvaluk.

Question 039 - 1(5): Criteria for Fuel Rebate Program

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I would like to direct my question to the Minister responsible for Housing. I was very pleased to hear of the new program. Perhaps the 125 thousand dollar ceiling is too high.

Perhaps if the income limit were lower you would be able to help more lower income individuals. I would think you would be reviewing this eligibility limit. How will the minister know if the homeowner who is renting out his home and making the tenant pay for their own fuel, that both of them will not be able to apply. How will she know exactly who is applying and who is eligible. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Manitok Thompson (interpretation): Perhaps if I explain this further. For instance, if Mr. Arvaluk has an income of 50 thousand dollars and pays for his fuel then he would receive a 450 dollar rebate, as a one time payment for the year.

If Mr. Arvaluk owned a house and is renting that house to John and John is paying for the fuel, then John could go and fill out the application forms saying that he pays for the fuel of this particular house and they would review his application. If the application is fine then he would be able to receive the rebate. Even though it's Arvaluk's house, Arvaluk is not paying for the fuel because he is renting his house to this other individual.

When you fill out a form we know there are about 1600 individual homeowners that may qualify in Nunavut. Thank you, Mr. Speaker.

Speaker: Thank you, Ms. Thompson. Supplementary. Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. I'm a little bit leery about the explanation that was given to me respecting the eligibility criteria to ensure that there is no double dipping with that 450 dollar benefit, for the rebate, for assistance, however you want to call it.

This is a welcome thing and it should not be abused because a lot of people really deserve to get that kind of assistance. However, I am a little bit leery about the oral explanation to prevent the fraudulent benefit from that.

So can the minister tell the House if she will be tabling some kind of application form, sounds like a reform...

>>*Laughter*

...application form that the committee will be able to review to ensure that this good money is being used for a good purpose for the people who really need it.

Will there be information provided by documents, in terms of application forms or anything like that, so that the communities, the homeowners especially in the remote communities will be able to benefit properly from it. Thank you.

Speaker: Minister Thompson.

Hon. Manitok Thompson: Thank you, Mr. Speaker. If we want to delay this program then we will have to go through the House to get approval of the form.

I will have to trust my staff to make sure that it is done properly, because we want the money going into the homeowners' hands as soon as possible. Thank you, Mr. Speaker.

Speaker: Thank you, Ms. Thompson. Supplementary. Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. I'm happy that the minister trusts her own staff. However if anything, the Auditor General's report some time down the road, probably will have to report something irregular and the minister herself will have to be accountable for that.

What I'm interested in, with my comment respecting the ceiling amount of 125 thousand dollars, how does the minister come up with that income limit on the subsidy amount. Thank you.

Speaker: Minister Thompson.

Hon. Manitok Thompson: Thank you, Mr. Speaker. We use the same criteria for NDAP applicants and the income ceiling was adjusted to 125 thousand dollars taking into consideration inflation and the full cost of living including the cost to maintain and operate a home in Nunavut. So it has been researched very carefully. Thank you, Mr. Speaker.

Speaker: Thank you. Supplementary. Final Supplementary. Mr. Arvaluk.

Mr. Arvaluk: Boy it seems like I only asked two questions and I have a last question already. Mr. Speaker, did she consider at some point if 450 dollars could have been graduated for the people, homeowners who may have a lower income let's say up to 50 thousand dollars and get about 800 dollars and those who are making 125 thousand dollars or a little bit less get less than 450 dollars. They could get 200 dollars or something. Did she consider that before she made a blanket benefit to the homeowners of 450 dollars. Thank you.

Speaker: Thank you. Minister Thompson.

Hon. Manitok Thompson: Thank you, Mr. Speaker. We wanted to get the money into the hands of the people right away as the Standing Committee directed me. And we

wanted to make it simple and easy to understand for the homeowners so that we can get the money to them right away.

Of course we considered all options but according to the income ceiling as I already said that is taking into consideration the full cost of living, including the cost to maintain and operate a home in Nunavut. Thank you, Mr. Speaker.

Speaker: Thank you, Ms. Thompson. Oral Questions. Oral Questions. Mr. Tootoo.

Question 040 - 1(5): Fiscal and Political Stability

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, yesterday we had the pleasure of listening to the Minister of Finance when he presented his budget address. Mr. Speaker, I am sure I wasn't alone in catching the many interesting comments that were made throughout that address.

But one that I mentioned earlier in my member's statement, I would like to ask the Minister of Finance if he could elaborate or explain the comments in there where he said I think it is prudent to undertake such a review before longer term problems surface that could threaten the fiscal and political stability of Nunavut.

Mr. Speaker, I think everyone understands the fiscal stability, the problems that we face. I am wondering if the minister could elaborate on what he meant by the political stability. Thank you, Mr. Speaker.

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

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, what I meant is that if we don't have the adequate resources to deliver our programs and services then we have to make a critical decision.

As I outlined in the speech, either we reduce the programs that we are supplying to our constituents as a whole, dramatically cut them back, or else we operate with a larger accumulated deficit. Let our debt grow, which of course has its own problems as well.

When we get into that type of situation and if you are not able to deliver your basic programs and services then the question about the political stability, the ability to deliver programs and services as a government to our constituents would come into question.

That is the context of that comment, Mr. Speaker. Thank you.

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

Mr. Tootoo: Thank you, Mr. Speaker. I guess it's all tied into money. Mr. Speaker, just in the couple of paragraphs prior to that, the minister indicated that Nunavut would be signing an extension of the current formula financing agreement.

It'll provide us transfers right through to the 2004 fiscal year. Given that comment and the following one of the problems that we face, will that in some way tie us in if we sign this agreement for the next number of years and we are stuck with that until then.

Can we go back and ask for more money that we need now, or is there going to be some type of a back door mechanism to allow for certain components of that formula to be opened up for re-negotiations based on any findings of the report on the review that is going to be taking place. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker it depends on how you look at it. I guess, given that I have indicated that Minister Martin has agreed to a review with our officials of the fiscal capacity of the Government of Nunavut, if it is found that our gross expenditure base may be severely under funded then there may be an opportunity during the course of a renewal to make some adjustments within the context of the current agreement that will be signed off.

Outside of that, of course, there are other opportunities. If there are specific initiatives – housing I use as an example, where we can justify injection of significant federal dollars to help us along in that area then that would be outside. I would see that as being outside of the formula financing agreement. Or for that matter, any other infrastructure needs or program needs that are identified and agreed upon that would have a federal injection of cash. All those types of initiatives can be done outside of the formula financing agreement and obviously would positively impact on our overall fiscal situation, Mr. Speaker. Thank you.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker I believe another member in this House and I do not want to say the wrong name of the member but I know one of the members was talking earlier this session, I believe about increased federal funding and in the fact that if we get more funding in one area they would claw it back from another area.

I am just wondering if any of these possible infusions of cash that the minister is talking about, is there a way to ensure that they won't have a counter negative impact on the funding that we already receive through the formula. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Yes, that is definitely the case. You have used the example of some of the recent federal reinvestments and the health and social transfers. Those things are specific and outside of our current formula financing

agreement so that there is no negative impact on our formula as a result of new federal initiatives to try to assist provinces and territories. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Ng. Oral Questions. Supplementary. Final supplementary. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I did not get up fast enough I guess. I had one extra question.

Mr. Speaker, the minister also indicated in his opening address and one of the responses earlier about the limited resources that we have and our ability, that we have to be innovative and efficient in the way we deliver our programs. The minister indicated that they will be conducting a major program review exercise over the coming year.

I am just wondering Mr. Speaker, I know when you do program review and you go back to history where that has been done, there are always things that have been cut or amalgamated or those types of efficiencies identified.

I am just wondering if the minister could elaborate more on what, if there are any specific areas that are going to be targeted first to be reviewed through that exercise. Thank you, Mr. Speaker.

Speaker: Minister of Finance. Mr. Ng.

Hon. Kelvin Ng: Thank you. Probably the Legislative Assembly operations would be first. No, sorry Mr. Speaker.

I think no, there aren't any specific programs that we have targeted. It is going to be broad in that we want to look at all our programs and services that we are delivering. Thank you.

Speaker: Thank you, Mr. Ng. Oral Questions. Mr. Havioyak.

Question 041 - 1(5): Improvements Required for Firearms Registration

Mr. Havioyak: Thank you, Mr. Speaker. To the Minister of Justice. (interpretation) Not too long ago I mentioned this and I do not want to harp on the ministers and their staff. They say they are working hard. I just want to support him and let my constituents know the certification for purchase of ammunition needs to be expedited. This needs to be addressed very quickly whether or not he's talked with his counterparts in Ottawa so that this can be rectified as soon as possible so that certification is given to those that need it most. Thank you, Mr. Speaker.

Speaker: Minister Responsible for Justice. Mr. Okalik.

Hon. Paul Okalik (interpretation): Ma'na Uqaqti. Yes, when I passed through Ottawa, I tried to meet with the minister but the scheduling did not work out. I will continue to try to get a meeting with him. Thank you, Mr. Speaker.

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

Mr. Havioyak (interpretation): Thank you for the response and the assistance that he is trying to give us. In October, in the fall, he wrote to the Prime Minister about this issue, the certification process.

Has there been an answer given to this Assembly from the Prime Minister that can be tabled at this Assembly. Thank you, Mr. Speaker.

Speaker: Minister Responsible for Justice. Mr. Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes, I will do that. I have to get the letter translated. I'll be able to do that next week. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. There is only one staff person at the Firearms Registration Office. People's applications are falling behind or they are not getting the answers that they need. Nunavummiut are having difficulties. We need to speed up the process. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Havioyak. Minister Responsible for Justice. Comment on that question.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Yes, we have passed that information on to the federal government.

We are working with the federal government and we'll continue to do this and we keep informing the federal government about the concerns that we have in Nunavut. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. Yes, thanks for the response. If we were informed that would be the best way to inform the people of Nunavut. If you are given an answer from Ottawa you need to let us know. Thank you, Mr. Speaker.

Speaker: Thank you. I'll take that as a comment. Oral Questions. Mr. Iqittuq.

Question 042 - 1(5): Funding for Smoking Cessation Program

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. My question will be directed to the Minister of Health.

Last year there was money to encourage smoking cessation. I would like to ask the minister about the three million dollars that was put aside to promote smoking cessation. Was this money used effectively, for the purposes that were intended. Thank you, Mr. Speaker.

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

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, I appreciate the member bringing the question up because it gives us an opportunity to say how successful the anti-tobacco program has been to date and the excellent reception that we had across Nunavut.

And, indeed Mr. Speaker, we are going to be providing packages to every one of the Members of the House to bring back to their home communities, the posters, pamphlets and the written materials.

To date, Mr. Speaker, we have spent over a quarter of a million dollars on the cessation program. Thank you, Mr. Speaker.

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

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. The reason why I asked this question was to find out if the money was used successfully. There was three million dollars put aside for the anti-smoking project.

Could the minister provide a report as to how the money was spent for the anti-smoking project. Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, yes we can provide that information.

Speaker: Supplementary. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. When will be able to provide us with that information. Thank you.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, we are still in this fiscal year, and as the member knows it won't end until March 31. We still have projects underway. For

example in the media release we spoke about the issuing of another poster. It should happen within the next two weeks.

We have to be able to get the salary dollars and so on that have been spent to date. So, I would suspect Mr. Speaker, depending on the level of information the member is requesting, that information could be forthcoming soon. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Picco. Oral Questions. Supplementary. Final Supplementary. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. He stated he would be able to do it soon. Will it be next week. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, I would hope to have that information available for the members at least by the time the Main Estimates for the Department of Health & Social Services are up in this House. So that we will be able to discuss some of the successes we've had in the previous fiscal year and maybe an opportunity to talk about some of things that we are trying to accomplish in the upcoming fiscal year. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Picco. Oral Questions. Mr. Nutarak.

Question 043 - 1(3): Clarification on Education Minister's Statement

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. To the Minister of Education. He mentioned a while ago under his minister's statement that he is impressed with the number of students that are graduating from grade 12.

He stated that when the parents of the students are involved in the schools they are more successful. What did he mean by that. Was he talking about whether the student has a teacher that is a parent. Or when the parent is not a teacher.

I just wanted to find out from him what he meant by the parents assisting the students to graduate. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk. Minister for Education.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I thought I was clear about that. What I meant was that if the parents of the students or the school counsellors assist the students or when the student is encouraged in the home by the parents. So when that happens the student does better on a daily basis, not just inside the school but outside the school as well. That's what I meant. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. Perhaps if you could answer my question in a short and brief statement. How does he know that those parents are helping the students even outside the school. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I know some people in the communities in my constituency where the students are assisted and some parents have told me and I am also a parent and I have school children, and I try to assist them with their schoolwork as a parent.

The reason I know this is because I have been informed by parents and by teachers and also by the school staff. Thank you, Mr. Speaker.

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

Question 044 - 1(5): Inuktitut School for Nunavut

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I wish I could get my voice back. This is a question to the Minister of Education. He went to Greenland with NTI representatives on behalf of the Government of Nunavut. The schools in Nunavut have no Inuktitut curriculum, at least as much as there should be.

I wonder what the department's plans are for all-Inuktitut curriculum schools in Nunavut. Is the department planning on having all-Inuktitut speaking classrooms soon in Nunavut schools. Thank you, Mr. Speaker.

Speaker: Minister Responsible for Education. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. We went to the Greenland schools with Nunavut Tunngavik representatives and Mr. Speaker, I can clarify what we did during our visit.

We wanted to understand more about how their system works so we can apply it to Nunavut if we think it is appropriate. They run well in Greenland, but what we are doing is planning to see how we can review this again with NTI and when there is some more information we will provide it to the Members of the Legislature. Thank you, Mr. Speaker.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Yes, that is very good to hear. But today, the schools in Nunavut communities have no all-Inuktitut schooling happening. Are there any plans of the Department of Education to do that sort of thing here in Nunavut communities. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Maybe if I could clarify Mr. Speaker that the schools today have all been teaching Inuit language and Inuit culture.

Although the Inuktitut is not where it should be, they also have to have English. They teach Inuktitut language and culture from kindergarten to grade 3 but from grade 4 to grade 12 there's not as many Inuktitut language or culture courses taught and we would like to do that more in the future. Thank you, Mr. Speaker.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Maybe my question wasn't clear enough, although I understand his response. But in the schools, in Nunavut schools, they get taught Inuktitut and culture, Inuktitut and English together. What I'm looking for is if there could be an all-Inuktitut or Innuinaqtut classroom course, straight Inuktitut and Innuinaqtut schooling. Thank you, Mr. Speaker.

Speaker: Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I thought that he meant that there is no Inuktitut curriculum at all, but I know that there is in the lower grades.

The Department of Education cannot themselves introduce, by themselves, all-Inuktitut language and culture programs. The Inuit organizations have to work with the Department of Education and be in agreement with them in order to provide that service to the schools. The Department of Education alone cannot do it. Thank you, Mr. Speaker.

Speaker: Supplementary. Final supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Maybe I can assist the minister on this so that we can provide that service because we, the Nunavut people can do it. We can help each other to provide that service. Thank you, Mr. Speaker.

Speaker: Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I would like to have the assistance of all members but we have to work with all the Members of the Legislative Assembly and all the organizations that have requested this.

We're open to the organizations that we will be working with and I welcome the member's comments that he would be able to help me. But I can't just work with him alone, we have to work with other organizations. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Minister. Oral Questions. Mr. Tootoo.

Question 045 - 1(3): Review of Housing Subsidies for Staff

Mr. Tootoo: Thank you, Mr. Speaker. A pleasant surprise. Mr. Speaker, my question is for the Minister Responsible for Human Resources I believe, and if it's not in his area he can re-direct it if he likes.

Mr. Speaker, about an issue that was brought up earlier, when we talked about staff housing and subsidies. Mr. Speaker, everyone is aware of people living in staff housing, living in subsidized staff housing and those employees, as a result of living in subsidized staff housing, receive an extra benefit of employment, that being a housing subsidy that private homeowners don't receive.

I would like to ask the minister if this is something that he and his department are looking at addressing at all in this year's budget or negotiations or if that is something that has been talked about. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, staff housing isn't a part of the collective agreement process right now. It is outside of that and as the member knows the staff housing responsibility rests with the Minister of Public Works.

So I can refer that question to her, although having said that, we recognize that Human Resources because of the staffing component does work on an intergovernmental committee with the lead department, Public Works, on staff housing matters. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I believe, and correct me if I am wrong, the minister redirected the question to the minister responsible for staff housing, the Minister for Public Works. Thank you.

Speaker: I am not quite sure whether the rules allow for a minister to redirect a question to another minister, but if the Minister of Public Works is willing to take on that question, proceed.

Hon. Manitok Thompson: Thank you, Mr. Speaker. The issues with staff housing are many and are very complex. We have been working on a staff housing policy framework in the department and we have had to work with all different types of agencies and departments in this regard.

There have been interviews done with the Departments of Finance, Human Resources, Executive & Intergovernmental Affairs, Community Government & Transportation, Public Works, unions and the Nunavut Housing Corporation, local Housing Organizations, community stakeholders, CMHC, private companies as well as visits to some communities in Nunavut such as Cambridge Bay, Rankin Inlet, Kimmirut, Cape Dorset.

We are still working on the framework to be approved. So all I can say is that we are working on the staff housing policy and it is very complex. Thank you.

Speaker: Thank you, Ms. Thompson. Supplementary. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I fully understand and recognize the complexity of the staff housing issue. I guess I would ask that if employees in staff housing receive a benefit of employment, and it is my understanding that most staff housing units are subsidized anywhere between 40 and 70% roughly. So it's a benefit of employment that people living in staff housing receive that private homeowners that have made an investment in the community that they are living in and Nunavut, to live here and make this their home don't receive.

I am just wondering if that is something that the minister is looking at addressing in the development of their staff housing policy. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Maniok Thompson: Thank you, Mr. Speaker. We have also started a committee on housing with different departments and I think the member is aware of that, because I had given the information to the House on the terms of reference for that committee.

This is one of the areas I know staff have been talking about, so we will be addressing that too. Thank you.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, members know that the staff housing policy is something that I have been inquiring about for almost two years now. So Mr. Speaker, I would like to ask the minister if she has any type of time frame that she has instructed the committee or her department to have something or a draft for her to bring forward to her cabinet colleagues to look at in the way of a policy. When are we going to finally see something, I guess is what I am asking. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Maniok Thompson: Thank you, Mr. Speaker. I have already given my cabinet colleagues a framework of the policy at the beginning of this month. So we are just reviewing that. Thank you.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker I beg your indulgence not to tease me like this. Say supplementary and I think I have one more.

Mr. Speaker, the minister has indicated that she provided a framework for a policy to her cabinet colleagues. I would like to just maybe ask her when does she anticipate that is something that they will look at and when, you know what kind of a time frame are we looking at to see a new staff housing policy implemented. Thank you, Mr. Speaker.

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

Hon. Maniok Thompson: Thank you, Mr. Speaker. The framework that I have given to my cabinet colleagues is just a draft and I couldn't tell you on what date we will be finalizing this. But we are working on this policy and I hope it will take less than two years to finish it. But as I have said it is very complex and I know the staff have put a lot of energy into this draft policy that has gone to cabinet. That is all I can say right now. Thank you, Mr. Speaker.

Speaker: Thank you, Ms. Thompson. Members will note that time has run out for question period. We will return to the Orders of the Day. Item 7. Written Questions. Written Questions. Item 8. Returns to Written Questions. Returns to Written Questions. Item 9. Replies to Opening Address. Replies to Opening Address.

Item 10. Replies to Budget Address. Replies to Budget Address. Petitions. Item 11. Petitions. Item 12. Reports of Standing and Special Committees. Item 13. Reports of Committees on the Review of Bills. Item 14. Tabling of Documents. Mr. Ng.

>>Applause

Item 14: Tabling of Documents

Tabled Document 005 – 1(5): Rankin Inlet Session Incremental Costs

Hon. Kelvin Ng: Thank you, Mr. Speaker. I would like to table the incremental costs of the Government of Nunavut for the third sitting for the Rankin Inlet session, February 2000. Thank you.

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

Tabled Document 006 – 1(5): Response to Petition 005 - 1(4)

Clerk: Thank you, Mr. Speaker. I wish to table the response to petition 5-1 (4). Thank you.

Speaker: Thank you Mr. Clerk. Moving on to item 15. Notices of Motions. Mr. Havioyak.

Item 15: Notices of Motions

Motion 002 - 1(5): Extended Sitting Hours - Notice

Mr. Havioyak: Thank you, Mr. Speaker. I give notice that on March 2, 2001 I will move the following motion. I move, seconded by the Honourable Member for Cambridge Bay that the Speaker be authorized to set such sitting days and hours as the Speaker deems fit to assist with the business before the House.

Mr. Speaker, at the appropriate time I will be seeking unanimous consent to deal with this motion today. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Havioyak. Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Notices of Motions for First Reading of Bills. Item 17. Motions. Mr. Havioyak.

Item 17: Motions

Mr. Havioyak: Thank you, Mr. Speaker. I move, seconded by the Honourable Member for Cambridge Bay... I'm sorry, I should be asking for unanimous consent to deal with my motion today. Thank you.

Speaker: Thank you. The member is seeking unanimous consent to deal with his motion today. Are there any nays. There are no nays. You have consent. Please proceed.

Motion 002 - 1(5): Extended Sitting Hours

Mr. Havioyak: Thank you, Mr. Speaker. I move, seconded by the Member for Cambridge Bay that the Speaker be authorized to set such sitting days and hours as the Speaker deems fit to assist with the business before the House. Thank you, Mr. Speaker.

Speaker: Thank you. The motion is in order. To the motion. Question. Question has been called. All those in favour. All those opposed. The motion is carried.

Item 18. First Reading of Bills. First Reading of Bills. Item 19. Second Reading of Bills. Second Reading of Bills. Item 20. Consideration in Committee of the Whole of Bills and Other Matters - Bill 1.

In accordance with the authority vested in me by Motion 002-1(5), the Committee of the Whole will stay in session until it reports itself out, with Mr. Puqignak in the chair.

Before we proceed with Committee of the Whole, I think members will agree that we should take a short break for 15 minutes and then return to Committee of the Whole with Mr. Puqignak. Sergeant-At-Arms.

>> *Assembly recessed at 3.28 p.m. and resumed at 3.57 p.m.*

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

Chairperson (Mr. Puqignak) (interpretation): Thank you. We have a quorum and possibly for opening, when the bell rings the members have to go into the House at that time so we'll get a quorum as soon as possible. I would urge members to come into the House as soon as the bell starts ringing.

I'll be starting committee of the whole and during the committee of the whole, we will be dealing with Bill 1, Appropriation Act for 2001-2002. What is the wish of the committee. Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. Today we would like to deal with Bill 1 – Appropriation Act 2001-2002 for the Department of Education, Capital and Main Estimates and that we start with the capital first. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Havioyak. All agreed to deal with Bill 1, Appropriation Act 2001-2002, Department of Education and Capital Estimates. All agree. At this time I would like to ask the Minister of Education to start with his opening comments. If you would like to walk to the witness table Mr. Minister, you could.

Bill 1 – Appropriation Act, 2001/2002 – Consideration in Committee

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. First of all, I'm very pleased to be here today to be available to discuss the 2001-2002 budget of the Department of Education, my first budget as Minister of Education.

As it stated in the Bathurst Mandate, we have agreed that education is one of two overriding priorities of our government. The other priority being housing.

Mr. Chairman, students in Nunavut and their continual progression on the journey of lifelong learning are one of our keys to success in Nunavut.

Mr. Chairman, the budget for next year is a strong budget with total expenditures of 174.7 million dollars made up of approximately 145.7 million dollars for operations and maintenance and over 29 million dollars in capital projects.

On the operations and maintenance side of our budget, I'm pleased to say that 1.6 million dollars has been added to maintain the current pupil/teacher ratio. As our young population continues to expand this will translate into approximately 20 new teaching

positions across Nunavut beginning this fall. A further 1.8 million dollars has been set aside to meet the rising fuel costs in our school and college facilities.

Mr. Chairman, in our effort to place increasing emphasis on post-secondary education and the fact that trades training is an important component of this level of education; our department will spend an additional 300 thousand dollars on trades in the upcoming fiscal year. We hope that continued priority will be focused on further expanding our trades education programs in the future.

Our 2001-2002 main estimates also contain 50 thousand dollars to allow for a 5% rate increase in our contributions to daycares. Early childhood development remains a priority of our department.

The capital budget of the Department of Education has expanded significantly to over 29 million dollars up from 16.4 million dollars in our current year's revised estimates.

Construction will begin or continue on schools in the communities of Clyde River, Grise Fiord, Iqaluit, Pond Inlet, Cambridge Bay, Kugaaruk, Kugluktuk and Baker Lake.

In Baker Lake members are asked to approve the first phase of construction to replace what is currently the oldest school in Nunavut. In addition, new headquarters facilities for the Nunavut Arctic College are being renovated from an existing structure in Arviat and are scheduled for completion this fall in the year 2001.

Further, we are vigorously continuing with the planning and design work for future projects in several other communities, including Hall Beach. Mr. Chairman in addition to the funding noted above, the accumulated surplus of the former Divisional Education Councils would be invested in education. These funds will provide one time funding for a number of priority projects including Inuktitut curriculum development and trades education.

Mr. Chairman, as strong as our budget proposal is, the demands and challenges that face education in Nunavut are also immense. For that reason Mr. Chairman, I will lead my department to seek out a number of partnerships this year in an effort to increase funding in the following priority areas. Namely post secondary education, in a partnership proposal we call Ajunngittutit, for Inuit teacher education training, leadership and development and also for elders in the schools and for Inuktitut curriculum development.

Mr. Chairman I am pleased to be available to discuss the Department of Education's budget proposal for the year 2001-2002, and, in summary, I commit to making every dollar go as far as it can and to secure every opportunity for partnership, so that we may add more resources to invest in education and to invest in all Nunavut. Thank you, Mr. Chairman. Those are my opening comments. Thank you.

Chairperson (interpretation): Thank you, Mr. Kilabuk. You could go up to the witness table if you wish to do so with your officials.

Thank you. Thank you Sergeant-At-Arms. Please introduce your officials. I know the person on your left we were living in one community one point, so you do not necessarily have to introduce him. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. For the information of all the other people and so the people of Nunavut will know, thank you very much. On my right is Robert Moody who has made an appearance in the House on several occasions and on my left your friend and a friend of everybody else Lorne Levy. He is our Capital Projects person for the Department of Education. They are going to be with me during these proceedings.

Chairperson (interpretation): Thank you Mr. Kilabuk. Mr. Nutarak as the chairperson of Culture, Education, and Health will be making his opening comments. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. As the Chairperson of the standing committee on Culture, Education, and Health I am very pleased to have this opportunity to make some introductory remarks as we begin deliberations on the budget of the Department of Education.

The standing committee has met with the various Ministers of Education a number of times over the past year. As a result of these meetings members appreciated receiving detailed correspondence in answer to most of their questions.

The committee is pleased with the newly organized budget process and appreciated the opportunity to have an in-depth review of the department's draft capital and main estimates.

The standing committee notes that the department's operations and maintenance budget is the only budget that has increased from the draft figures that members reviewed. The standing committee is pleased that this increase, along with the re-profiling of nearly 800 thousand dollars within the department, demonstrates the department's response to the standing committee recommendations to promote Inuit leadership in the education system by significantly increasing funding under Teacher's Professional Development.

While the committee fully supports the development of skills and knowledge in a formal sense, the important role of language and culture in our schools must also be recognized.

In addition, the committee continues to encourage the department to move forward with the incorporation of Inuit Qaujimajatuqangit at all levels of education.

The Committee is pleased with the increased support to Nunavut daycares and feels that this is another area where Inuit Qaujimajatuqangit can be promoted through pre-school language and cultural programming.

Members were pleased to see that funding for special needs initiatives has appeared in the department's business plan, although we would hope to see these kinds of initiatives included in the base funding in the future and also in collaboration with the Department of Health & Social Services.

Members are pleased that funding has been allocated for Trades programs and would like some confirmation that this be focused as much as possible on programs based in communities and not just in regional centres.

The Committee has strongly recommended in the past that the department provide support for the establishment of a Nunavut District Education Authority Association and this does appear to have been addressed in the 2001-2002 business plan, even though funding has been allocated for training and support for District Education Authorities.

The Committee looks forward to seeing a number of reports from the Department in the near future including the Income Support review, the Language of Instruction report, and the evaluation of education facilities across Nunavut and the results of other studies.

The Department of Education has been allocated over 40% of total government of Nunavut Capital spending in 2001-2002. Members support this strategic investment in our schools. Some projects such as the school in Hall Beach are in the planning or design stage, and members hope that these projects will continue to be reflected in the capital plan as it evolves in the future.

The members have noted that an additional 250 thousand dollars has been allocated for the purchase of two school buses. As the Department does not appear to have a formal policy on the purchasing or contracting of bussing services, Committee Members anticipate asking questions on how the decision to make this allocation was made in the absence of any formal guidelines. Members look forward to hearing additional details on the capital plan.

That concludes my opening remarks. Committee members look forward to a spirited discussion over the next few days. And I am sure individual members will also have questions and comments as we proceed. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Nutarak. Comments or questions. If there are no further comments, I would like to remind the members that you will have ten minutes to ask your questions and to make comments.

Please keep in mind that if you go over ten minutes I will be exercising my chairmanship and stopping your comments. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you Mr. Chairman. I'm going to comment on the minister's opening statement.

It's good to hear those kinds of comments. One point six million dollars is mentioned and there are going to be more teachers in the vicinity of 20. I just wanted to know, in the communities when there are not enough teachers, then it becomes a problem. They want as many assistants as can be given, especially teachers that are having problems. Sometimes the student might have problems, have a hard time, and the teacher at times is not able to give the right instruction especially when they don't have assistants.

You mentioned 20 additional teachers. The teachers need assistants. If there are a lot of students there's always a need for assistants. I just wanted to mention this.

The other comment I want to make as mentioned in the statement, the communities, there is more training for youth so they can begin to take on more responsibilities within government, other employment opportunities, they can take on those opportunities within the mining industry and other industries.

It's good to hear some of the comments the minister made. We will work very hard, this is our future, so that these funds are always available. This is the proper way to go.

Our youth when they are well educated in their community, a lot of them tend to complete their education. But if they have to leave for educational purposes they don't complete their education. I just want the minister to be aware of this for our future. The funds that are used yearly, yes, those funds should be allocated so that the people in those communities can complete their formal educations within their communities.

For instance, the minister is very well aware that in Kugluktuk there were 15 to 18 students that graduated. Now they are beginning to look forward to opportunities within the mining industry because he mentioned the funding that goes towards those kinds of encouragement of education. I may have other questions later on that's my question and comments. Taima.

Chairperson (interpretation): I didn't hear a question. That was just a comment. Are there any other general comments from members. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you Mr. Chairman. Looking at the opening remarks that the minister made, he stated that approximately 20 new positions, teaching positions across Nunavut will be recruited. In which of the communities will the new teachers be placed.

Chairperson (interpretation): We are now asking members to make general comments at this moment. We're not asking any questions right now. We'll just go through general comments and then after that we'll deal with questions if it's okay with the committee. General comments, Mr. Iqittuq.

Mr. Iqittuq (interpretation): Thank you Mr. Chairman. I am pleased with the opening remarks and pleased they are working towards providing more Inuktitut instruction in the schools. I'd like to thank him for that and just briefly, Mr. Chairman.

Within the Department of Education, I think all the members, when we were first running for our positions, spoke strongly about encouraging education, supporting education and I know in my community, I don't want to put down the education system because my children are also being educated in the school in my community, but I'll use my daughter as an example. She's in grade 9 this year and during the year, the parents are invited to the school for parent/teacher interviews.

I know my daughter, I know how well she can read in Inuktitut and English. I listen to her at home and when I went to the school for the teacher/parent interview, the teacher asked me if I had any questions. I looked through her work and I asked her how strong the English programs are in Hall Beach. When I started asking her questions about the English classes, I remembered in the 1960's, we went to school and we were taught reading skills and we used to read different stories, Jack and Jill stories. When I asked to look at the material, I noticed they were missing some material.

I was able to ask her questions about the courses that might be available for grade 9 and I started asking the teacher questions about exams that might be taken during the year. What she told me was that students were not given exams and I know when you are in grade 9 there is a level of education that you need to complete and at the grade 9 level you should be able to read very well.

I am not putting the education system down but I think we need to look at the curriculum to make sure that our students are being taught at the level that they are at. The courses that are being provided in the communities should be reviewed. I think the English courses should be reviewed.

Also, when I ran for my position as a member the Inuit, our culture is quite strong and we practice traditional skills or hunting skills and there are some students that might drop out before they are complete grade 12. There are students in our communities that have not completed grade 12 that might be age 16, 17 that are walking around in the communities and receiving welfare but they are not taught traditional skills or they do not have enough knowledge about traditional skills. That concerns me because when we were 12, 13, we would know all that, we were taught at a really early age about hunting and surviving out on the land and I think it is important that our young people are taught those skills.

Our elders, I think we should use or take advantage of their knowledge and have the elders while they are still here, teach those courses. Because there are elders in our communities that are able to teach traditional life skills. As members, I think we need to look for ways to make our education system the best that we can.

Quite often Inuit don't write things down. Or don't have everything written on paper. But I think the elders should be given an opportunity to make materials. We should be collecting information from the elders to develop curriculum so that traditional skills are available for future generations.

I think it is very important that we do this right away. We often talk about the importance of taking care of our children and how much we value our lifestyle; our traditional skills and I think it is important that we collect information from the elders, so that our young people and their children will be able to learn the traditional skills. I know that elders have a lot of knowledge that we could collect. I think my time is up. Thank you, Mr. Chairman for giving me a chance to speak.

Chairperson (interpretation): Thank you, Mr. Irqittuq. Thank you for your comments. We are just going through general comments right now and we will get into questions afterwards. I know the members will have questions later for the Department of Education.

But when you make your general comments please keep in mind the 10-minute time limit. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I will try to make my comments brief. Earlier today during question period, I talked about what kind of courses could be available.

We are encouraging Inuit Qaujimajatuqangit to be used in the Departments and I remember DEA Chairpersons met here in Iqaluit just recently and on the CBC news we heard education is still lacking funds.

We always talk about how we should make Education a priority. In Nunavut we are still lacking funds for that department. This frustrates me. Listening to the radio, I know in the past when we were still under GNWT those concerns were around and they are still here today. I think we need to look for money to deal with education.

When you went through your opening remarks Mr. Minister, I was very pleased to see the areas where improvements are being made. As a member I know Inuit have a lot of knowledge and different skills although they don't have a certificate to show that they have those skills.

Inuit learn from experience, they learn from on the job training and I know the Inuit are able to teach their traditional skills. An Inuk doesn't need a certificate to show that he is knowledgeable in that field and we are the ones that need to collect that information before the elders pass on, we need to collect that information.

I just wanted to make that comment. I understand Inuit Qaujimajatuqangit as in the 1960's, when we were first introduced to the white people, we were able to work together, to learn from each other.

As Inuit we need to stand together but also work together with non-aboriginal people and I know there are a lot of problems in the north that we need to deal with, there's alcohol problems and I know that an Inuk is able to survive out on the land without a lot of equipment that is readily available now.

This lifestyle should be shown so that we can have a better lifestyle. We've been looking for that evidence and we'll find it because we worked really hard to acquire our own government. We'll learn from the world around us and from the universe we live in.

We only know our environment and all other countries have their own environment and have their own culture and lifestyle.

We are unique in this way in Nunavut. I'm very proud of my young people, looking through the Languages Commissioner's report, I noticed that in our communities the elders and the youth are working together through their committees. Thank you, Mr. Chairman, I just wanted to make these comments.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I'd like to thank the minister for his opening remarks. There are a lot of interesting things in there and I have a lot of questions. I look forward being able to ask those questions and have them answered here in Committee of the Whole.

Just in general, one thing I'd like to acknowledge is the fact that the minister in his opening comments states the journey of life long learning is one of the keys to success in Nunavut.

And, also in the Minister of Finance's budget address yesterday where he talks about how education is the key to a better future for the people of Nunavut, and equipping our citizens with the skills and knowledge at all stages in their lives is crucial to our territory's success.

Mr. Chairman, I couldn't agree with this more. I think it is important to realize, I don't see any spending in education as an expense. I view it as an investment in our future and it has a potential of coming back and reaping the rewards of that investment in the future.

That is how we have to look at it. In saying that I think it is important to recognize the value and the need for a good quality early childhood development program. I know there has been some movement forward in working with the daycares and providing them with the assistance that they need.

I think you know one of the things that we need to look at is trying to find a way to integrate the school type system into a daycare system. In working together to try and develop enhanced early childhood development programs that would better prepare our young children when they do enter the school system. So that they hit the ground with their feet running and they don't have to play catch up once they get there.

Another thing Mr. Chairman that is going to be vital for the success of our students in Nunavut is taking a look at the pupil-teacher ratios. I think it is crucial that it be lowered.

Right now I know, maybe one of the things that you may want look at is incorporating a ratio into the Act as the GNWT did. I believe they put a PTR of 17 right into their legislation. So that it's law that it has to be.

That would force the government to recognize that is the area or number that is most suitable to provide the best quality or possible learning environment for our young people to learn in the classrooms.

Another key area that I am very happy to see addressed in this years' budget is the infrastructure. I know that is something that has been neglected all over Nunavut and when I say all over Nunavut not just the small communities. I think if we were happy with the way things were going before as far as programs and services and the infrastructure we would still be part of the Northwest Territories. I think in a lot of cases the East, now Nunavut was neglected and I think maybe even leading up to division, some things were left off with the intention that we'll let the Government of Nunavut worry about that after division and it won't effect us.

So those infrastructure needs are out there. We have some very aging facilities. We have facilities that are old, that are makeshift. I have seen classrooms like old condemned community halls fixed up and classrooms put in them. You see some communities where they have had to erect of couple of walls in a hallway to put a classroom in there and even here in the brand new school here in Iqaluit we have a classroom being used as a stage.

So that gives you an idea of the importance of infrastructure and you know it is a requirement in every single community in Nunavut. I think it is important that be looked at and I think that especially not only the existing stuff but I think we have to plan and look forward to our needs as we go into the future. That we do not build something that is already too small.

I will use an example again here of the Iqaluit school that was built to house three grades and because of the size it only has two right now and one of those is where they even have a class on the stage. So there is an example of you know the lacking infrastructure that we have and that we need to look at and I think the forced growth issues need to be looked at for all communities as well as it relates to infrastructure.

I think another area that needs to be taken into consideration and it has been an issue that I have raised over the last year is the fact of looking at how our schools are funded. I know that prior to division, the GNWT went into deficit reduction mode and they changed the formula on how our schools were funded to save money. So they cut costs and the result of that is it cut teachers and raised the PTR, it cut programs out of schools you know that there are not too many schools right now that have any vocational type activities that they are funded for within their programs.

We need to look at things like that in order to enhance and upgrade and improve our education system. We cannot continue to go on the same old process or path that we are

on. I believe you know that if we continue to do that we are going to continue to suffer with a lot of the problems that we face today. The things, the issues, the social issues that as a result of our young people, you know the high unemployment, and things like that. You know we need to be able to do things better. We need to be able to develop a system that does a better job of teaching our children not only in English but in Inuktitut.

I think that some inroads can be made to maybe providing a better quality program in both of those languages and Mr. Chairman you know some of these comments that I am making are not in any way, shape or form a negative reflection on the staff and the teachers that are in the schools right now. Those people that are out there, I tip my hat to them. They have been doing the best they can with what they have.

They have been stretched to the limit and you know the answer is we need to be innovative, we need to look at different ways of doing things to improve not only the quality of education but we need to look at improving the numbers that, the graduation numbers that the minister was talking about earlier.

We need to be able to offer a variety of choices within the system. Not everyone is an academic. A lot of individuals out there are falling through the cracks by there not being any type of pre-trades or vocational type programs being offered in the schools and I think if, hopefully some of the funding and one of my questions written down here is allocated to our trades and that is looking at integrating these types of programs, or looking into the development of these types of programs into the secondary school systems.

Going back to the funding, I really believe that we have to take a different look at that, it's been quite obvious if you take a look at the numbers and that over the past, that the system and the way that things are being done right now is not working. Our system, at no fault again of the people working in there, is deteriorating and we need to find a way to turn that around.

I think by being open to looking at new ways of doing things, innovative ways, communicating with the people out there, the teachers that are the ones right in the front lines and how we can find ways to improve and enhance the program and services being offered out there by the department would be the direction that we need to go in.

I'm being indicated that I'm running out of time so, Mr. Chairman, I'll close off with that and my closing or opening remarks and I look forward to asking some general questions about the minister's opening comments. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Tootoo. The members have the opportunity to have their comments and these aren't new things that we are talking about. We have been concerned about them for quite some time and we would like to see them implemented. I thank the members for voicing their concerns, they all have ten minutes for their comments. Mr. Alakannuark is next.

Mr. Alakannuark (interpretation): Thank you Mr. Chairman. Just a short comment. I keep hearing comments about the elders starting to disappear, they are starting to die off but some of us are not dying off.

But it's the elders that have knowledge in traditional ways of doing things that are disappearing and dying off. There's a lot of elder's that know about the traditions a long time ago, that's the way they lived and that's what they know.

The children in the schools should be taught about the traditions and the modern styles. They should be able to be taught hunting and survival on the land because they have to try and protect themselves if they want. If they want to learn they have to be able to survive out on the land.

Someone mentioned that, it has been mentioned numerous times that there is no money for Inuktitut teaching and it's unfortunate. Perhaps in the future it should be considered by the Department of Education. I think there should be, it should be that today's students have to be...

Perhaps, we are losing our quorum. At this time I'll stop my comments right here.

Chairperson (interpretation): We are losing our quorum and we will ring the bell.

Thank you for coming promptly. We were losing our quorum. Mr. Alakannuark do you still have comments to make. Additional comments.

Mr. Alakannuark (interpretation): Thank you Mr. Chairman. It's getting quite hard for the students because they are in between cultures, they have a little bit of education and they know a little bit of their Inuit tradition.

I think there should be a study, like one of the members said about how effective the education system is in the Nunavut region. It's not very nice to hear when we hear them punishing the students for doing inappropriate stuff in the schools. They get suspensions and punishment. We don't do that as Inuit people, if they do something bad in school, we talk to them. We don't give them suspensions.

When they need a drink of water in the school, they usually stop them from having a drink because they want them in the classroom. Those kinds of things should be studied or reviewed by the Department of Education. That's it at this time, Mr. Chairman. Thank you.

Chairperson (interpretation): Thank you Mr. Alakannuark. The next speaker will be Ms. Williams.

Ms. Williams: Thank you Mr. Chairman. I am going to speak in English because I was taught in English by the educators. First I'm going to practice. I would like to start by saying education is the oldest, I guess in the communities as far as the government

services and some of us that went to the first schools in the communities are turning gray. We should know, we've had a lot of practice in the communities and it seems like education is always changing, which is a good thing.

I really praise the teachers and the people that are working in the schools, because they have a very difficult job. Meaning that when you put children into Inuktitut classes for 3 to 4 years, then you try to switch them in to English at grade 4 or 5, that is a very difficult to do I think. My children went through that kind of education system and I know my nieces and nephews and a lot of people in Nunavut are going through the same thing.

I do praise the teachers and educators and principals of the job that they are doing in the communities. The Education system has the most impact in the communities than any other government department or service. It's very important that we do it right.

One thing that has been a question many times by many people is, do we really have academic programs in Nunavut. Some of our children went through this. For example, I know a student that went through an academic program, graduated an academic grade but had to take upgrading to get into University or another trade school. What kind of message is that to the people in Nunavut. What kind of things are we teaching to make sure that an academic program is an academic program.

I think we need to improve on that. But the minister's opening comments was very good in as far as people graduating more and he indicated quite a lot of Inuit students are graduating from high school programs.

It is not clear which program that they have graduated if they are in a general program or the so-called academic program. I wanted to mention that, because it is a concern and we need to take a look at that properly.

Another thing that I wanted to touch upon is social assistance, income support they call it today. It is also in this department. It is sad in some of the communities that I visited. Half of the high school students are gone the first day of the month or the 15th day of the month because they are in the social income support office trying to get social assistance.

So what we can we do to make sure that these people are in school. Maybe discipline is a question. We need to take a look at discipline at the schools. In income support programs and I think I was part of this as a social worker for 14 years. As government we made a lot of people dependent on the government. There were a lot of people that could be working or even hunting or even helping their in-laws or fathers. They would just sit at home waiting for the 1st day or the 15th day of the month.

How do we tackle that. I think we all need to get together and make sure our people are not more dependent on these programs because I think Mr. Iqaqrialu was talking about how Inuit used to do things and how we would like things done.

Inuit were very responsible people. We recognize that and that is how they were. They disciplined their children. They were leaders. How do we get that back through schools. I am not sure that could be accomplished. But I think we will keep trying to make sure we have responsible citizens that are growing in our communities.

I also wanted to say a little bit about parents being involved in the education system. Mr. Chairman, a lot of the people that I know cannot be involved in the education system basically because they cannot speak in English. Children are bringing home homework. Their parents cannot teach them or help them which some of us here can do. How do we help those people to make sure the homework is being done.

I think people that are older than us have been labelled as lazy parents because they didn't help their children to be in school or support them. I think that is wrong thinking. It would be like me going to China and I am trying to teach Inuktitut in Chinese communities and I don't know what they do and how could they try to help their children if they can't read Inuktitut that I am teaching their children. I don't know their culture, I don't know the make up of their family. But I am teaching them something.

I know this is difficult to hear and also difficult to talk about. But we need to tackle it together and we need to be more innovative to make sure the parents know what the children are faced with or how they could support them better.

I know the minister's opening remarks sounded like my home. I help my children. Unfortunately my brothers and sisters who are older than me don't do that. Or they can't do that. They would but they can't.

So how do we make it so that the children are not feeling they are not supported. Or parents are not feeling inadequate when we can say as a government because of their support children can achieve. I know that they can wake their children in the mornings and I know that they can feed them. That's support.

But as far as helping them with their schoolwork, not everybody can do it. So I don't want to sound negative, I know that I am sounding one but I need to tell it the way it is. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Ms. Williams. Those are good comments. I have no more names so if there are no more comments from the members and I have no more names on my list. If you get to your book, 2001-2002 Capital Estimates. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you Mr. Chairman. I would like to ask my question first before we go to the Capital Estimates.

The minister mentioned in his opening speech that there would be 20 teachers graduating from the teacher education program. Where are they going to go.

Chairperson (interpretation): I just want to let the members know that the Capital Estimates and various kinds of other issues will be coming up so perhaps you can ask that question when the time comes.

We have to go through the Capital Estimates at this time, so when we get to that topic maybe you can ask that question. Mr. Nutarak.

Mr. Nutarak (interpretation): There's a further 1.8 million dollars he mentioned in his opening comments, perhaps I can ask that question when we get to the Main Estimates but we are going to be dealing with the capital estimates.

I would like to ask about the approximately 20 new teachers across Nunavut and where they are going to be. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you. Yes, I will give you the opportunity to ask that question. Mr. Nutarak.

Mr. Nutarak (interpretation): In the minister's opening comments he stated that there are approximately 20 new teaching positions across Nunavut beginning this fall.

I just wondered where those new positions would be located. That's my question to the Minister of Education. Thank you Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. There are approximately 20 new teaching positions we are putting forward early this fall. They will be graduating at that time. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister. Mr. Nutarak.

Mr. Nutarak (interpretation): I just want to ask the minister if he has the communities where those new positions will be located. Thank you Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. At this time we have not decided which communities they will be located in. We will find out the number of students in each community and after we review that, then we will determine the locations. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. They will have to wait before they locate them to various communities. We are still under general comments. Mr. McLean.

Mr. McLean: Ma'na Itsivautaq. My comments are very brief. I do not have much to say today to the relief of my colleagues. The only thing that I will be talking about today and my comment is that finally Nunavut gets a chance to make its own Education Act.

It has been a long time coming. I was a member of a DEA when the last Education Act was done with the Government of the Northwest Territories and there was not really a lot of community consultation or DEA consultation.

It was an Act that was just re-written a bit to make people happy, mostly the bureaucracy. But being involved in this government and the way that the Education Act seems to be coming or the lack of it, I think it is going to be an education act that is made in Nunavut and will probably reflect the needs of this territory and not the one of the GNWT with different ethnic groups over there.

I am really looking forward to seeing the draft when it does show up and I know as a member of that committee we hear things from our colleagues here about the way things used to be. Programs and the way DEAs are treated and the way that people are treated within the school. Which gets me into the next subject.

I am finding that in my community when kids come out of grade 6 and they go into grade 7 there does not seem to be a lot of consultation given to the parents and parents still have in Nunavut, parents still have in a lot of the communities a reluctance to go in to talk to teachers and that is no fault of the teachers, they have this reluctance to go in to talk to teachers about where their kids are going in the system.

I think they are just trusting like we all are, okay, when my son or daughter goes into grade 7 are they going to take an academic program or are they going to take a general education program.

I think we have to put more emphasis as probably parents and as leaders to encourage parents to go into the schools and find out what programs their kids are going to be taking whether it is a general program, general education program or an academic program because I do not think a lot of parents know. I think the teachers that we are hiring in the secondary program today are qualified to teach both general education and academics.

That is what I found out. I had to make a concerted effort to find out what my own child was taking in school and what program they were taking because I think a lot of people in our communities think that once a student graduates from grade 12 they are automatically eligible for entrance into a university program and I do not think that is the case.

I think the parents, it would be a courtesy whether it is a letter or a meeting, a parent teacher meeting to say okay what does your child want to take and what do they want to be when they grow up. I think that is something that we owe ourselves to try to get through to our children.

When kids graduate today and I think it is great that we have grade 12 in a lot of our communities and you are right today in your statement that we have 200 graduates and I think that is a step in the right direction.

With more communities having grade 12 and more younger people getting into DEAs and understanding what is being taught in schools and maybe you are right we will see more graduates from our schools. I am glad to see that the Government of Nunavut has dedicated 40% of its budget overall to education because we say that the start to life is a good education.

I am glad the Government of Nunavut has decided that education is one of the priorities and I hope that it continues that way.

High school programs, I'm old school. I have a very hard time figuring out why, and the parents in the community talked to me when I was on the DEA, how come our students only to go to school 2-3 times, I am talking grade 10, 11, 12. They are not going to school every day and it has something to do with credits and the Alberta curriculum and teaching staff and things like that.

In the high school program, I noticed in my community that you have probably, that classrooms are getting larger. But, there seems to be a lot of time off because of different programs and things like that. And the parents are saying how come this is like this. Shouldn't kids go to school all day. If they get up a 9 o'clock in the morning, shouldn't they stay there until 3:30. And, they are saying it is because of this and this and this.

But, if kids are behind in school in grade 9, 10, or 11 shouldn't they stay there all day and maybe there is a classroom set aside or a hallway set aside where they are tutored a bit to maybe achieve a level that we may get more graduates.

I brought this up numerous times that why are kids only going school 20 or 15 periods a week. The parents get confused because well how come you don't have to go this morning but you have to go tomorrow morning and you don't have to go this afternoon.

I am sure if we had an education system that was comparable to other provinces that we would probably get more graduates also. But I think we have come a long way. I have seen us come a long way in education in a few short years. I think if there is opportunity in classrooms for high schools students to go and get tutored or catch up, that would probably work to the students' advantage. I said I was going to keep my comments brief and I'll leave it at that. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I would like to make a general comment. But possibly I could ask a question first Mr. Chairman. I see your opening comments and I believe we are just going to be dealing with the Capital Estimates.

Are you going to be making another opening statement when you go to the Main Estimates. You didn't make any comments on social assistance. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. About my opening comments, I tried to cover everything, including the Capital Estimates, the O&M and income support. As someone had stated earlier and what we have heard was that we were going to be dealing with the Capital Estimates first.

Maybe the member didn't hear that when the comments were being made. I am just following through with the opening comments that were made earlier. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. And thank you, Mr. Minister. When we go into the Operations and Maintenance, I will be making a comment. You didn't make any reference to income support in your opening comments. I'll be making comments about that later.

Chairperson (interpretation): I don't believe that was a question. Mr. Iqaqrialu you wanted to make a comment.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. When we get into the Capital Estimates, I'm sure we will be able to ask any questions that are not covered.

There will be some questions that I would like to ask but it wouldn't have anything to do with the capital estimates. Is it possible for me to ask my questions before we get into the Capital Estimates.

Chairperson (interpretation): I can give you an opportunity as long as it's an educational issue. These are going to be our main goals for the year and there are a lot of other issues that are a concern to the communities.

There are also needs that were identified by communities, we'll give you an opportunity to ask questions on those issues if it's not included here. I will let you ask your question.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. Even when students complete their grade 12 they can't get into the workforce because there are no jobs available. Even if they do apply for jobs they don't have the required experience or the required knowledge.

Maybe we're just passing students even if they don't qualify to go to another grade and because of that they are not able to get into the workforce. Is there something we can do about it. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. I believe we will have to get a response. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. I think that we have to come to an understanding first. What we'll have to find out is what it means to have completed your grade 12. Completing grade 12 means that they now have the basic requirements, they have the basic reading skills and now they can further their education if they wish to do so.

It doesn't mean that they can get into the workforce, but once they complete their grade 12 they can go to trade school or further their education after the completion of their basic education. This is not the first time we have heard those comments. As Members of the Legislative Assembly, we have heard repeatedly that they are not getting into the workforce even after they have completed their grade 12.

For those students who have completed their grade 12, we all know that they can now concentrate on a trade or further their education after their basic graduation. They can now enter a trade school or college or university.

It's not just passing students from one grade to another. They do need to further their education if they want to get into a specific job market. Thank you Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. Thank you for your explanation and your response but I have another question.

I think that there has to be overall review of the education system. Following my experience, I learned through experience as I grew older and so on. I had the basic life skills by the time I was about thirteen years old.

It doesn't seem to make sense when you reach grade 12 you can't get into the work force, is it just the literacy skills or general education that you do up to grade 12. That is my question. Thank you.

Chairperson: Thank you Mr. Iqaqrialu. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. I just tried to give you an example. We do know that when a job opportunity comes up it usually says that you have to at least have your grade 10, 11 or 12. Using that as an example, a student who completed their basic education can then enrol into Arctic College to take a Nursing Program or some of the specific courses.

But they do have to complete their basic education first. There's a lot of examples we can use but when a person reaches grade 12, they get a certificate and then there's different

courses that a student can take. For example, Environment Technology or some of the specialized courses that the student can take.

They will have to have at least grade 11 to enter those specialized courses. Then after the completion of that course, they can get into the job market and you do need your basic education in order to enter those specialized courses. They have a better opportunity in continuing their education and getting into specialized fields. I don't want to be confusing anybody here, I'll just leave it at that. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you, I believe that was an adequate response. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. I could probably paraphrase my question and bring it up again.

Another question I had is in regards to the schools that are going to be built or will be ongoing. My question is about the Department of Education getting 40% of the total government budget and also on the issue of capital dollars. There are a lot of Nunavut communities that do not have adequate school facilities.

Chairperson (interpretation): Thank you. Mr. Minister

Hon. Peter Kilabuk (interpretation): Thank you. I can use an example of the next 3 years. Even if there's completion of certain identified schools, we still have to be building more school facilities. Looking at the schools, some of them are in planning stages and of course there will be more ongoing requirements as the facilities age.

Chairperson (interpretation): Thank you. At this time I don't have any names for general comments. We will move on to the Capital Estimates. Is that the wish of the Committee.

Some Members: Agreed.

Chairperson (interpretation): We are on page 9-6. Education program summary. Corporate services. Total Capital expenditures, 29 million 320 thousand dollars. Agreed.

Some Members: Agreed.

Chairperson (interpretation): 9-7. Education branch summary. Corporate services. Buildings and works. Total headquarters region, 200 thousand dollars. Agreed.

Some Members: Agreed.

Chairperson (interpretation): Total Qikiqtaaluk region, 12 million. I apologize I didn't see you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman I'll ask the minister if he could explain looking at over the future years and the total capital projections. For Nunavut education headquarters is 1.8 million dollars. And, I would imagine that is over the next 5 years as outlined in the capital plan.

I would just like to ask if you could indicate what that is to be used for. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): I apologize Mr. Chairman. I think we are looking at a different set of books here. If I could ask my colleague to show me where we are.

Chairperson (interpretation): Mr. Tootoo. Where is your question. Which page are you at.

Mr. Tootoo: I think as you have indicated we are looking at Headquarters under Corporate services on page 9-7.

Chairperson (interpretation): 9-7. We are on the Capital Estimates. 2001-2002 Capital estimates. We are on page 9-7 under education. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Could you ask your question again Mr. Tootoo.

Chairperson (interpretation): Thank you. Mr. Tootoo please rephrase your question. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I am wondering I know for this year it is showing Nunavut Education headquarters 200 thousand. But if you look at the future year's costs and I would assume that's over the length of the five year capital plan, it's 1.8 million dollars.

I'm just wondering if the minister could indicate what those funds are going to be used for. Are we getting a new building or what are they for. Thank you Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. The capital projections for future years are going to be for various projects.

I apologize, let me backtrack a bit. There's unforeseen circumstances that arise where we have to spend money and we have set aside those funds for those types of projects. Thank you Mr. Chairman.

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

Mr. Tootoo: Thank you Mr. Chairman. So, basically what we are looking at here is this is a contingency fund that's set aside, a capital contingency fund. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, it is a five-year estimate.

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

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, in this year it has 200 thousand listed there. I'm just wondering, again, if we get any specific details on what types of projects that would be used for or the types of projects it won't be used for. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. If it's okay with you Mr. Chairman, I'm going to have my staff member on my left respond to that question.

Chairperson (interpretation): Mr. Levy.

Mr. Levy: Thank you, Mr. Chairman. This year this funding is to support Clyde River. In the school some temporary renovations were required to continue, just to support the school's continuing operation. There was also two projects in Arviat, one was the playground flooding issue, that had to be corrected.

The second is in a portable, some interior renovations to allow handicapped access for that facility. As well, the funding allows the ability to support unforeseen costs in other projects should they arise. Thank you.

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

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, the minister indicated that this was part of the five-year capital plan. I'd like to ask, to go back to the minister, I know that the five year capital plan is in the back of this book here of the capital estimates.

I'd just like to ask the minister how they came up with their capital plan that's in the book here. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Tootoo. Who's going to respond. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. We are talking about the main estimates, the capital estimates and we have followed the prioritized projects that need to be done. They are prioritized in the book.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Mr. Chairman, I realize that the projects that are in this year's and it also shows future years and in the back there are other projects that are listed in there and the minister indicated that they are following prioritized projects. I would just like to ask the minister how they came up with those priorities. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. The individual on my left is responsible for planning and he worked with the communities. He will speak more about how this came about, Mr. Chairman if it is okay with you.

Chairperson (interpretation): I will give him that opportunity. Mr. Levy.

Mr. Levy: Thank you. There are several ways that we come up with determining a plan. One is we are currently using a capital database program that we had created for that purpose. What that does is it looks at three areas in terms of schools.

One is utilization. It measures the number of students in the schools and compares it with the capacity that the school was designed to hold. The number of students the school was designed to hold. The database also looks at the current status of the facility in terms of its condition, its building condition. We gather that information from the Department of Public Works, primarily.

The third area that we look at is program. So we look at in terms of what the school was designed to allow in terms of program and then because of perhaps late additions whether there are changes that are required so if the school added high school grades we would look at standards and criteria and include that as part of our consideration.

We also communicate with each of the three regional executive directors of school operations and request their input as far as which schools, in priority, they feel need attention. We also through that attempt to communicate with each of the district education authorities to be sure that their input is included and we also communicate with Nunavut Arctic College to see where their interests lie, both in terms of separate facilities and any interest in the schools as far as partnerships.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman I am just wondering, in the database that is mentioned there that Mr. Levy talked about, one of the areas looks at utilization and compares design capacity to the numbers that are there.

Is there any place within that database or in any other area where the issue of forced growth is incorporated into this formula. I already cited a couple of examples here in Iqaluit where, and we all know how fast the community is growing and the other school that was just built a couple of years ago that cannot even handle what it was designed for to begin with, already.

So I am just wondering if there is anywhere in that formula that could explain where exactly those types of issues are factored in. Thank you, Mr. Chairman.

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

Mr. Levy: Thank you, Mr. Chairman. Yes, that is one of the features of the database. What we in fact do is we run the current enrolments and look at the utilization, and we also have the ability to do than what we call what ifs.

So, we have take enrolment forecasts, we can enter those into the database and it allows us to look at what the school should be in terms of 5 years down the road. Whatever time frame that we want to use.

But, the first thing that would indicate that we need that kind of attention is the current enrolments, and then where there are ones where it seems to be high capacity we can project that forward to with the database.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, Mr. Levy also indicated that requests were made to the DEAs in the communities as far what they felt their priorities were to provide input into the capital plan.

I'd like to take this opportunity to commend the department for doing that. They are probably the only department that did that in the development of this capital plan. I just want to ask again for confirmation that all of the DEAs were able to provide input and their input was considered in the development of this plan. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. Minister would you like to respond.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, Mr. Chairman, I'd like to respond by saying that we work with the DEAs and I would just like to clarify that the communities discuss what their priorities are and when we receive that information from the communities we look through them and review the information that we receive from them. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I am not sure if that answers my question. Is the minister saying that any information that they receive from the DEAs in regards to capital was reviewed prior to the development, was reviewed and whether it was used or not was the discretion of the department based on its criteria that it used in the development of this plan. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We work with the DEAs and what we are working towards when we work with the capital projects, when we try to decide what is going to be done, we work with the DEAs.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I believe my question still wasn't answered. Any information that was submitted to the department from the DEAs in relation to capital and the development of the capital plan, was that reviewed and taken into consideration in the development of this plan. Basically that is what I am asking.

I understand that the minister and the department is working with them and I am just wondering if any information that was received was looked at and taken into consideration in the development of this plan. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Chairman. Yes. To respond to Mr. Tootoo's question, yes, we have included that input with our plans. Thank you, Mr. Chairman.

Chairperson (interpretation): Do you want to continue. Anybody else. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. It's just about six o'clock. I'd like to report progress.

Chairperson (interpretation): There's a motion on the floor to report progress. It's not debatable. All in favour of the motion to report progress. Motion is carried. I will now rise to report progress. Please ask the Speaker to return.

Speaker: Members. Returning to the Orders of the Day. Item 21. Report of Committee of the Whole. Mr. Irqittuq.

Item 21: Report of Committee of the Whole

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, your committee has been considering Bill 1, Appropriation Act 2001-2002 and would like to report that Bill 1

is still under consideration. And, Mr. Speaker, I move that the report of the committee of the whole be concurred with. Thank you, Mr. Speaker.

Speaker: There is a motion on the floor. Is there a seconder. Ms. Williams. Thank you. The motion is in order. All those in favour. All those against. Motion is carried. Item 22. Third Reading of Bills. Third Reading of Bills. Item 23. Orders of the Day. Mr. Clerk.

Item 23: Orders of the Day

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

Orders of the Day for Thursday, March 1, 2001:

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 1 - Appropriation Act 2001-2002
21. Report of Committee of the Whole
22. Third Reading of Bills
23. Orders of the Day

Thank you.

Speaker: Thank you, Mr. Clerk. This House now stands adjourned until March 1st at 1:30 p.m. Sergeant-At-Arms.

>>*House adjourned at 6.02 p.m.*

