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

Legislative Assembly of Nunavut

Speaker

Hon. Kevin O'Brien
(Arviat)

Ovide Alakannuark
(Akulliq)

Hunter Tootoo
(Iqaluit Centre)

Hon. Jack Anawak
(Rankin Inlet North)

*Minister of Culture, Language,
Elders and Youth*

Enoki Iqittuq
(Amittuq)

Hon. Ed Picco
(Iqaluit East)

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Services; Minister Responsible for
the Nunavut Power Corporation*

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(Rankin Inlet South-Whale
Cove)

*Minister of Community
Government & Transportation*

Uriash Puqiqnak
(Nattilik)
Deputy Speaker

Hon. Paul Okalik
(Iqaluit West)

*Premier; Minister of Executive
and Intergovernmental Affairs;
Minister of Justice*

Hon. Olayuk Akesuk
(South Baffin)
*Minister of Sustainable
Development*

Glenn McLean
(Baker Lake)

Hon. Kelvin Ng
(Cambridge Bay)

*Deputy Premier; Minister of
Finance and Administration;
Minister Responsible for the
Nunavut Housing Corporation;
Government House Leader*

Donald Havioyak
(Kugluktuk)

James Arvaluk
(Nanulik)

Jobie Nutarak
(Tunnunig)

David Iqaqrialu
(Uqqummiut)

*Deputy Chair, Committee of the
Whole*

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(Hudson Bay)

*Minister of Public Works and
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Hon. Peter Kilabuk
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Box 1200

Iqaluit, Nunavut, X0A 0H0

Tel (867) 975-5000 Fax (867) 975-5190 Toll-Free (877) 334-7266

Website: www.assembly.nu.ca

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**Iqaluit, Nunavut
Wednesday May 1, 2002**

Members Present:

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

Item 1: Opening Prayer

Speaker: Mr. Puqiqnak could you say the opening prayer?

>>*Prayer*

Speaker: Ullukkut. Good afternoon Premier and members. Before we start with the Orders of the Day I would like to, on behalf of the members, offer our condolences to the family of Goo Arlooktoo who passed away suddenly last evening. Our thoughts and prayers are with the family.

Item 2. Ministers' Statements. Minister Kilabuk.

Item 2: Ministers' Statements

Minister's Statement 016 – 1(6): Workplace Wellness Strategy

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Today I rise to inform this House of the Nunavut Government's initiative dealing with workplace wellness. Later today I will table a survey that was coordinated by my Department of Human Resources and involving representatives from different GN departments, regional community representatives and both unions.

The survey addresses wellness issues such as job satisfactions and aspirations, physical workplace, healthy living and cross cultural work environment.

Mr. Speaker, the results of the survey are now being presented to deputy ministers, managers and employees. The survey provides a wealth of information on issues affecting the well being of our employees and will need to be further analysed, but preliminary results are positive with job satisfaction levels high.

Mr. Speaker, at this time I would like to thank the members of the Workplace Wellness Advisory Committee and the Government of Nunavut employees who participated and supported this important initiative. I would also like to say it is the government's

intention to continue to work cooperatively with our employees and other stakeholders to improve and enhance the overall being of all of our employees. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Ministers' Statements. Are there any further Ministers' Statements? Item 3. Members' Statements. Mr. Arvaluk.

Item 3: Members' Statements

Member's Statement 063 – 1(6): Remembering Goo Arlooktoo - Condolences

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. We have just been informed about the loss of our good friend Goo Arlooktoo. He was a friend and I went hunting with him and overnighted out there around Mackay Lake, Igloo Point. When we were Members of the Legislative Assembly with the previous government we would go hunting and I recall that I took him moose hunting for the first time and when we moved to Iqaluit we went out hunting together and overnighted out there on the land.

We all know him as a good person and when we had a workshop as new Members of the Legislative Assembly for Nunavut, he was facilitating our orientation sessions and would assist us. So we remember and we express our love for his family members in Kimmirut.

(interpretation ends) Also his wife Dorothy and their children and his brother-in-law Henry Zoe and their family in Rae Edzo. (interpretation) And on behalf of the Members of the Legislative Assembly we send out our condolences to the family members. Thank you, Mr. Speaker.

Speaker: Members' Statements. Mr. Akesuk.

Member's Statement 064 – 1(6): Condolences to Arlooktoo Family and Relatives in Cape Dorset and Kimmirut

Hon. Olayuk Akesuk (interpretation): Qujannamiik, Uqaqti. Again following Mr. Arvaluk's comments, we will remember Mr. Goo Arlooktoo for his tremendous contribution to the Territory of Nunavut and his representation of Baffin South and the whole of Nunavut as an MLA. We send our condolences to the relatives in Cape Dorset and his family members, including his father in Kimmirut and we will also keep his wife and family members in our prayers and thoughts. Thank you, Mr. Speaker.

Speaker: Members' Statements. Mr. Nutarak.

Member's Statement 065 – 1(6): Dog Team Race from Clyde River to Pond Inlet

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. On April 26 there were dog teams that arrived in Pond Inlet from Clyde River. It used to take a dog team eight to nine

days to go from Clyde River to Pond Inlet. A long time ago there used to be trips by dog team from Clyde River to Pond Inlet and vice versa.

We have the top three dog team racers. Jacopie Avingaq came in first place. Panuilie Okangok and Larry Kautuq who came in the top three. There were fifteen dog team mushers who participated in the race. There is Peter Siakuluk, Joshua Illauq, Samson Qanguq, Imoosie Sivugaq, Simon Qammaniq, Jacolassie Killiktie, Peter Piunngittuq, Joanasi Attarjuat, Romeo Palluq, Petooloosie Attakaalik, Jason Palluq, and Silasie Takaugaq.

Those were the mushers who participated in the race. They were timed by the number of hours that it took for them to go from point A to point B, and this continued throughout the race.

The total time for the third place finisher was thirty-four hours, forty-six minutes and seven seconds. The second place finisher came in at thirty-three hours, fifty-two minutes and twenty-two seconds and Jacopie Avingaq came in at thirty-one hours, fifty-two minutes and seventeen seconds.

As I said earlier it used to take eight or nine days to go from Clyde River to Pond Inlet but it took them that many hours to make it from point A to point B during the dog team races. They were quite fast and were actually as fast as the old snow machines of the early seventies, and it was quite uplifting to see the dog teams arriving.

So April 28 was a very exciting day and eight Members of the Legislative Assembly went up there. While we were about to land we saw the last musher come in past Mount Herodier. The dog teams beat us into Pond Inlet, although we saw three teams coming in. It was very exciting, Mr. Speaker. Thank you.

>>*Applause*

Speaker: Members' Statements. Mr. McLean.

Member's Statement 066 – 1(6): Income Support – Tax Benefit

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker, Members of this House will know that the issue of poverty and the plight of low-wage earners is very close to me.

Last year, concerns were raised in this House about whether the Federal Fuel Rebate that was provided to low-wage earners would be deducted from Social Assistance Cheques.

At that time, I was very relieved to hear that it would not be and I was pleased to learn that other federal benefits such as GST rebates and Child Tax Benefits do not lower the amount of social assistance received.

However, I am concerned with this government's approach to the federal supplement to the Child Tax Benefit, which in this jurisdiction is called the Nunavut Child Tax Benefit.

In July 1998, the Federal Government introduced a supplement to the Child Tax Benefit, which provided an extra amount over and above the Child Tax Benefit to low income families in Nunavut. Following the standards set by the NWT and other jurisdictions, families receiving social assistance have never benefited from what could represent a significant amount of additional and much needed money. This is because the supplement is considered to be non-exempt income and triggers a cut in the family's social assistance cheques.

Mr. Speaker, year after year across Canada, families headed by single parent mothers face the highest risk of poverty of any family type year after year and in Nunavut the high cost of living simply adds to that risk.

Last year, families on Social Assistance living in Nova Scotia, Manitoba, and Quebec, joined families in Newfoundland, Labrador, and New Brunswick and saw an increase in their income.

In those jurisdictions income support programs were revised so that lower income families actually benefit from the supplement to the Canadian Child Tax Benefit.

But in Nunavut, that amount is brought back by the territorial government and low income families who receive social assistance are effectively cut off from extra money provided by the Federal Government. I would also like to note Mr. Speaker that I've heard from some of my constituents that even if a family member buys a plane ticket for someone who is on social assistance to come and visit them or babysit for them, the cost of the plane ticket is considered as income and their social assistance payments are reduced accordingly.

It seems to me, Mr. Speaker, that there's something wrong with the interpretation of the regulations in these kinds of circumstances. Why should a person on social assistance be penalized when a family member, such as a parent, tries to help them out or give them a gift.

Mr. Speaker, I understand that Nunavut's income support program is currently under review. At the appropriate time, I will be asking the minister some questions on this issue. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 067 – 1(6): Encourage Students to Succeed – Media Comments

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I rise today to address the issue of expectations. Mr. Speaker, in June of 1999, Nunavummiut were proud to hear that the grade six class of Nakasuk Elementary School placed second in a nation wide math competition.

At that time the Minister of Education made the following comments in an official Government of Nunavut News release. This is a great achievement for those young scholars. They should feel very proud of themselves. They are an example of what our youth in schools are capable of in Nunavut.

Mr. Speaker, the Minister of Education of the day said the right thing; our children and our educators need to know that we expect and welcome success in the classroom. They need to know that hard work will be rewarded and that support will be provided when results aren't what we would want them to be.

Mr. Speaker, I was distressed this week to read comments in the media attributed to the Department of Education. Mr. Speaker, these comments seem to suggest that the poor results of Nunavut schools in a nation wide math test were inevitable.

Mr. Speaker, I'm going to speak as a parent for a moment. It quite simply sends the wrong message to our youth and to our teachers when the government says that failure is to be expected. The message...

A Member: Shame, shame.

...our children need to hear is that failure is not an option. They need to hear that we will provide our students and our schools with the resources they need to be successful.

Mr. Speaker, we need to work for a Nunavut where success is what's to be expected and not to hide our disappointments behind excuses and jargon. Mr. Speaker, I conclude by saying that the minister had the right idea back in Nunavut's first spring. Our students and our schools are capable of great things.

It's tragic that we see that we seem to have reversed our expectations in just three short years. Mr. Speaker, I feel adamantly that the Department of Education should not be presenting failure as inevitable, but instead should be encouraging our students to be the best that they can be. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Ng.

Member's Statement 068 – 1(6): Remembrance of Goo Arlooktoo and Condolences

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I too heard earlier this morning of the passing of Goo Arlooktoo. I was shocked at the early age of 38. I first met Goo

when he became a Renewable Resource Officer in Cambridge Bay and that was in the early 1980s. I did have the pleasure of serving with him in the 13th Assembly of the Legislature of the Northwest Territories where he was the Deputy Premier, Housing Minister, Public Works Minister and Justice Minister at different times.

And I know he was fully committed and dedicated to his job and particularly at protecting and promoting the interests of Nunavut at that time. He was also a very dedicated family man, husband and father. And I want to join in offering my condolences on behalf of my constituents, members of this House, to all of his family, but most particularly to his wife Dorothy and their children and also his father Joe Arlooktoo and Henry Zoe, another former colleague. Thank you.

Speaker: Members' Statements. Mr. Alakannuark.

Member's Statement 069 – 1(6): Rental and Mortgage Scales

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Mr. Speaker, living in Nunavut is very expensive and we all know that, but I like living in Nunavut.

Many people in Nunavut own their own homes. That means maintaining their own homes, besides providing food and clothing for their families. I understand that the mortgage and rental scales in Nunavut are carried over from the Northwest Territories.

I'm wondering if this government is looking at a Nunavut version of rental and mortgage scales. At the appropriate time I will be directing questions to the Minister responsible for the Housing Corporation. Thank you, Mr. Speaker.

Speaker: Item 3. Members' Statements. Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Mr. Premier.

Item 5: Recognition of Visitors in the Gallery

Hon. Paul Okalik: Qujannamiik, Uqaqti. This time last year I was auctioned off for an hour of my services during the trade show. I was bought by an individual that's in the gallery here today; Mr. Michael Roberts of Nortext, the publisher of Nunatsiaq News.

I was grateful to learn that what he's asking me to do is not labour intensive so I'll be asking each of you to sign a flag, to provide the proceeds to daycares throughout Nunavut. So, that's it, it is an honour and a very good service that he's requested of me that would be very helpful for the children of Nunavut.

So, thank you, Mr. Roberts and welcome to the Assembly. Qujannamiik.

>>Applause

Speaker: Welcome to the gallery. Item 5. Recognition of Visitors in the Gallery. Item 6. Oral Questions. Mr. Tootoo.

Item 6: Oral Questions

Question 064 – 1(6): Expected Lapses in 2002/2003 Main Estimates

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I'm sure he's anticipating this and my question today is for the Minister of Finance.

Mr. Speaker, yesterday's Budget Speech projected about 17 million dollars is expected to be lapsed in the 2002–2003 Main Estimates. I know that, if I was doing some budgeting myself, for my own purposes, if I needed 900 dollars and was asking for one thousand, I'd be asking why he needs that extra 100 dollars. And that seems to be what this budget is doing, asking for money that they know that they are not going to spend.

I'd like to ask the minister in what areas these lapses are expected to come from. Thank you, Mr. Speaker.

Speaker: Minister responsible for Finance. Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, excuse me. Mr. Speaker, ordinarily lapses come from throughout government. It's government-wide. Some departments go over and others are under in different areas and there is sometimes over the course of year, of course, transfers between expenditures within departments and between departments as well.

In this case, yesterday's summary, the fiscal position, we were expecting 17 million dollars of lapses on the operations and maintenance side and 15 million dollars of lapses on the capital side. Thank you, Mr. Speaker.

Speaker: Thank you, minister. Oral Questions. Supplementary. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, can the minister indicate if there is a portion or what portion or whether it be a percentage or an amount of these lapses that come from unfilled staffing positions. Do they have a projection of surplus funds in the staff as a result of being under staffed? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, the lapses as I've indicated are broad and government wide. Each department has different levels of staffing and vacancies and different levels of where they move unexpended funds from staff vacancies through programs over the course of the year. So it will be very hard to get the specifics

of each department and each position or vacancy levels if that is what he is referring to without a lot of work being entailed to do that.

All I can say to the member is there is 17 million dollars of operations and maintenance lapses government wide expected from the current 2001-2002 year. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, the government overall in its summary there indicates it is projecting an overall surplus of 1.6 million dollars. Every year the government has introduced numerous supplementary appropriations that exceed that amount. Is the minister projecting with these lapses they won't see any supplementary appropriations in the next year? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I would expect that there are always supplementary appropriations. In fact I will be introducing a supplementary appropriation notice later this afternoon in respect to the first supplementary appropriation for 2002-2003 to deal with Capital carryovers. So over the course of the year this will continue to be the case of this government as has been past practice. Thank you, Mr. Speaker.

Speaker: Supplementary. Final supplementary. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I guess just a point of clarification. Maybe if the minister, for the record, can indicate that the government according to his budget and the main estimates that he addressed yesterday is going to be spending 14.4 million dollars more than what we are expecting to take into revenue. The way that it is showing a 1.6 million dollar surplus, it is showing 32 million dollars in lapses. Is that basically we are counting that money twice. Is the 32 million dollars included in the first expenditures and then also as a credit down below in the lapses? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, it is not being double counted. I don't know where this member is getting this from. It is not part of the expenditures of this year because the expenditures have been laid out before the Assembly in the Main Estimates that we are going to be reviewing for the operations and maintenance of 609 million dollars and there has already been 70 million dollars in Capital that has been approved last fall. All I can say is the 1.6 million dollars operating surplus is projected on a cash flow basis for the current fiscal year. That is what is on the summary of the fiscal position that we are referring to. Thank you, Mr. Speaker.

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

Question 065 – 1(6): Will the Capital Project Budgets Keep Dropping

Mr. Havioyak: I would like to direct a question to the Minister of Finance from the budget speech yesterday and also the Tabled Document. In the Capital projects for 2002 there is about 9 percent of your budget that is going to capital, which is a drop from last year.

And also there are lots of capital projects that should be looked at each year and as you go on, I think there are more projects that need to be in this, to be worked on.

I guess the question is will this continue to go down. I mean, it's going down each year. It's getting smaller all the time. Will this trend continue? Koanaqtit, Uqaqti.

Speaker: Minister of Finance. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, the last year, the 2001 – 2002 year, capital expenditures were targeted at 71.2 million dollars. This year it's 70.3 million, so it's not that much variation.

I guess maybe if the member's referring to the revised estimates where you have a number of 96.9 million over the course of the year; there were some adjustments made, capital carryovers. For example, as I indicated earlier, in the question from Mr. Tootoo, there is a capital carryover coming forward this week.

In respect to capital carryovers from the 2001 – 2002 year, that will be added to this year to ensure that the capital projects that were on the books are finalized. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you. I hear and understand your response. The last year's capital was deferred to the 2002 – 2003 projects. But as well, this difference increases compared to the previous estimates. Will that happen again this year in terms of the capital projects? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. I'm not sure, Mr. Speaker, if I'm understanding the member's question but from the capital expenditures that are outlined 2002 – 2003, 70.3 million dollars.

That was approved this past fall. There will be additions to that over the course of this current fiscal year if that's what the member is asking. Because like I said, there's capital carryovers from this past current year that'll be added to this year. There may be special

warrants as the result of emergency situations that are required over the course of the year that would add to that as well. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you very much for your response. I just wanted a response. There were a lot of capital projects that are still on the shelf and these don't get completed. They should have been started, but they get shunted off somewhere and disappear. I understand you will add on to capital projects next week for the 70 million dollars that will be used.

Perhaps, next year that would increase to 100 million dollars perhaps. But I just wanted to find out exactly, for these projects, perhaps they are overlooked as far as capital items are concerned. Are these capital projects closely looked at? These projects for 2002 – 2003 in the Main Estimates perhaps are put aside.

I'm not sure about the 70 million dollars. As you stated, next year it will be increased. For example, 2001 – 2003, 71 million was used. As far as the 96 million did you indicate that this will all be used, the 71 million dollars.

Did you increase it by 26 million dollars, why is that? I understand where you are coming from but would that happen again next year. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Over the course of this year, they did the capital appropriations and all those increases come before this legislature in the form of supplementary appropriations to be approved. Thank you, Mr. Speaker.

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

Question 066 – 1(6): Change to Mortgage and Rental Scales

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister responsible for the Nunavut Housing Corporation about mortgage payments and rent scales for public housing. The rental scales have not been changed yet. Will there be further studies or changes in the near future in regards to paying rent for public housing? Thank you, Mr. Speaker.

Speaker: Minister responsible for Housing. Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Yes, there will be.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. A short additional question, I thank the minister for a brief response and I understand his response. I want to ask the minister when the changes will be effective and when will we see the rental scale changes in Nunavut? Do you have a definite date, this fiscal year or next fiscal year? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I would expect that we would have something, more than likely in place within the next two to three months. Thank you, Mr. Speaker.

Speaker: Thank you, minister. Oral Questions. Supplementary. Mr. Alakannuark.

Mr. Alakannuark: Thank you, Mr. Speaker. Yes, I understand the response and that we expect to see changes in two to three months. I just wondered if they change the rental scale, will the rent be lower? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. I guess Mr. Speaker, it's hard to say yes or no, because it will impact individuals differently depending on what their income levels are. Thank you, Mr. Speaker.

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

Question 067 – 1(6): Nursing Program Funds are Less Than the Law Students

Ms. Williams (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Health and Social Services. My question is very short. Why are the people taking the nursing program getting less money than the Akitsiraq Law School students? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, the short answer is that the Nunavut Nursing program is a program that is sponsored by the Department of Health and Social Services in conjunction with and cooperation with Arctic College. It is run as a program under the college with all the auspices of the college program.

Mr. Speaker, the Law School Program is a separate one-off program that is unique as it has been outlined in the past by the Premier and in this House. Thank you, Mr. Speaker.

Speaker: Supplementary. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Speaker. Yes, we realise that, if I could say it in English, all the students are unique. It's not only the law school students that are unique but the nursing program is unique as well. Would the minister try to provide more funding for the nursing students, at least to a comparative level that is provided to the students of the Akitsiraq Law School because we want the students to complete their courses and on top of that, we are always talking about needing nurses in the communities in Nunavut.

I wonder if the minister could look into seeing that the nursing program students get as much funding as the Akitsiraq Law School students. Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, one of the things that I put in place as Minister of the Department of Health and Social Services three years ago when we started this program, we realized that we needed to be able get more Inuit in professional occupations such as nurses. At the present time Mr. Speaker there is only, to my knowledge one Inuk nurse operating or working in all of Nunavut. I believe that person is in your home community of Arviat, Mr. Speaker.

Mr. Speaker, after saying that as an extra incentive and looking at what has happened with programs at the college Mr. Speaker, I have put in place a bursary program of up to 10 thousand dollars per each nursing program. Mr. Speaker, the caveat to that program that I have put in place and what the member has been requesting is that I have to now as Minister of Health and Social Services through our department matched those bursary funds with corporate sponsorship.

Mr. Speaker, we have been very successful as I have said in this House in the past, we have contacted several large corporations who have committed to funding the nursing bursary program in Nunavut over a multi-year period and that sponsorship Mr. Speaker and to seek sponsors is continuing through my office. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Oral Questions. Supplementary. Ms. Williams.

Ms. Williams: Thank you, Mr. Speaker. Mr. Speaker, it is so good to hear that the government is working together on this. Therefore we will be expecting to see an increase in financial support to nursing students in Nunavut as much as law school program students.

The minister indicated last year that he was going to look into working with the Department of Education to make sure that the students are staying in the nursing program and also getting the support that they need to complete their course. Has he done this Mr. Speaker?

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, the member is correct. I would like to take this opportunity to thank the members of the House especially, the Health committee who have been supportive of the bursary program as well as the extra work that we have put into making this program successful.

Mr. Speaker, at the present time our projections for this fall indicate that there are 23 students who will be enrolled or in place in the nursing program. That includes year one, two and three and the access year. At the present time the college is forecasting eight students to enter the access year, eight students from year one, three students in year two and Mr. Speaker, in year three, four students.

We expect Mr. Speaker by the year 2006-2007 in four years time, to have graduated about 11 nurses in that program who would be working in the field in Nunavut. I think Mr. Speaker that in itself will be quite a success. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, minister. Oral Questions. Supplementary. Final supplementary. Ms. Williams.

Ms. Williams: Thank you, Mr. Speaker. I think at this time I would like to request the minister to give us the list of students and how much money they are supported with by this government to continue their program, to finish their nursing program. We are aware that we all support the law school program and we need lawyers in Nunavut. But let's face it, health as a people in Nunavut is an essential service. What I am requesting is, what kind of financial support that this government is going to be providing to nursing students. Are they going to get housing like law school program? How much financial assistance are they going to be getting? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Well Mr. Speaker, let me say right off the top in April 1st 1999, two major decisions were taken by the government at that time. Number one Mr. Speaker, was to integrate the health and education boards and I believe Mr. Speaker number two, with actually the leadership of Mr. Arvaluk at that time, to institute the nursing program.

I believe Mr. Speaker, at the top of my head, the total cost of the program is 750 thousand dollars, which includes the cost of financial assistance. Mr. Speaker, every student, as the Minister of Finance has just announced in the budget, needs help and support through Student Financial Assistance. That is why, excuse me Mr. Speaker, this government increased the Student Financial Assistance amounts. At the same time, Mr. Speaker, I know that the nursing students here or other students who have to come to Iqaluit or leave their home communities receive housing.

Mr. Speaker, each nursing student received a bursary of ten thousand dollars and each student in the Access Program, would receive a bursary of fifteen hundred dollars. That is in place at the present time. And Mr. Speaker, I also want to point out as the member has said before to me, that financial consideration is just one type of support that we should be offering our students, the other is some of the logistical as well as administrative support to our students.

In most cases, the nursing students are mothers; they are not like the students in the south, Mr. Speaker, sixteen, seventeen, and eighteen years old who got out of school. Most of our students are mature adults. In the case of our nursing students, Mr. Speaker, they are women who are twenty-seven or twenty-eight years old and older, who have children and are full time parents. Mr. Speaker, I think that we need to be able to take that into consideration.

On the final question that the member asked about the total costs of the program, Mr. Speaker, in consultation with the Minister of Education and the Finance Minister, I will see how much information can be made available. I know that we are not supposed to give individual amounts by names, but I can probably come up with the total costs of the program per year. Thank you, Mr. Speaker.

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

Question 068 – 1(6): Job Training Drop-outs

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. This is a question for the Minister responsible for Education.

Ever since the Government of Nunavut started three years ago, the grade twelve graduates in the communities after graduation have started seeking employment. They are able to continue their education in other places after their grade twelve education.

In Iqaluit, for example, and Cambridge Bay, there are those Inuit who want to further their education and who may do so. How many students were not able to continue their training or did not complete their courses, can you tell me that. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Can you clarify that comment; is this in regards to grade 12 or the students? Are you talking about on the job training or high school drop-outs?

Speaker: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): I am sorry that I was not clear on this. I am talking about Grade 12 graduates from the communities, once they want to further their education they could go into on the job training. How many students were not able to continue their

education with on the job training? How many gave up and just went home? Can you let us know this? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I am sorry I am unable to reply to the member as I don't have the numbers of the students who gave up in front of me. However, they will be available for your information. I will find out more about it. Are you talking about the whole of Nunavut, or each region? Thank you, Mr. Speaker.

Speaker: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I am talking about the whole of Nunavut, no matter who they are, no matter what programs they are taking, as long as they are taking on the job training under Education. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Yes, for the whole of Nunavut, as long as they are under Nunavut Arctic College and our programs, I will make sure that the numbers are available to you and I will find out more about it.

But for programs outside of Nunavut Arctic College, I wouldn't be able to tell you exactly how many are giving up, but for those students within Nunavut I will find out more about this. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Yes, if this comes true, then that sounds good. I would like to see the numbers of graduates and students who drop out of the education system. How much money was wasted and how much money was used for those students who dropped out of these programs.

Because this costs a lot of money and it requires a lot of money to travel in Nunavut, especially since we are limited to air travel. Because of that, I would like to find out more about the drop-outs and their numbers as it relates to our fiscal risks. And how much money was wasted because we want to know exactly how much money we have spent on the students and how much money we plan to use for the next three year business plans especially. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Yes, I replied that through Nunavut Arctic College I will find out more about this and I will make sure that you have that information. It's going to take time to review them and perhaps some of the drop-

outs will be able to go back to school because there are different reasons for dropping out.

Sometimes it is family issues, health issues but there has to be a reason why they were not able to continue their education. So keep that in mind and that's why we want to find out more about the reasons and the money used. Thank you, Mr. Speaker.

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

Question 069 – 1(6): Renovations to Women's Shelters – Increase of Budget

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, yesterday we talked about the budget and the finance minister presented the budget. It was good to hear at the beginning about the Health Department. It was mentioned that 31 million dollars will be available to start different programs in promoting the well-being of Nunavummiut and it will also include the 1.7 million dollars of new money for Community Wellness Programs.

I am referring to the facility which is in my colleague's riding of Nanulik, within the community of Chesterfield Inlet. There is funding for the renovation of this facility which is a result of the facility being too old.

My question to the minister is, is the 650 thousand dollars additional funding for a total of 1.6 million dollars for facilities in Chesterfield Inlet, are we going to be including the Women's Shelters with this additional funding of 650 thousand dollars that will be used to put additional monies into the Women's Shelters, or will they receive their own renovation funds? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, the member is correct. That is included in the numbers given yesterday in the House.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Representing my other community, the community of Taloyoak has a women's shelter that has been in operation for 8 years and it has never received an increase in funding and everything is getting more expensive. I would like to ask the Minister of Health and Social Services if there's going to be further funding allocated for that shelter since there's going to be a huge increase in your department.

Are we going to be seeing additional monies for salaries and benefits of the employees and the operations and maintenance of the shelter? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, first of all, the increases given by Mr. Ng yesterday in his budget address were well welcomed by the Department of Health and Social Services.

Mr. Speaker, the family violence shelters that the member is talking about and a lot of the members here in the House know, have not had any increases since 1992. Mr. Speaker, this government for the first time, the Department of Health and Social Services, we actually have the luxury now of having some money now to be able to provide monies to the shelters and I appreciate the support of the members for that.

Mr. Speaker, the money that is given to the shelters is an unconditional grant. Mr. Speaker, all family violence shelters in Nunavut will receive an increase. Mr. Speaker, that increase will be contingent on the mental health strategy being passed with the health budget in the Assembly.

With that increase to the family violence shelters across Nunavut, those shelters have the opportunity of using that money for wages, benefits or indeed other O and M expenses. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker for that excellent response. My communities I'm sure are very pleased as I am. But it's been approximately eight years since the previous NWT government that there has been no increase in the operations and maintenance and now there's going to be an increase with this government.

My last question, Mr. Speaker, some of the employees have been employed in those shelters for a number of years but they have never seen any increments in their salaries or benefits. Are we going to be able to see an increase in their salaries and benefits? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, as I said earlier, there will be increases if the budget is approved and passed with every family violence and safe house in Nunavut.

Mr. Speaker, the total amount of those increases varies across the board. They are in the range of an eight to ten percent increase in funding for the shelters. Mr. Speaker, the option is available to each individual organization or community group Mr. Speaker, or independent society that operates these shelters on behalf and for the people of Nunavut, to use that money for wages, benefits and salaries.

The grant to them is unconditional which means they have the opportunity to decide what the money is used for. Thank you, Mr. Speaker.

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

Question 070 – 1(6): Advertisement of RFPs - Timeline

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. I will direct my question to the Minister responsible for Public Works and Services. My question is about the RFPs and the advertisements that go out. How long are they supposed to be advertised, two weeks, one month? Thank you.

Speaker: Minister responsible for Public Works & Services. Minister Kattuk.

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. Mr. Speaker, the advertisements each vary in the length of time they are out. Some are out for a longer time, others it is rather short, it depends on the responses. Thank you, Mr. Speaker.

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

Mr. Nutarak (interpretation): If I use an example, if there is an advertisement out this week do they get re-advertised if the positions are not filled. Thank you, Mr. Speaker.

Speaker: Minister Kattuk.

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. Some of them are re-advertised depending on whether we fill the positions or not. This depends on the salary and benefits. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): There was an advertisement that was for Pond Inlet. When we are going to know who the contract will be awarded to? It is in regards to the renovation of the nursing station in my community. Thank you, Mr. Speaker.

Speaker: Minister Kattuk.

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. In regards to the health centre replacement in Pond Inlet, only after the RFP closes will we know who got the contract and afterwards we'll begin to plan how it is going to proceed. We also put together the terms of reference afterwards. Thank you, Mr. Speaker.

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

Question 071 – 1(6): Amount of Funding to HTA for Musk Ox Hunt

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. I will be directing my question to the Minister responsible for Sustainable Development. In your last response yesterday

you said maybe the money will go to the Hunters and Trappers in Cambridge Bay. Can the minister tell me how much money was given to the Hunters' and Trappers' Association in Cambridge Bay for the musk ox hunt? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. In regards to the member's question, I don't have the numbers in front of me. I'll take the question as notice.

Speaker: Thank you, minister. The question has been taken as notice. Oral Questions. Mr. McLean.

Question 072 – 1(6): Review of Nunavut's Income Support Program

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker, I would like to direct my question to the Minister of Education. Can the minister provide this House with an update on the review of the Nunavut Income Support Program? Thank you, Mr. Speaker.

Speaker: Minister responsible for Education. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. In regards to the review, I now have the documents and once they are approved by the Cabinet I will make the information available to the rest of the members. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. McLean.

Mr. McLean: Thank you, Mr. Speaker. I presume I can ask some supplementary questions on that. Can the minister tell us whether the review of the Income Support Program will also include a review of what is considered as income when calculating social assistance payments and how the regulations are applied? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. Sorry I didn't quite get that question. Could I ask the member to repeat the question please?

Speaker: Mr. McLean could you repeat your question.

Mr. McLean: Thank you, Mr. Speaker. Can the minister tell us whether the review of the income support program will also include a review of what is considered as income when calculating social assistance payments and how the regulations are applied? I am talking about claw backs on federal funds.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Qujannamiik, Uqaqti. I will provide the member with the total package stemming from the review. But I also just want to add to that I will also include, because Nunavut is like the other eight jurisdictions in Canada, where there are claw backs for child tax national benefits through the income support program, those funds are applied to other programs which I will outline to the member in my response. Thank you, Mr. Speaker.

Speaker: Thank you, minister. Oral Questions. Supplementary. Mr. McLean.

Mr. McLean: Thank you, Mr. Speaker. According to section 20 of the current social assistance regulations, child tax benefits received under the federal income tax act are not considered as income when calculating social assistance amounts. Whereas the Nunavut child tax benefit received from the Territorial government are considered as income. Why is that? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. In Nunavut the federal government and Government of Nunavut work jointly and like I said there are eight other jurisdictions in Canada that do the same as we do. As I said it is considered as income and according to our regulations if they come out of the same pot of money it is considered as income. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Final supplementary. Mr. McLean.

Mr. McLean: Thank you, Mr. Speaker. Has and will the minister commit to considering abandoning the claw back of the Nunavut child tax benefits from social assistance recipients under the new income support program? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Mr. Speaker, I will commit to definitely holding more talks with the members on this issue after the members have had a chance to review the findings of the income support review. Thank you, Mr. Speaker.

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

Question 073 – 1(6): Staff Housing/Increase in Revenue

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, my question is directed to the Minister responsible for Finance, or the Housing Corporation, I don't know what hat he wants to wear when he's answering this question. He may need to wear both.

In the budget address yesterday, he projected nearly a third increase of nearly 3 million dollars in revenues as a result of recoveries from staff housing. I understand that last year the revenues were just over 6 million dollars and the cost was around 36 million dollars.

In effect the government is subsidising staff housing nearly 30 million dollars. I'd like to ask where that increase is coming from. Is it because there is more staff houses being built and rented or is the rent going up for the employees? Thank you, Mr. Speaker.

Speaker: Thank you. Minister responsible for the Housing Corporation. Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, a couple of things. There were some additional leases, so there was an addition to staff housing but more importantly, it was found after the first public accounts process, more I guess clarity around the treatment of staff housing rental income. So that's where a large percentage of the increase was in effect of identifying clearer the staff housing rental revenues. Thank you, Mr. Speaker.

Speaker: Thank you, minister. Supplementary question. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I was wondering if the funds weren't recorded under staff housing revenue before, I'm sure the Auditor General must have identified or found where that money was being put.

I'm just wondering if the minister could inform the House, the 3 million dollars where was it in our revenues before if it wasn't in the staff housing recovery. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, more than likely in the other revenues stream, as you see it's a significant portion allocated to that amount. Thank you.

Speaker: Mr. Tootoo. Supplementary.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, maybe the minister could explain how it's shown and collected. I'm sure that any time rent is paid off of employees; I think it's recovered off of their pay stubs through finance. I think and I'm just wondering, if it all goes into there, how could it have been distributed or applied differently in certain cases. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, in fact it wasn't deducted from payroll, directly from payroll through the payroll. At one point that did take place and I can't remember the exact time because I remember there was a decision around that that was made. I'd have to go back through the revenue to check on that. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, as I had indicated earlier, the subsidy based on the revenues and expenses last year for staff housing is roughly eighty-five percent. Nearly 30 million dollars and as the revenues have gone up, I'm just wondering if the increase in the cost to staff housing, is that going to go up the same amount. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I believe I have indicated in the past that we're looking at all our staff housing policies. Our public housing rent scales, the access program, all policies relating to housing whether it's public or staff right now, are under consideration, and we have the full intent of consolidating the staff housing versus public housing responsibilities to bring some consistency to that whole process.

So in the long run, I would say that there are going to be changes or in the short term right now, obviously we have to work through and see what the impacts are before we move forward with actually finalizing and implementing the policy. Thank you, Mr. Speaker.

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

Question 074 – 1(6): Revenue from Tobacco Tax into Treatment Programs

Ms. Williams: Thank you, Mr. Speaker. My question is for the Minister of Finance. In yesterday's budget speech, the minister projected almost 10 million dollars in revenues from tobacco taxes and alcohol sales, liquor sales.

Will the minister consider earmarking all or a portion of this revenue for substance abuse treatment programs instead of putting all this money back into the general pot? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I wouldn't commit to earmarking that money because if we're going to do that you know, and we'd have to face reductions because of the fact that I'm sure that the Department of Health and Social Services put significantly more than that amount in their overall programs to deal with the areas of tobacco and alcohol use and abuse. Thank you, Mr. Speaker.

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

Ms. Williams: Thank you, Mr. Speaker. I've gone through a document that Yukon had gone through when they were reviewing their alcohol issue in Yukon. In fact there is a recommendation on doing that.

Would the minister consider putting some of this money into treatment programs in Nunavut? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. That's a good question and as I indicated in my budget address yesterday, there is significant additional dollars to the Department of Health for mental health and alcohol addiction treatment programming.

I mean, I'm sure the minister will be more than happy to get into those details once his budget comes for review during the upcoming session. Thank you, Mr. Speaker.

Speaker: Thank you, minister. Oral Questions. Supplementary. Ms. Williams.

Ms. Williams: Thank you, Mr. Speaker. We do have alcohol related problems. Substance related problems in Nunavut in all communities of Nunavut. And I'm sure the minister knows that being Housing Minister, if we are healthy, if we don't drink too much, if we don't do all the substance abuse we can look after our houses better. We could be healthier.

Knowing that, can the minister seriously put some of this money into substance abuse programs in Nunavut? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Once again, the member does raise a good issue and I'm sure, like I said that the, first of all, if I could just clarify, as members know, it isn't up to myself as Finance Minister to put money into different programs.

That is done collectively; there is the legislative process, Standing Committees and the Financial Management Board, Cabinet Colleagues, that's where that process takes place.

Having said that, I know that Minister Picco has aggressively moved forward and argued for money for addictions abuse or sorry, addiction abuse funding and he's more than happy to go into those details once his budget comes before the Assembly. Thank you, Mr. Speaker.

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

Question 075 – 1(6): Income Support Improvements

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I would like to touch up on one of my colleague's questions about Child Tax Benefits. I am speaking about the federal benefits. They have caused problems in my communities as they are stated as being from the same pot.

Is there room for improvement? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Perhaps it's a good system that we already use but perhaps there is a lack of understanding or a lack of communicating it to the public. Perhaps it is not visible enough, Mr. Speaker.

One of the problems that I would like to clarify, regarding the concerns about funding that could have been used which just lapsed into the next year. But here in Nunavut, through formula funding agreements with the Federal Government, they cannot get child tax benefits under both programs according to the agreement.

Once that's deducted or considered as income, we can't consider it twice and this is moved to other benefits, such as employment and for child tax benefits they also receive additional funding but they're very useful for the individual. Once an individual can't get any money for that, they use it for other things. Thank you, Mr. Speaker.

Speaker: Thank you. Supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. If I make a mistake, please correct me. I guess it's okay to make a mistake. Mostly for child tax benefits, I know that they're very useful for people with lower income but for those who are employed, I don't think they have any effect.

And also, I think people end up owing money to income tax because of this and I'm sure that this has created hardship for our communities and for all Nunavummiut and maybe it's due to a lack of communication. How can we as Nunavummiut find out more about funding that is available? As Canadian citizens, we have to be aware of where we can receive funding or perhaps can your department supply us with that information. Thank you.

Speaker: Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. First of all Mr. Speaker, I would like to say that the Federal Government is responsible for income taxes and as the Government of Nunavut we don't have any jurisdiction over that as all MLAs are aware. But the Nunavut child tax benefit is within our jurisdiction and if this child tax benefit is

going to have an effect on our residents' income tax submissions, yes, in order to clarify the matter and to rectify this problem, we can communicate it to the public.

During income tax years, the individuals receive receipts from the government. Perhaps we can communicate this information to the public and to the income support recipients in regards to the Nunavut child tax benefit having an effect on them. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I understand his response and I'm glad to hear that proactive stance. The income support recipients get their income statements annually. It supposedly has been created for the ease of preparing income tax statements, but it seems like it's not an actual receipt when you try to file your income tax. Sometimes the workers can't find their income statement copies and when they are filled out, the workers make a big fuss over the paperwork. I was wondering why they are included in the documents when they seem to be useless. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Well I cannot say that they are useless but our regulations state that we have to send out the income records to the individuals who were receiving income support annually. All clientele copies are kept for the income tax submission period. According to our policy that is what it states, that we have to provide a copy so that the individual can benefit from it.

I would apologize if there is a problem with this benefit. The individuals usually are informed whether they will be receiving some money or if they will owe money for taxes. As this is a federal responsibility, perhaps you can lodge a complaint with the federal system in regards to this problem. Thank you, Mr. Speaker.

Speaker: Supplementary. Final supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Are those just receipts or income statement records that are given to the individuals? Thank you.

Speaker: Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. If I am correct, they are called T5's and they are not just receipts. They are for income tax purposes and have to be sent to Revenue Canada. The individual would file their T5's with their income tax. It is not just a document or receipt. Thank you, Mr. Speaker.

Speaker: Thank you, minister. Members will note that Question Period is now over. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Mr. Anawak.

Item 11: Petitions

Petition 02 – 1(6): Provide Adequate Bussing Services in Rankin Inlet

Hon. Jack Anawak (interpretation): That jetliner was quite noisy. Thank you, Mr. Speaker. I would like to table a petition in regards to bussing services for children in my community of Rankin Inlet.

This petition was signed by 593 individuals. These signatories are requesting additional buses for the school children in Rankin Inlet.

Mr. Speaker, Rankin Inlet is growing in population. The children can only be bussed up to Grade 4. Younger children are bussed home but their older sisters and brothers cannot be in the same bus. At times, this causes a problem when the younger children are home alone since their older siblings are walking home and it takes some of them a long time to get home. Thank you, Mr. Speaker.

Speaker: 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. Minister Kilabuk.

Item 14: Tabling of Documents

Tabled Document 08 – 1(6): Workplace Wellness Survey

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I would like to table a document. It is entitled “Workplace Wellness Survey.” Thank you.

Speaker: Tabling of Documents. Mr. Alakannuark.

Tabled Document 09 – 1(6): Report on Repairs in Pelly Bay/Kugaaruk – Bad Gasoline

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I would like to table a document about skidoo and outboard motor damages due to bad gas. This document outlines sixty-seven pieces of equipment that broke down all together in my communities. Thank you, Mr. Speaker.

Speaker: Tabling of Documents. Mr. McLean.

Tabled Document 10 – 1(6): Kivalliq Chamber of Commerce 2002 Annual General Meeting Report

Mr. McLean: Thank you, Mr. Speaker. This comes from the Kivalliq Chamber of Commerce Annual General Meeting in Rankin Inlet, March 26 & 27, from the Chamber of Commerce executive and also a resolution.

They indicated the government's preference is to designate preferred carriers for air and sea transportation. This proposal met with great opposition from the Chamber of Commerce membership.

A resolution was passed at the Annual General Meeting for the chamber to lobby the Government to abolish plans to designate preferred carriers that could undermine the viability of any competing businesses and result in monopolies with reduced services to the general population of Nunavut in order to foster carrier competition between carriers serving Nunavut. Thank you, Mr. Speaker.

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

Tabled Document 11 – 1(6): NNI Policy – 2000/2001 Annual Review

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. I would like to table a document. The Annual Review of the NNI Policy for 2000 – 2001. Thank you, Mr. Speaker.

Speaker: Item 14. Tabling of Documents. Are there any further documents to be tabled? Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Minister Ng.

Item 16: Notices of Motions for First Reading of Bills

Bill 2 – Supplementary Appropriation Act No. 4, 1999-2000 – Notice

Bill 3 - Supplementary Appropriation Act No. 3, 2000-2001 – Notice

Bill 4 - Supplementary Appropriation Act No. 4, 2001-2002 – Notice

Bill 5 - Supplementary Appropriation Act No. 1, 2002-2003 – Notice

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I give notice that on Friday May 3rd, I will move that Bill 2, Supplementary Appropriation Act No. 4, 1999 – 2000; Bill 3, Supplementary Appropriation Act No. 3, 2000 – 2001; Bill 4, Supplementary Appropriation Act No. 4, 2001 – 2002 and Bill 5, Supplementary Appropriation Act No. 1, 2002 – 2003, be read for the first time. Thank you, Mr. Speaker.

Speaker: Item 16. Notices of Motions for First Reading of Bills. Item 17. Motions. Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Item 20. Consideration in Committee of the Whole of Bills and Other Matters; Bill 6 with Mr. Iqaqrialu in the

Chair. Before we proceed, I'd like to read a letter that we received from the Commissioner of Nunavut. It reads as follows:

"I wish to advise and recommend to the Legislative Assembly of Nunavut the passage of the following Bills during the 6th Session of the First Legislative Assembly.

- Bill 2, Supplementary Appropriation Act No. 4, 1999 – 2000;
- Bill 3, Supplementary Appropriation Act No. 3, 2000 – 2001;
- Bill 4, Supplementary Appropriation Act No. 4, 2001 – 2002;
- Bill 5, Supplementary Appropriation Capital, Act No. 1, 2002-2003;
- Bill 6, Appropriation Act No. 2, 2002-2003.

Signed Peter Irniq, Commissioner of Nunavut.

Before we proceed to Committee of the Whole, we will take a short break. Members could join me in the Members' Lounge. Sergeant-At-Arms.

>>*House recessed at 3.05 p.m. and resumed at 3.34 p.m.*

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

Chairperson (Mr. Iqaqrialu) (interpretation): I would like to call the meeting back to order. In Committee of the Whole, we have the following item to deal with, Bill 6 and supporting documents. Do members agree we proceed to review the Main Estimates that support Bill 6 and commence with the Department of Education. Are you agreed?
Agreed.

I would like to ask the Minister responsible for Education to do his opening remarks.
Minister Kilabuk.

Bill 6 – Appropriation Act No. 2, 2002-2003 – Consideration in Committee

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman.

It is a pleasure to be here with you today. I would like to highlight for you today the proposed budget for the Department of Education for the 2002/2003 fiscal year. Mr. Chairman, there's good news in this budget proposal.

During the last year, we have listened to many individuals, groups and organizations. The budget that I'm proposing to bring forward touches on different aspects of the department's mandate.

Schools are experiencing increasing enrolment each year. As a result of the increased enrolment, I am proposing that 2.8 million dollars be used to meet the forced growth needs of our schools. This maintains our schools at their current levels.

I am also pleased to announce the District Education Authorities will receive an additional 800 thousand dollars for the next fiscal year. This funding will be spread across several areas such as increasing the base amount each District Education Authority receives and increasing available funding for substitute teachers and providing for regular regional meetings of all District Education Authorities.

Mr. Chairman, the number of senior citizens that are eligible for senior citizens' supplementary benefit has increased. To meet this growth, I am happy to announce that 186 thousand dollars will be allocated to meet that increased demand.

Mr. Chairman, during the past two years, the Department of Education has conducted an Income Support Policy Review and tabled a management response in the Legislative Assembly. As a result of that review, and response, I am proposing an additional 740 thousand dollars to be allocated to various initiatives in income support.

These initiatives include increased training for our workers so that they can better serve our clients. We will increase the training opportunities and the training allowances for those individuals currently on Income Support.

Mr. Chairman, two additional initiatives as a result of the Income Support Policy Review, require regulatory changes before they can be fully implemented. Income exemptions and transition benefits for working income support recipients will be initiated as soon as the necessary steps are completed.

Mr. Chairman, I am pleased to announce that 500 thousand dollars will be added to student financial assistance. This will also require a change to the regulations that govern this area. I expect to take to cabinet in the very near future proposals for their consideration that will increase living allowances for students.

Another area that needs further support is daycares. Across Nunavut the number of new daycares that are starting up is increasing. The Department supports new daycares with start up grants and on-going funding based on available spaces and attendance.

These new daycare centres will receive an additional 474 thousand dollars in support over the next year. Mr. Chairman, in an effort to continue the work on Inuktitut school curriculum and resources, the department will allocate 500 thousand dollars to this for the next fiscal year. This is an important component for our plan. I have supported this work over the past three years and will continue to support it again this coming year.

Mr. Chairman, the 6 million dollars directly supports the spirit and intent of the Bathurst Mandate; healthy communities, self-reliance and continued learning. Progress is being made. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, minister. If it is okay with the members, do you wish to bring in your witnesses? I am sorry I forgot my procedures. Do you have any

witnesses that you would like to bring forward Mr. Minister? You can go ahead to the witness table Mr. Minister.

After your introductions, I will be asking the appropriate Chairperson to submit their reports. Thank you, Mr. Minister if you could introduce your officials. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. With me today on my left is my Deputy Minister Tom Rich and on the right, Bob Loehr who deals with finance for the Department of Education.

Chairperson (interpretation): Thank you, Mr. Kilabuk. I would like to ask the Chairperson of the Committee on Health and Education if he has any opening remarks. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. As Chair of the Standing Committee on Health and Education, I am pleased to have an opportunity to make some introductory remarks as we begin deliberations on the budget of the Department of Education.

The Standing Committee notes that once again, the Department of Education holds the largest share of the government's total budget. The department's operations and maintenance budget for 2002-2003 has increased somewhat since 2001-2002.

While some of these increases are certainly due to forced growth issues with the number of students increasing steadily year by year, committee members continue to have concerns that the means of allocating school funding based on the previous year's numbers of students is not adequate.

Members understand that the minister will be reviewing this funding formula in the coming months, although it is unclear whether or not the review will be part of the government wide program review initiatives.

Many District Education Authorities continue to be sorely under funded based on similar formulas. While the proposed budget indicates additional funding in this area, members would like to see more detailed information, such as the allocated amount of base funding for individual Education Authorities.

Members continue to express concerns over the department's approach to the roles and responsibilities of District Education Authorities. The committee expects to address this and other issues in more depth in its upcoming review of Bill 1, the proposed new Education Act.

The committee further notes that despite strong recommendations over the past two years supporting the establishment of a Nunavut District Education Authority Association, the department still does not appear to have addressed this issue.

The committee has met with the minister a number of times over this past year and was pleased to receive updates on initiatives such as the income support review, the language of instruction report and progress on the new Education Act.

The issue of income support continues to be an important one across Nunavut. The committee is in full support of initiatives that seek to provide and improve the services to assist people in becoming more self-reliant. However, members feel that many areas of income support program delivery could be improved upon.

The committee was pleased to note the department's response to its recommendation regarding the incorporation of Inuit Qaujimagatuqangit into the curriculum. Although it is a one time initiative, the committee hopes that the Inuktitut curriculum project proposed for 2002/2003 will be a long term benefit to the students.

In addition, members encouraged the minister to continue supporting the involvement of elders and other community members as language and culture instructors in schools.

Members were also pleased to learn of proposed increases in base funding assistance at both ends of the schooling spectrum; increased funding for daycares and increases in the amount of funding available for post-secondary students receiving financial assistance.

The committee supports the department's commitment to provide support to Nunavut students at all stages of their development. That concludes my opening remarks.

I am sure that the individual members will have questions and comments as we proceed. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Nutarak. Before we proceed with the committee's business, I would like to remind members that we are considering Bill 6, Appropriation Act, operations and maintenance and budget for each department and not the Capital Estimates.

So I would ask members to keep the questions focused on issues relating to O&M. Before we proceed with questions for the minister on his department's Main Estimates I would like to ask if the members have any general comments to make.

Let me remind you that in accordance with rule 77(1) you have 10 minutes to speak and I would also like to remind you that in accordance with rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken. This is to ensure that there are no questions relating to the Capital Estimates.

We are discussing education matters. If you have any comments the floor is open to members. Are there any general comments? Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. Welcome to this meeting.

Our children are very important as they are our future and we all have school age children, so it's our concern to talk about that. We probably have different concerns regarding education. As for myself, I would like to say that for Inuit like my generation, and the people I'm representing, that in regards to education I would like to say first of all, that everyone reiterates the importance of the Inuit language.

I see that 500 thousand dollars is in the education budget for language purposes in this fiscal year. Teachers have stated it before and in the communities the DEAs are saying that if we use the Inuit language more in our homes, then more youth will be able to use the Inuktitut language.

To cite myself and my family as an example, none of my forefathers were able to speak English, not my parents nor my relatives could speak English back then. That was when we started to be taught in school and today I'm able to use both languages. This is how education is important. At home, I never, not even once, heard any English words and all conversations were in my language. This is why I don't need an interpreter, because I was taught English at school and I kept up Inuktitut at home.

This is why education is important, education in English and Inuktitut have to be equal and on par with one another, especially at the beginning in kindergarten to grade 12, that they have equal opportunities to learn English and Inuktitut. And the Inuktitut language and culture should not be less than the English skills they are taking.

Sometimes when we go to a school, Arctic Bay for example as it is the community with which I am most familiar, it is sad to see when you go into some of the schools as there are not enough Inuktitut teaching and learning materials. Sometimes they make paper airplanes because they lack the proper materials in the classrooms, and here they are, supposedly learning Inuit culture and language.

I know the smaller communities aren't visited very often by headquarters' staff and they don't come to the smaller communities often. It is difficult to know if the headquarters staff have any empathy as we do not see them very often. If you travelled to the smaller communities, you would find out more about what resources are lacking in each classroom.

And the minister also states there are more students enrolling in schools. I am glad that this is so and that the children are in school. I didn't hear anyone reporting on the community school counsellors since there are more students in schools and some of the students are suffering through overcrowding and lack of space.

Due to this lack of space and attention, most children start to misbehave. The teachers end up babysitting other people's children, and not really teaching due to this lack of materials. Since the students are increasing every year there should be more community school counsellors in the classrooms.

Having a good life with strong support from each parent is very important to one's ability to learn in the education system. These are two items that I wanted to bring up here. I am glad to see that there will be money available that will be used in the classrooms and for our students, and especially the mothers that are in school will be able to get help. I would also like to see school community counsellors being supported from DEAs in the classroom.

I would like to remind you that the students in our communities are very important. This way they will be happier in the classroom with proper skills and proper teaching materials. We have learned from our parents and our parents didn't have much experience in the classroom but they knew what to do.

As for those of us who have been in schools, there are more and more skilled people even older people like us. As for counselling in the classroom, according to the number of students in the classroom every year, the school community counsellors should also increase ratio-wise so the students can be helped.

Education is very important in every community and we have really good schools. We are grateful for these facilities. In Grise Fiord, for example, since there was an increase in the classrooms in Grise Fiord, I am happy to say that things have improved a lot and also Resolute Bay will soon have additional classrooms. These are the types of initiatives I would encourage and would ask others to encourage as well.

These are the two items that I wanted to bring up; the Inuktitut language and the classroom counsellors. The problem lies with the parents who, when the children are home from school, there is not enough communication in Inuktitut.

When the children are not using their language at home, people are saying that they are not able to speak it in the classroom. It is not so, we can all learn, they can learn because our fathers did not speak English. Thank you, Mr. Chairman.

Chairperson (interpretation): Right now we are on general comments. I will leave room for that, but I prefer to deal with questions at a later time. Mr. Havioyak.

Mr. Havioyak (interpretation): I just want to make a brief comment. I am in support of what was said earlier today, especially in relation to language. I am glad that the Budget has been increased for this area. The DEAs in the communities can use this funding.

We are growing rapidly; we know that the numbers of our youth are increasing rapidly, that the classrooms are not big enough, especially in the smaller communities. This causes problems as the students are crowded. There are hardly any materials and I am glad that they are being helped in teaching. I am happy to hear, this is a positive thing that we are hearing. In programs and services, I just wanted to say a few things.

The students at NTEP, they go to school all the time. They go to school for three years to attain their teaching licenses, and if I am wrong, you can let me know. I know that the

people in university, through venues such as the McGill University Agreement, assist our people. We want to see the agreements in place to train our people.

As we are a new government we have to work together and we will move forward. I would like to see the agreements be applied to us. We know that the Inuit teachers are increasing within Nunavut. Sometimes there have been problems when they want to get into universities to get their degrees, they are turned down and told we cannot accept you because you have not finished school.

I just want to use this for an example. In this case, the Inuit are told, although they have a teaching license, they are not real teachers as they do not have a degree. I am using this example so that we can rectify the future problems we may face.

I look at the future and an example such as in Pond Inlet, the primary school is entirely composed of Inuit teachers and we can follow them as an example. The Inuit teachers, we envy them because they are the only group of entirely Inuit teachers in Nunavut. We have to be proud of them. I am going to be asking questions about that under the programs and services in regards to Education.

This last comment I would like to make is about the writing system in the schools. Do you know that our writing system in Kugluktuk, it seems that there are two systems there? One is the new writing system and the old version of the writing system is still there. I am going to be speaking about this and the schools that are using them right now; I am going to be asking questions on that.

If we don't get clarification on these things, we are not happy with having two writing systems. Our children are small and they want to learn. They will be wondering why, as they're walking down the street, which system am I going to be using in the writing system. Should I be using this writing system, or shouldn't I be using this writing system. It seems like there are two versions of the writing system, so I'd like to ask questions about that.

Just one thing, in regards to income support, 740 thousand dollars was allocated for this year. I'm happy for that figure but in the long run I'll be asking the minister about this and what programs we'll be using the budget for.

I'd like to get clarification on this a little later on when we ask questions. These are a few comments that I wanted to make today. Thank you for listening to me. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak, we will go back to this discussion during the question period. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. I have a very short comment. I'm one of the people from Nunavut, I'm Inuk, and I am unilingual. I have been using the language for more than ten years. I grew up with it.

Sometimes because we, the Inuit, in my community for example, some people would ask, why aren't our students taught in English intensively initially and then taught Inuktitut later. And the parents are questioning why our students don't get a good education in English so that they can hold a good job and then when they grow up they can learn their own language.

These two languages have to be equal. As for myself, I believe that when we look at the world, the Japanese for example, the other people in the world, they respect their own language and they protect their language and culture in the classrooms and it's good to see that. This is what I would like to see in my community. Even if somebody is against me, I will be able to stand up for my rights, to protect my language and culture, especially within our capacity as members representing our people.

As members here, we believe what Ms. Williams was saying that her parents didn't know any English and she was taught in the Inuit way and she's able to speak English today. Many young people in Nunavut have children, they are parents. In the Kitikmeot for example, there are young parents who are not using the Inuktitut language because the parents are not speaking it.

The children will not be able to understand and use the Inuit language. We have to be able to be strong. Many of us want to be strong in keeping our language and culture alive. Some people would say let us hire somebody to do an Inuktitut-only school. Hire somebody who doesn't speak English at all. This is what I heard in some communities. Therefore I would like to support the Inuit languages, Inuinnaqtun and Inuktitut. We must be able to hear it and see it in Nunavut.

Yesterday a member said that letters for example in the meeting room here, just seeing the written information is helpful. Is it written in our language, I don't see any Inuktitut language, is this an Inuit homeland? Things like coffee that we are getting, water, hot chocolate, in Inuit communities there are no Inuktitut terms for them on the menu.

Unless we start gathering the terms in Nunavut we are not going to get anywhere. So therefore we must be able to start seeing Inuktitut written materials. What are we waiting for? If we keep waiting, then all of the problems we are alluding to will only be deferred. Therefore, I would like to make the Inuktitut language strong because we respect it and we want it to be here. Not just to respect it but we must want to keep it.

Just a short addition to this, the students in our communities who graduated from grade 12 sometimes take further education, like with Nunavut Sivuniksavut. There is no room for them and they would be on a waiting list. They would have learned more if there was room for them. There might be somebody who wants to take further education but they are on the waiting list because there is no room in the classroom for higher education.

Usually places where young people go to, in one of my communities and especially in kindergarten we are pushing to have the lower grades be taught solely in Inuktitut. In

regards to the daycare centres we have very well established daycares in our communities. But I think there have to be childcare workers whose mother tongue is Inuktitut or Inuinnaqtut. Unilingual Inuit should be hired in daycares so that they can teach proper Inuktitut to the children that they care for.

Mr. Chairman, I will be asking questions later on. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Puqiqnak. Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. Very briefly I would like to make general comments about the teaching of Inuktitut in the school system. We want to preserve the Inuktitut language and there are a lot of teaching subjects that we can cover in the school system today. We have to teach the school children the culture that is no longer practiced today, the traditions and skills of the Inuit that are no longer being practiced.

We can cover subjects such as hunting techniques and building shelters in this harsh environment, especially survival techniques in the winter. And also there should be an Inuktitut school built in one of the Nunavut communities, it would be a good place as a starting point for the younger generation to learn these life skills, survival skills and so on.

We're not teaching enough of those to the children. It's possible, but they have to be taught properly in order to survive in this harsh environment. We can use examples of qamutik building, making winter clothing, the tanning of skins and other techniques that have to be taught to the schools. Making kamiiks and women's traditional skills could be taught in the schools. And also for the boys or young men, their traditional skills that they needed a long time ago. They can learn through theory or through hands on experiences.

We could also, as an example, in the Kitikmeot the majority of the population tend to speak in English because of course their parents are speaking in English. It's passed on to the younger generation. Using myself as an example, I don't speak English but my children are speaking more and more English and my adopted child speaks also in English when I don't. So we have to place a priority on building an Inuktitut school to teach our younger generation. From my perspective that would be a priority.

In the school, everything would be conducted in Inuktitut. Usually what happens is when school children start going to school, they are unilingual. They only speak Inuktitut and then they go into the school stream, learn English and then forget their Inuktitut.

I think the only remedy to this situation is to build an Inuktitut school where nothing but Inuktitut would be used in that particular school. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Alakannuark. We'll be going to questions after general comments. I will give Mr. Iqaqrialu an opportunity at this point.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Those are very interesting subjects that were brought up by the members under general comments and I do not want to repeat what was already said around the table.

But I would like to say, I don't know how many years now, there have been a lot of school children who drop out without completing their grade twelve. I think we shouldn't just let them fall through the cracks. We should give them an opportunity and as a newly created Nunavut Government we see that only well educated people can be employed.

Looking at it from the other point of view there are a lot of school drop-outs out there. They are from Nunavut; they have not completed their education in either Inuktitut or English. They are not well educated in either language and looking at it from that point I think that we should give every opportunity to the students who dropped out because they are able to become good workers.

They can become auto-mechanics, they can become carpenters, they can be boiler maintainers, and they can become electricians. We can find jobs for those people who have not completed their grade 12. We should also be considering them.

And today, as Members of the Legislative Assembly, I believe we all have children that we've left behind at home, we don't get to spend a lot of time with them. As Members of the Legislative Assembly, our children tend to do whatever they want when we leave them at home. If they want to do well in school, they do well in school, but young people tend to want to do what they want at all times.

So, we are part of the problem instead of part of the solution. We all have children and our spouses that we leave at home who we would like to be with. We as parents want to be good parents but we're not always there for our children. What can we do today as Members of the Legislative Assembly about the children that we leave for weeks at a time at home?

And I don't think we're the only ones who do that. There are a lot of people in Nunavut who are travelling around all over the place leaving their children behind and not being there to guide them.

We're just going to be paying lip service to the children out there when we say they have to have a good education and when we're not leading by example, we have to factor those things in also because it's very important to be there for our children. There are many of our children who have not completed their education. Some are young and some are in their 20's who because of a lack of guidance have just dropped out without completing whatever they're doing.

We have to give them an opportunity. We have to look at all Nunavummiut and support them however we can and not exclude people who drop-out. We should be including everybody and there were times when we were told that we couldn't do it.

We are now in a civilized world. We live in heated homes. We are provided services that we pay for and these have made a big impact in our lives. Today we are not simply living off the land anymore, as our parents did and as we did as children. We are now wage earners. We can access money through the income support system in order to live today. So we have to look at how we can fix it up so it's better for the people of Nunavut.

And with the global warming there are going to be more and more precarious situations. Let's take Iqaluit for example, the ice out there might look solid but there are soft spots covered by snow with slush underneath. More and more of this is happening as global warming becomes more intense. We have seen a lot of changes in ice conditions as our climate gets warmer. We are already in a precarious stage with the ice thinner today than it was just a few years ago.

It used to be that only ice with heavy snow was thin. Today there is less surface snow, but the ice is thinner as a result of rapid change in climate. Survival skills and knowing what is dangerous out there in the environment and the migration of animals, all these things have to be taught in the schools.

We have to look at what changes we can make; things that are relevant to the lifestyle of the people of Nunavut. I don't have too many questions but I wanted to include these issues in my general comments. Thank you, Mr. Chairman for giving me the opportunity.

Chairperson (interpretation): Thank you, Mr. Iqaqrialu. We have a 10 minute limit for general comments. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I don't know where to start with this department. Members know that education has been one of the top two priorities of mine since day one.

In reviewing and hearing the minister's opening comments, even though this department has been one of the most funded departments within the government, I think we have heard right from day one that even though the funding that it gets, it is still under funded. And as a result of that the quality and the level of education that is being provided to our young people is suffering. And I think that is something as long as we continue and again I see here another, we are just keeping more of the same in this budget.

Those things aren't going to change. I think this Assembly and not only the Minister of Education I am sure he asked for more money than he got. This Assembly and the government have to put its money where its mouth is and look at making some fundamental changes to this system. You look at the quality of education. How can you expect a child to get a good quality education when the pupil-teacher ratio is 30 plus to 1? Basically it's, I think someone used the term earlier, babysitting.

You know it is almost impossible to address the needs of that many kids. There is only one person. I really look forward in seeing this government take the bold steps like the NWT did in introducing and legislating class sizes and PTRs. I think that would go a long

ways in showing that we are serious about addressing this issue because what I see here is just more of the same.

There are more students so we'll just up it a little bit more to meet that need and everything is going to stay the same. It is not doing these kids, our kids, our future any good. Unless we make some changes to that we are going to have a continual substandard level of education, and like I said hiding behind excuses and all kinds of fluff that there are reasons to kind of justify why. We are kidding ourselves. We have to do something to improve the quality of education in Nunavut.

Otherwise we are always going to see a revolving door of people from outside of Nunavut coming in and taking the higher jobs that Nunavummiut will never under this system, be able to have the quality of education that they need to be able to take those jobs.

We have to ensure that we provide our young people with the tools that they need today to do the jobs that we are going to want them to do in the future. When you look at the percentage of our population that is young, can we afford not to do this? Fifty percent of the kids that go into Grade 10 drop out. That is an indication that there is a problem here you guys. Maybe we should take a good look at it and figure out what it is.

We have a way that the schools are funded through per capita funding. All we are limited to now is a basically academically structured system. Fifty percent of those kids, I know that when I was going to school, if they did not have courses like pre-trades, building construction, or shop programs, I would not have stayed in school as long as I did.

I could guarantee you that that percentage of drop-out rate in Grade 10 would change if those types of programs were offered through the high schools to these kids. They are falling through the cracks. They are being set up right from day one to be forced to drop out because they aren't qualified. They haven't been given the tools necessary to be where they are.

We heard comments earlier on the different language dreams. The quality between both is not the same. I could say that we probably are not doing a good enough job as we should be teaching either language. I don't blame at all the teachers and the educators on the ground. They are doing everything they can with what limited resources they have.

It is not their fault that they are stuck in a class of thirty to one. It is not their fault that they don't have the curriculum or the material to, at the same level, to provide their children an Inuktitut stream. That is not their fault.

For years and I know that it is probably something that we inherited from the NWT, go ahead and have an Inuktitut stream but there was no real resources dedicated to ensuring that there are resources there to teach so that stream was going to be at the same level as an English stream. They do it in other countries, why can't we do it here?

Again these things need to be addressed if we are going to have the same, they should be the same, and there should be no difference. Now we see the problems in the middle school here in Iqaluit in grade five, six, and seven, that they are having all kinds of problems up there. A majority, a large chunk of the students up there are on independent learning programs.

I have a suspicion, I don't know for sure if that is it or not, it is the result of those students that are going through the Inuktitut program with the high ratios that are not getting the same level of education, it's not getting the same level as the English stream. Again, not because of the teachers, but because of the limited resources that are there for them to work with.

Then you get into high school, like I said, fifty percent of the kids that go into Grade 10 drop out. Out of those fifty percent, I wonder how many, I haven't looked at the percentage, actually graduate? Out of those ones, how many actually go on to post secondary education? Whether it be college or university.

These are the things that we need to closely look at and identify if we are ever going to want to change what is happening here right now. This is again, as far as I am concerned, this is just more of the status quo.

Some of the other things that you wonder about, they talk about the kids that are dropping out if there were trades programs offered in schools the way they were funded. Go back to program funding. Provide the programs in the schools to meet the needs of the students that are there.

Not everyone is academically inclined. A lot of those kids that are dropping out, if they were taught a trade or pre-trades course, could be some of the best electricians, carpenters and mechanics out there because a lot of those kids have those skills but they don't have an opportunity to have them brought out in them and realise them because it's not offered in our system.

Another important area, I think that I am disappointed hasn't really been addressed that much in here is the whole idea of early childhood development programs. I think that's the key area that we need to focus on as well if we want to try and address the problems in schools. Good early childhood development programs to prepare our children to enter into the school system so that they hit the ground running and they're not trying to crawl and catch up to the different levels. They'll have a much better chance of succeeding if they're more prepared to be there and that's what an early childhood development program can do. I think that's something this government should be looking at seriously as well.

Like I say, a lot of these things are not, don't look at it as though we can't afford it. We can't afford not to. If you take a look at the kids that are dropping out, 50 percent of our population today that's in the school age, they drop out. You take that and say those kids

could end up being on income support. They could end up being a burden on the social system for no reason and no fault of their own.

Also, if you look at it that way, it's an investment and I'm sure that if our minds were put together, we would be saving money in the long run if we offered these types of programs.

Another thing that the minister indicated in his opening comments was the increased contributions to District Education Authorities. Let's take a look at the main estimates and ask questions for that when we get to that area in the main estimates.

Another thing is daycare. Daycares are still being funded the same. They've been saying they've been under funded for years. Last year, there was a one time influx of funding for them and that was it. Now it's back to normal again. The increased funding isn't to increase the funding to the daycares; it's more of the same funding to more daycares.

Again, these are all areas that we as an Assembly need to look seriously at as not just more of the same but making some changes and improvements to the system. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. At this time, Mr. McLean is next.

Mr. McLean: Ma'na, Itsivautaq. Mr. Tootoo pretty well summed it all up in his statement and I'm just not going to say everything he said because we've heard it.

Going back, the Government of Canada empowered or listened to the people of Nunavut and let them create Nunavut so they could make decisions on their own and go in their own direction and go. It's unfortunate that the Department of Education will not do that to the District Education Authorities in the Baffin Region.

>> *Applause*

For whatever reason I don't know, other than the fact that when I was a long term District Education Authority member in Baker Lake and divisional member, my biggest frustration was dealing with the government that was too far away in Yellowknife.

And they wouldn't listen to the concerns of the Baker Lake District Education Authority and also the Kivalliq Board of Education. Today we've got Nunavut. I'm not going to preach here today but I'm just saying you've got to listen to what the District Education Authorities want. Don't try to strip anything from them because don't ever underestimate the grassroots power in the communities in Nunavut.

I think you as a minister understand the power in a community to get rid of a politician. I don't think the bureaucrats at the upper echelons understand the pressure that we as politicians are under to deliver to them. That's why they voted for us.

There's no smoke and mirrors in our community. They vote for us because we can do a job and part of our job is explaining to the government and as MLAs, what our constituents want. And if a District Education Authority wants to have its own financial affairs then it should be given to them without any hesitation.

But that's all I wanted to get that in to you. Because what scares me as an MLA, if the Baffin DEAs do not get the resources and the financial authority to do their own thing, does that mean a year or two down the road that you're going to strip the other DEAs in the Kivalliq and the Kitikmeot.

And if you do, it will be a major mistake for the Government of Nunavut, especially the Department of Education. So, it's sort of a little warning for you. It's not a threat; it's just a little warning and a caution. Be careful.

On the education system in Nunavut, I agree with my colleague Mr. Hunter Tootoo. We don't agree on a lot but this is one issue that we can agree on is that the resources I think, are not being put in the right place.

You've got teachers in the classroom from kindergarten to grade 6 that have a student teacher, I call it a student teacher, pupil teacher ratio and it's very high. It's anywhere between 25 to 30 to 1. And when these kids get into grades 6, 7, 8, 9 and start being tested that's when the problem arise. It's too late.

And he talked about a 50% drop out rate; I'm looking at an 85% drop out rate in my community. I don't know what it is in yours but it's probably similar. Now, I think we should be looking putting the resources where they belong at first. And I challenge anybody in this House, I challenge you, and I'm probably right in 80% of the cases.

You go into the high schools, any high school in Nunavut, and the pupil teacher ratio is probably 8 or 9 or 10 to 1. And kids only have to go to school in the latter grades, in 10, 11, 12, maybe three periods a week, or 10 periods a week or 12 periods a week and I go back to the old days, and I'm sure there is other reasons why kids don't go to school all day any more.

They're probably a lot smarter than we are. Or there are scheduling reasons or things like that. But I'm totally dumbfounded that I see kids drifting around, that word again, our community that should be in school.

I was talking to an individual that is progressing very well in our community; he is the CEDO, Philip Tagoona. He went to school in Baker Lake to grade 9. No problems. He went to the Kivalliq Hall, 10, 11, 12 and now he's the local CEDO and he's probably one of the best ones in Nunavut.

But I asked him, I said Phillip, when you were going to school in Rankin Inlet, you had subs. He said Glenn if you had more than two subs a day we were made to go to study hall. I didn't like to go to school. I have to admit, when I was in 10, 11, 12 I didn't want

to go to school because I thought I was smarter than everybody else and school was just for geeks and things like that.

But I'm glad that I had to go to school, now that I look back at it, I'm glad I got the basic education that I got. And that's what we're not delivering here. We're not delivering a basic education to the students of Nunavut at this point.

And I'm trying to figure out why. We're putting the resources in. We are. We're building schools. We're hiring teachers. We're, you know, and I'm not blaming you Peter, I'm not blaming you or I'm not blaming James Arvaluk. I'm not blaming anybody here. But I think we have to assume educating our kids is a parental responsibility.

But there is only so much a parent can do to a certain point. Then they turn into teenagers. I don't know if I could help my child with grade 10 math or grade 10 science, or grade 11 math. You know what I mean. I don't know. I haven't got to that level yet.

I'm having a difficult time helping my daughter with grade 8 math. So, you know, if I'm having a hard time, I think I can speak for parents out in Nunavut. How do we know how to help them? And I know we can't make teachers work 18 hours a day. We can't. But when I walk to my high school, I see a block there and I think we've got to address that. And I don't want to be blunt and say in the House, where our kids are going. The results show it.

I don't think the language is the barrier. And I'll argue that point blank with anybody. People in Europe speak six different languages and have six different university degrees. I think people that are bilingual are smarter. I'm unilingual. So, I'm not trying to offend anybody here.

So, what I'm saying here is I think we've got to have a look at what we've got and try to improve on it. I know when kids hit 15 and 16 years old, they're starting to miss school. Are they missing school because they're sitting in a class and they don't understand what they're doing? If they are, let's look at it.

Like Mr. Tootoo said, there are opportunities that are starting to arrive in our communities, in all of them Peter. You've got a tremendous potential in your community, so does Jobie, so does Donald and around the House with the mining industry.

I've been batting my head against the wall for three years trying to get some courses because there's a potential for the first gold mine in Nunavut to open up within the next two years and I don't have anybody trained to work there.

And who they're going to point their finger at is me as the MLA. They're going to say, Glenn, you knew this was coming three or four years ago, I said it in the House for the last three years and where are the people going to come from. They're going to come from the south and I'm going to get blamed for it. I'm not trying to make excuses here

but we've got to start addressing this stuff. Like I say, I'm not blaming you; I'm saying we've got to take a better look at the approach.

Yes, I know high school is new, I was one of the ones that pushed for high school in Baker Lake and my friends there that are having kids dropping out of school now are saying Glenn we made a mistake. We should have kept Kivalliq Hall.

They got 10, 11, 12, and I'm second guessing myself now. Because I was one of the big pushers on the Kivalliq Board of Education to say that I wanted 11 and 12 in Baker Lake. That we would see more graduates. We are seeing more graduates but we're also seeing more drop outs.

I know high school is new but I just think we should look at the secondary end and see what we're doing there and stop comparing us to a southern system. And try to make it a bit more focussed in on our needs in our communities rather than globally. Because I don't think a lot of our kids are going to move south. I don't think they are. So we have to develop a system in the community that they're going to stay there whether it's Kugluktuk in the mining industry. Whether is the Baker Lake mining industry or a Pangnirtung in the tourism industry.

But let's try to get them the basic skill level that they can come out of those schools and join the work force. Sure there are going to be exceptions to the rules that are going to go on to university and become I don't know, I was going to say lawyers but we're doing that here.

But, what I'm finding and every time I go to a graduation ceremony in Baker Lake, I tell the kids and I'm very honest about it, we need nurses, we need teachers, and we need heavy equipment operators. There's a need in Nunavut and I'm sure it's the will of this government to employ as many Inuit as we can. And half the population is under 25 or 20, I'm not sure of the stat today. So we've got to start focussing in on what we have and try to improve it.

I don't think we have to spend that much more money on trying to get what we have at a better level. We're up to capacity now, I'm sure we have. I think we've got enough people in the system that we can go to work.

The other point that I wanted to bring up was, we take the TEP program. And it's a good program. I still believe in it, I still fundamentally believe in it. But after the students come out of the TEP program, I don't know yet, it's just a statement. I think we should be assisting these new teachers a bit more, a bit of follow up with their yearly plans. Go in and give them assistance. Team building in the schools with teachers. Cross cultural building and things like that.

I still claim that a lot of older Inuit don't into the high schools. I see them in the elementary schools all the time because I go in, but I don't see a lot of them in the high school because I think they're still a little nervous of the high school system.

Those are just my comments and thank you for listening and like I say, Minister Kilabuk, I'm not blaming you for the woes of the education system that we have in Nunavut at this point. I just, as a parent, like to, as a person who has a lot of constituents, want you to hear my comments. Thank you. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. McLean. My colleagues. When we deal with the department, various departments, with the budget, they will all be important during Committee of the Whole.

Please attend the Committee of the Whole sessions so we can get great ideas because when the members do their general comments, you can hear great ideas come out and some great suggestions so we have to complete the budget session. So please try and stay in the Chamber during the Committee of the Whole so that we can proceed. I know we don't have long for the budget session. I will open the floor for questioning. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, it is not a question but a short comment that I would like to make as a result of my colleague from Baker Lake's comments.

I would like to remind the department it wasn't long ago when they were lobbying for the dissolution of the Divisional Boards of Education and trying to get support from the District Education Authorities throughout Nunavut they were telling them that as a result of that it would enable them to devolve more power and responsibility and authority to the DEAs.

And that was something the department was saying back then and I just wanted to remind them that was something that they said back then and there are members on DEAs I am sure in every community in Nunavut that will remember that they were told that by department officials in the past. So that is a comment that I wanted to make under general comments. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. Any more comments or questions? If you want to respond to this Mr. Kilabuk?

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes. We have very important comments and we want to be able to speak strongly. Thank you my colleagues.

Just to clarify what was already discussed. I know the DEAs need money in order to provide a good education in our communities. We need funding to run these programs in Education and I want to understand these things with you. We are not trying to take away authority from your communities. In the chambers here someone mentioned that we are just keeping the District Education Authorities from taking control of things that they can manage. The District Education Authorities know perfectly well the funding that they are given, to use it as an example, the person that handles the money.

That is not so and we are trying to support the communities by providing funding. With the funding they are receiving, we actually encourage them to run the programs in education. It is up to you how you want to run your programs in the communities as long as there is funding available for different projects in your communities, even with this some have had the ability to take over programs and have not done so to date. I just want to make this perfectly clear. We are in no way impeding them; they are impeding themselves in this area. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, minister. Any more comments? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, just a general question I have on something that the minister indicated in his opening comments. He indicated that he is proposing 2.8 million dollars to meet the needs of forced growth in our schools.

I am wondering if that is the same 2.8 million that the Minister of Finance referred to in his budget address that would be allocated for new teaching positions. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, that is the one.

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

Mr. Tootoo: Thank you, Mr. Chairman. I would just like to ask the minister, I'm seeing two different, I could read that two different ways here. The Minister of Finance in his budget address said it's for new teaching positions and in these opening comments he says it's to meet forced growth needs in our schools. It's two different things.

So, I'd like maybe just to ask the minister to clarify exactly which one's right. Is it 2.8 million dollars for new teachers as the Minister of Finance had indicated in his budget address or is it teachers that are already on the ground right now and not only teachers? Is it all going to the teachers or is it going to other things like utilities, school supplies and things like that as well.

So, I just want to know if he could clarify that for the record. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes. I understand where the member is coming from. We are looking at different items and like I said before with the 2.8 million dollars in the budget, 84% will be used for new teachers, we've also identified it for materials in the schools. That's also in this budget. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I know I'll get into more detail on that one, when we get into that section of the budget. So then, am I correct in hearing that the minister's saying that 2.8 million dollars isn't all going to new teaching positions. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. This whole 2.8 million dollars is not entirely for new teachers, but it is also for materials and support. I mentioned earlier that 84% of the money from this 2.8 million dollars will be used for new teachers. Thank you, Mr. Chairman.

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

Mr. Tootoo: Mr. Chairman, I don't know if I heard the minister correctly. Is he saying this funding isn't even, like 84% of it isn't going towards any teachers, it's going towards students to work in the classrooms through TEP, I heard TEP.

I was wondering if just maybe he could clarify this. I want to make sure that I got it clear in my mind. How many, I guess well, I'll save that question. I just want some clarification on where that 84% that he says is going to. Is it going to new teachers or what? Not a program but is it going to actual new bodies that are going to be in a classroom. Teachers. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, I was just saying that it was for new teachers, I may have not made it clear enough, it's for upcoming teachers. The 84% I mentioned is for the new teachers. Thank you, Mr. Chairman.

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

Mr. Tootoo: Mr. Chairman, that's the first time I heard of a new teachers program. Is it a new teachers program that he said or is it new teachers that are going to be going into the classrooms, or students? I just want some clarification on this. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Thank you Mr. Chairman. It will be for teachers. Not a program. Not the current program but it'll be for teachers and support. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Kilabuk. Anything else? Anybody else? Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. Teachers are very important and it's essential to provide these services. I don't see anything in your opening comments about the wellness of the school environment.

Money provided for education has increased, why is it that there's no additional money for school counsellors? Thank you.

Chairperson (interpretation): Thank you, Ms. Williams. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The money for school counsellors is extremely small. It is in there. I think that once we start going line by line, we'll be able to identify how much money will be used for school counsellors.

And I do want to respond to your question but I think that the appropriate time to find out the amount would be once we start going through the main estimates. But I have to tell you that it's an extremely small amount in this year. Thank you.

Chairperson (interpretation): Thank you, Mr. Kilabuk. Ms. Williams.

Ms. Williams (interpretation): Well, the minister said that the amount of money is extremely small, which is unfortunate to hear. In Resolute Bay, there is something which translates to one point something, perhaps it's for an hour of counselling students. That's extremely unfortunate.

I think the most important position in the school is the counsellors or the classroom assistants. Some of the teachers are afraid to go to work because they are afraid of students. I guess no one knows about this. Thank you Mr. Chairman.

Chairperson (interpretation): As Mr. Kilabuk said it will be identified once we go line by line. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you. Maybe we're talking about two different things. I would like to remind the members here that if a teacher or a student, if they feel threatened, they can be expelled or the RCMP can be informed if there's anything threatening in the school environment. If a student poses a danger to the safety of the school, the RCMP will not hesitate, as safety of the students is a priority.

What I was talking about is the small amount of money that is identified here and I was referring to school counsellors. And of course we know this amount is not going to be as much as we want and that's an ongoing concern in our department. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Anything else? Ms. Williams.

Ms. Williams (interpretation): Very briefly, I feel that I have to make a supplementary comment. What I'm trying to say is that the RCMP should not be involved in the school.

What I'm trying to say is that the school counsellors have to be properly trained, and that there should be more than one counsellor so that our children and the parents will be happier.

I don't believe the RCMP should be involved. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Mr. Kilabuk

Hon. Peter Kilabuk (interpretation): Mr. Chairman. If some of the teachers feel threatened or intimidated to go to school, it depends on the seriousness of the threat. Like I said earlier, the schools would like to see more school counsellors but it is regrettable that there is going to be no new money to expand the numbers. However, we will not stop pursuing this issue and I just wanted to remind the members about that. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. Anything else? Anyone else? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Very briefly, on the first page, the schools are experiencing increasing enrolments each year and as a result the proposed 2.8 million dollars, the way I understand it is that these monies will only be going to the decentralized communities or are we also including Coral Harbour, or the other communities. The minister was informed as well as myself that there are too few teachers in the communities, the communities had written requesting assistants.

Is the 2.8 million dollars going to be used in all the Nunavut communities or is it going to be just concentrated on the decentralized communities? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The new teachers, well it's not going to be only used for the new teachers. It is going to be used in our communities and we'll be looking at the teacher-student ratio.

It's not just for the decentralized communities it's for all Nunavut schools. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I know that we're not talking about capital projects but in the planning of the capital, I didn't see anything written in your opening remarks.

Is there going to be any money set aside for the new schools or additions? I do know that there's not much set aside for new schools or additions to existing schools. I was wondering if you will be reviewing this. Even the small communities, if I use Coral Harbour as an example, the school is extremely overcrowded and there is no plan as to

when they will be receiving a new school. Is there going to be anything in the O&M so that we can keep up with the increasing number of students?

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. This is usually included in the capital and we already approved and concluded the capital in the fall. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): The monies for the schools, for capital and non-capital items, it has been mentioned that we will be using the 20 year plan. Will we be using that 20 year plan? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If I understood the member correctly it is in the 20 year plan.

Chairperson (interpretation): Thank you, Minister Kilabuk. Anything else? Anybody else? Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. In your opening remarks you mentioned something about the daycares because of course there are daycares in the communities and the daycares are used for little children who are just starting to talk.

What do you think about hiring childcare workers who speak Inuktitut, will there be any? From what I hear and I can only use my community as an example, there is a day care centre in Kugaaruk and from what I hear the little children in the day care were told that they can't speak Inuktitut just English, I found this very disturbing. We encourage people to learn Inuktitut; will it be the same for the daycares? Thank you.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Of course it hurts to hear something like that. The daycares in Nunavut are funded by our department and it is at the discretion of the operator of the day care as to what language will be used. We give start up grants and on-going funding but we don't have a policy or a set of guidelines on what language the children should be using.

Chairperson (interpretation): Thank you, Mr. Kilabuk. Anything else? Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. Thank you very much for your response. I think one time we said that the language in the daycares should be more

prominent in Inuktitut. It is more of a comment and not a question. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Alakannuark. That wasn't a question. Your response is very understandable. Any other comments? If there are no more questions we will then go to the Main Estimates. Page 9-5.

We then move on to 9-6. I think it is better if we start on 9-5. I am sorry Mr. Havioyak you wanted to make a comment.

Mr. Havioyak: I thought we were on 9-4, but I want to ask on 9-5. I have a few questions that I wanted to ask on this. Sorry about that.

Chairperson (interpretation): Thank you. We are on 9-5. But that is the detail of expenditures. Mr. Alakannuark wanted to make another comment.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. I think I was on the wrong page. I'm sorry. I was on the wrong page. Sorry Mr. Chairman.

Chairperson (interpretation): We are on 2002/2003, Department of Education. Program Summary. Detail of Expenditures. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you. It seems that this portion on 9-5 has been increased. I want to ask a question about Compensation and Benefits.

It seems like this has been increased by 4 million dollars. What is that increase for, is it for the teachers' benefits? This 9-5 question. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Havioyak. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I apologize. The increase under Compensation and Benefits is an increment and increasing the number of teachers. Thank you.

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

Mr. Havioyak: I just have one more question to ask on that, but on the Contracts and Services, I guess the question would be, under this line, how many consultants does the department currently have under contract? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I don't have the numbers in front of me and I apologize for that. I will have to get back to you once I get the information. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, the department's O&M budget has increased or is projected to increase I should say by slightly over 3% this year which is around 6 million dollars.

I'd like to ask the minister if he could inform this House, what specific results will be achieved by this and I'd like to ask him if he could break it down into what new things are being done with this money and any new initiatives and where's the other, he kind of alluded to it in his Opening Comments, I think mostly everything is forced growth but I'd just like to hear him clarify exactly what specific results in those areas are going to be achieved as a result of the extra 6 million dollars. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. Which page are you referring to Mr. Tootoo?

Mr. Tootoo: I'm on 9-5 Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. I understand now. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The 2.8 million dollars will be used for teachers' employment, 800 thousand dollars for the DEAs, 186 thousand dollars for elders' benefits, the 740 thousand dollars is for student financial assistance, FANS, is 500 thousand, daycares it is 474 thousand, and 500 thousand dollars is for teaching materials. That is 6 million dollars altogether. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I would like to ask which of those are brand new initiatives and which are forced growth issues? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The new items I am talking about are the funding for the DEAs, income support revisions for 740 thousand dollars, FANS program 500 thousand, daycares development 474 thousand dollars for curriculum and resource development 500 thousand. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman I apologize. I didn't catch all of that. I was wondering if he could repeat some of it and maybe slow down to go through the translation process, I think they may be getting confused with some of the numbers. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Qujannamiik, Itsivautaq. I'll just go over the list I gave you. Under DEA funding there is 800 thousand dollars, income support program revisions 740 thousand dollars, FANS program 500 thousand dollars and curriculum and resource development 500 thousand dollars. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. Anything else? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman it looks like it is really only roughly 2 and a half million dollars towards new initiatives. Some of the FANS I will have questions on that when we get there. But speaking of new initiatives, has the department looked at developing any type of a plan of attack or a strategy on looking at and developing and fostering some type of early childhood development program that would be implemented across Nunavut. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Yes, thank you, Mr. Chairman. One of the initiatives and I will ask my deputy minister to respond. Yes we've had a few new initiatives but I'll ask my deputy minister to clarify and respond. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. Deputy Minister.

Mr. Rich: Thank you, Mr. Chairman. We've been working with the Children's First Secretariat which the minister has mentioned before in the legislature to look at the whole early childhood area.

In particular we've asked them to come up with a strategy or a plan to address early childhood issues. Those would include not only the issues that focus specifically on programming for children but also the issues that look at parenting, because parenting is a very important part of early childhood.

The secretariat which is made up of representatives from Education, Health and Social Services, CLEY and Justice are looking at those issues now and we hope to have in the near future a report back from them with suggestions that they'll make to the four ministers with regard to initiatives that might be undertaken in the future. Thank you, Mr. Chairman.

Chairperson (interpretation): I apologize, I did not pronounce your name properly. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I look forward to seeing what comes out of that report. I said earlier in my general comments I think that's a crucial area and I would look at it as an area where we could really make a strategic investment in our future.

I really look forward to seeing that. Moving on to another question on there, my colleague had asked earlier on the compensation and benefits, it is increasing 4 million dollars and the minister had indicated that was for the teachers.

I'm just wondering and I know that staffing levels throughout the government overall are at 80 percent. I'd like to ask the minister what the level is his department staffed at and if he could break it down by teachers specifically and other department staff. Because I know that by adding teachers in there, it kind of skews the numbers and teachers have specific jobs to do in the classrooms so I'd like to know what percentage of our teaching positions are filled and what other percentage of the other departmental staff are filled. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If we look at the numbers of our staff by percentage, there are 932 positions within our department. The positions are 92 percent of positions filled. If it's okay Mr. Chairman, I would like to read them.

(interpretation ends) Administrative support, the capacity is at 81 percent. Para-professional is at 88 percent. Professional, 96 percent. Middle Management 92 percent. Senior management 100 percent and executive 100 percent. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Gee, I thought he was going to say one hundred and some percent there for a second on the senior management.

I think that's great. The numbers are quite high which is good to see. You can see that this is an area that deserves all the attention that it can get and more focus of staff working towards the betterment of our education system.

Out of that 932, I guess, and I would assume, and maybe I can just ask the minister to clarify, what section do the teachers fall in? Are all our teachers, all the teaching positions in Nunavut that we staff, just with the teachers, out of all the teaching positions available in Nunavut, are they all fully staffed? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The teachers are under professional. There are 461 positions and not all of them are teachers. They include

professionals that are not teachers, but the majority of these 461 are teachers. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. Anything else?

Mr. Tootoo: Thank you, Mr. Chairman. I did not hear you call my name. I was waiting for your go ahead. We would not want to go on and ask questions without the permission of the Chairman.

Mr. Chairman, we all know that the process of program review is going on with all the government programs and services. I would like to ask the minister, for his department, if there are any programs that they are looking at, that they may be considering changing, amending, adding, amalgamating, anything like that.

Are they at the stage yet where, I know government-wide they are at the stage of analyzing programs and services. Has the department given any preliminary thought into how, and if it's programs and services are doing what they need them to do. Any possible areas, not specific programs with changes, but areas that may need some changes. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Yes, Mr. Chairman. I might not be able to give you detailed information where we might be able to make some changes or if we will make changes. My main concern is we want to get funding for all the positions. We want to increase our capacity and our funding. I have been requesting this constantly and I am continuing to do so. I just wanted to explain that to the member. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I know he is probably, and every single minister is, always looking for more money and increased funding. But has the department given any thought into looking how it can become more streamlined and more effective in the delivery of its programs and services under its mandate. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, in our department for operations and maintenance, as you are aware we have done a review, especially on the three main issues.

We are reviewing how it would be more cost effective for the benefits part. So we've reviewed the benefits part and also the income support has been reviewed and also the FANS funding has been reviewed.

Also I would like to be able to inform the members not too long from now about the results of the review. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. The minister, we look forward to his providing us with the results and especially I'd like to see the results of the DEA funding review and I'd also like to ask the minister when they were doing that review did they consult with the DEAs on that or was that something that was done interdepartmentally. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The DEAs were involved during the review. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. I'd like to take a step back, I guess and go broader as far as structure and then that goes at looking at reviewing. I know that, as a result of the dissolution of the divisional boards there's no longer a field operation section or division within the department that looks after those areas.

I'm going to go back to my comments earlier on the fact that what the DEAs were told when the department was lobbying for their support behind the dissolution of the boards was that it would enable, it would allow for an, the whole idea was to empower the DEAs and let the DEAs have more autonomy and control and authority over the education in their communities.

I heard lots of, probably every member in this House and every community knows what's best for itself. No one knows better than the community and the people that are involved in education in that community.

Has the department looked at following through with what they were told, following through with that commitment to making and looking at changes in the way that the department is structured to allow for more autonomy, more control, and more authority to be devolved to the DEAs instead of the Department of Education handling everything.

Have they looked at devolution of that responsibility, authority, power and control to the DEAs in communities? Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. Looking at the time, you have one more question. After your one question, I will allow other members to ask questions Mr. Tootoo just for your information. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Since the time when the boards were dissolved we had to make quite a few changes and we had to transfer the responsibilities from the boards to the Department of Education and we work with the DEAs

In order for the department and the DEAs to work together closely we have an agreement on what responsibilities the department will take on and the DEAs will take on. And that is how it has happened after dissolving the divisional boards. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I think the department has more than an agreement, it has a piece of legislation and regulations that outline exactly the powers and control and authority and who is responsible for what as far as the DEAs in delivery of education in a community. And also when we passed the Bill to dissolve the divisional boards, I am pretty sure and members could correct me, that there was something in that Bill that indicated that all the current things the DEAs had responsibilities for would remain the same. And also for DEAs who wanted to assume more responsibilities that the department would assist and be willing to do that.

I just would like to remind the minister of that. He had indicated that they had transferred the responsibilities from the divisional boards to the department and I think a lot of people were under the assumption that a lot of those things would go to the DEAs. I am sure that they would like to find when some of those things will be coming back.

Looking at that and looking at the numbers from this year and last year department wide. Can the minister inform us whether, aside from teachers, whether the PYs have increased or decreased since the dissolution of the boards and the amount? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): I apologize Mr. Chairman. I was trying to get that information out. Some of the changes to date in our department; there have been six staff that were transferred to our department. Thank you.

Chairperson (interpretation): Thank you, Mr. Minister. Although I want you to make you comments Mr. Tootoo your time is up. I have to follow the rules. Each member has 10 minutes to ask questions but I will allow you to ask more questions after other members have asked their questions. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Mr. Chairman I wanted to say in the beginning. I thought you said we will skip 9-5 and go right to 9-6 and once we finished that we'll go to the other pages. Maybe I misunderstood you Mr. Chairman.

Chairperson (interpretation): No you did not misunderstand. That is what I said. I've just allowed the members to go ahead because this is 9-5 and 9-6 is a continuation of 9-5. What is the wish of the committee? After Mr. Tootoo's questioning we'll deal with 9.5, 9.6.

At this time I don't think there are any other general comments. Mr. Tootoo.

Mr. Tootoo: Mr. Chairman, I don't mind and I know I have ten minutes, and I was looking around and no one else was putting their hand up so I kept going. I could keep going for ever I suppose. But I won't.

My last question, Mr. Chairman, I asked the minister how many PYs his department had as a result of the dissolution of the boards. I was wondering how many, other than teachers, are the total number of PYs for his department. Whether it went up or down since the dissolution of the boards.

That's what I was looking at. He just told me that there were six positions transferred over. I guess those were six positions that were transferred over from the divisional board. But I guess what I'm looking at is what's the total PYs for his department pre, like this year, last year that's compared to last year. How that compares to the total number of PYs prior to the dissolution of the divisional boards. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I don't have that information at hand, I'll have to look into it and then I'll have to give you the figures. I don't have that detailed information with me, but I'll be able to provide it to you. Thank you.

Chairperson (interpretation): Thank you, Mr. Kilabuk. Anything else Mr. Tootoo?

Mr. Tootoo: Thank you, Mr. Chairman. I don't want him to just give it to me, I'd like him to provide it to this House and Committee of the Whole prior to us finishing with this department if that's possible. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes. I know that it's going to be a challenge to work on this but I will provide the information for the pre and post dissolution. I will try and get the information ready but I don't have the information in front of me right now. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Do you want to continue or do you have anything else? I don't think there are any further comments. We'll start from 9-6 and we'll go back to 9-5 afterwards. To page 9-6, any comments? Mr. Havioyak.

Mr. Havioyak: Koanaqtit, Itsivautaq. On the directorate you have some of the, for example, capital planning and budget coordination. The District Education Authority in my community, I'll use that as an example, has identified the need to do some planning in the very near future where you have more and more children going into kindergarten or elementary schools than coming out from the high schools.

But they're saying no, that is not the case. We're getting more and more students each year and they're saying we do need maybe a new additional school to what we have, you know more schools there because of the growth. Is that when you say Capital planning or is it for when the community identifies say we need more schools, is this where we can say to plan it for.

Because they are saying you are going to need a new school let's say 2-3 years down the road because there is going to be no room in the two schools that we have. I guess this is where we are saying are these types of planning taking place in this area when we look at that, when you are looking at the new schools? Koana.

Chairperson (interpretation): Thank you, Mr. Havioyak. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Under 9-6 for the Directorate my deputy minister is responsible for the management of personnel and you all probably know Mr. Lorne Levy who is the capital projects officer. With the planning there is money that is outside of this Directorate and this is only for management and for planning, development of legislation, planning and legislation coordination. Thank you.

Chairperson (interpretation): Thank you. I had wanted to remind the members here that we are not working on Capital. This is not a Capital debate we are concentrating on the programs under the Department of Education. That is for the information of all members. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Chairman. I just wanted to find out about the Directorate. I am not referring to the capital budget here I just wanted to find out about the directorate. The schools are staying the same but we are getting more and more students. Is that referred to the Directorate here? Have I made it clear? (interpretation ends) For the planning for each community where they are saying 5 years down the road you are going to have no more room for the students. I know it is in the capital and we are not talking about capital projects, I am talking about the planning itself. Koanaqtit.

Chairperson (interpretation): Thank you, Mr. Havioyak. If you are going to respond I would like to make a few comments afterwards. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We have ongoing planning in our department and we also factor in the increasing number of students and the number of classrooms, the usages of the schools and we also look at the increases and what other classrooms can be used as alternates should we run out of classroom space.

We look at all those during our planning stages and when we are planning for capital projects. This is an ongoing planning cycle and through this planning process we know which school needs the most and we also include the safety, the health, and the condition of the schools. We don't only look at the number of students; we look at the big picture during the planning process.

Chairperson (interpretation): I will give Mr. Nutarak an opportunity.

Mr. Nutarak (interpretation): I move that we report progress.

Chairperson (interpretation): There is a motion on the floor to report progress and it's non-debatable, and it's six o'clock. All agreed? Opposed? The motion is carried. We can call in the Speaker and we will resume tomorrow with the Department of Education of the next sitting day. Mr. Minister I give you an opportunity just to say thank you. We still have your department to deal with tomorrow.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Once we resume with our department tomorrow I'll look forward to it. Thank you.

Chairperson (interpretation): Thank you. We can call in the speaker.

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

Item 21: Report of Committee of the Whole

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 6 and the Main Estimates and would like to report progress. And Mr. Speaker, I move that the report of the committee of the whole be concurred with. Thank you, Mr. Speaker.

Speaker: There is a motion on the floor. Is there a seconder? Mr. Puqiqnak. The motion is in order. All those in favour? All those opposed? Motion is carried.

Item 22. Third Reading of Bills. Item 23. Orders of the Day. Mr. Clerk.

Item 23: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. Meeting tomorrow morning at 9 o'clock, meeting of the Regular Caucus in the Natsiq boardroom.

Orders of the Day for Thursday May 2nd, 2002.

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
 - Bill 9
20. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 6
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 stands adjourned until Thursday May 2nd, at 1:30 p.m. Sergeant-at-Arms.

>>*House adjourned at 6:01 p.m.*

