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**DAY 26**

**Thursday November 21, 2002**

**Pages 1672 - 1740**

**Iqaluit**

**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 Irqittuq**  
(Amittuq)

*Deputy Chair, Committee of the  
Whole*

**Hon. Ed Picco**  
(Iqaluit East)

*Minister of Health and Social  
Services; Minister Responsible for  
the Nunavut Power Corporation;  
Minister of Energy, Minister of  
Homelessness and Immigration*

**Hon. Manitok Thompson**  
(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; Minister Responsible for  
the Nunavut Housing  
Corporation; Government House  
Leader*

**Jobie Nutarak**  
(Tunnunig)

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

**Hon. Peter Kattuk**  
(Hudson Bay)

*Minister of Public Works and  
Services*

**Hon. Peter Kilabuk**  
(Pangnirtung)

*Minister of Education; Minister  
of Human Resources*

**Rebekah Williams**  
(Quttiktuq)

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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](http://www.assembly.nu.ca)*

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**Iqaluit, Nunavut**  
**Thursday November 21, 2002**

**Members Present:**

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

**Item 1: Opening Prayer**

**Speaker:** I would like to call on Mr. Haviyok to say the opening prayer.

>>*Prayer*

**Speaker:** Ministers' Statements. Mr Kilabuk.

**Item 2: Ministers' Statements**

**Minister's Statement 076 - 1(6): Nunavut Arctic College Joins University of the Arctic**

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. I would like to inform the House of an important action undertaken by Nunavut Arctic College. The college officially joined the University of the Arctic as a member institution in June of this year. In joining the University of the Arctic our college connects with a network of universities, colleges and other organizations concerned with expanding learning and research opportunities to northerners.

(interpretation ends) Mr. Speaker, the goal of the University of the Arctic is to provide accessible education in the north, for the north and by the north. An education that is committed to the sustainability of the region and the needs of the people who live here.

As the University grows and develops Nunavut students will have access to a bachelor level program focusing on circumpolar studies. The BCS and a circumpolar mobility program that will enable them to study at other member institutions. They will also have increased opportunities to develop and participate in research activities at the postgraduate level.

(interpretation) Mr. Speaker, these increased opportunities will help Nunavummiut grapple with our region's complex problems and to prepare them for advanced studies or professional employment in such fields as community health, sustainable resource management, self government, and tourism while preserving their culture. The possibilities are great.

Mr. Speaker, for people who are interested in learning more about the University of the Arctic they can contact NAC at 867 857 8600. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you, Minister. Ministers' Statements. Mr. Picco.

**Minister's Statement 077 - 1(6): Anti-Tobacco Calendars Feature Student Art Work**

**Hon. Ed. Picco:** Thank you, Mr. Speaker. Mr. Speaker. I rise today to tell you that this week we are taking our fight against tobacco directly into the classroom by distributing hundreds of anti-smoking calendars to every school in the territory during Nation Addictions Awareness Week, which runs from Nov. 18-24.

*Be Smoke Free...For Life!*...is the theme of the calendars that feature original artwork and trilingual anti-smoking messages by Nunavut students. Each month features a winning entry in a Territory-wide contest sponsored by my department. Later today I will be tabling this calendar in the House and encourage people to request copies and use it in their homes and workplaces.

Mr. Speaker, smoking and the tobacco industry threaten our children's lives. I hope that this calendar campaign will help our children fight back against tobacco addiction. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you, Minister Picco. Ministers' Statements. Mr. Akesuk.

**Minister's Statement 078 - 1(6): West Kitikmeot Test Fishery**

**Hon Olayuk Akesuk** (interpretation): Thank you, Mr. Speaker. Good afternoon fellow members and those watching on TV. Mr. Speaker, over the past couple of years I have talked extensively about the development of Nunavut's fishing industry. Today I would like to advise the House about a successful test fishery that was conducted in the Coronation Gulf near Kugluktuk this past summer.

This past summer my department co-funded a test fishery project near the community of Kugluktuk. This project was conducted in partnership with the local Hunter's and Trapper's Organisations. This is the second year that my department has been actively involved in test fisheries activities in the Coronation Gulf area.

(interpretation ends) The 2001 fishery focused on trap technology targeting crab. Significant quantities of toad crabs were found during this initial project. For 2002, the community wanted to expand their activities to determine what type of finfish might be available in their area.

Mr. Speaker, I am pleased to report that the results of the 2002 project were very positive with significant catches of starry flounder, cod, and toad crab among other things. These results were quite surprising given that this was the first year of any substantial directed fishing in this area.

Following the completion of the project a community feast was organized where more than 150 community members from Kugluktuk had an opportunity to sample these new products from the sea.

Mr. Speaker, the success of this summer's fishery in the Coronation Gulf further emphasizes the fact that we know so little about the extent of our marine resources and their potential to the territory. I realize that importance of using Inuit Qaujimagatuqangit and scientific knowledge to study our resources. It is for this reason that I have given a great deal of attention to the development and diversification in this industry.

(interpretation) Mr. Speaker, my department is committed to working with the local Hunter's and Trapper's Organisations over the winter to establish a more detailed program for 2003 to obtain further information on the overall abundance of these resources in the Coronation Gulf as well as to research potential resources near non-decentralized communities in this area. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Thank you, Minister. Ministers' Statements. Mr. Anawak.

**Minister's Statement 079 - 1(6): CLEY Signs Language Agreement and Pursues Discussion with the Government of Canada**

**Hon. Jack Anawak** (interpretation): Thank you, Mr. Speaker. A few weeks ago the Minister of Canadian Heritage and I signed the fourth Canada-Nunavut Cooperation Agreement on French and Inuktitut languages. This agreement gives the Department of Culture, Language, Elders and Youth \$1.45 million dollars for French language initiatives, and \$1.1 million for Inuktitut language initiatives. It was a pleasure to have at the ceremony the Chairperson of the Special Committee on Languages the member from Quttiktuq, Ms. Williams.

Before I discuss the serious issues we have with Inuktitut, I want to say a word about the government services in French. The Government of Nunavut is still, in many aspects, building capacity. One of the initiatives we at CLEY are working towards is ensuring that we respect the Official Languages Act of Canada and Nunavut both of which make French one of the Nunavut's official languages. With the recent re-structuring of the department, we will soon have the capacity to focus on this issue the attention it deserves.

Mr. Speaker, in recent weeks, the department's senior officials and I have been meeting with our federal counterparts in several departments to explain to them Nunavut's unique linguistic situation. We are making it clear to them that while we appreciate the funding



the federal government currently provides for language initiatives, the fact that Inuktitut plays such a prominent part in Nunavut's daily life must be respected and reflected in future agreements.

In early December we will be returning to Ottawa for discussions with the federal Minister for Intergovernmental Affairs and President of the Privy Council Office, to continue our discussion regarding the need to fund government services in Inuktitut. As President of the Privy Council, the Minister, as well as his officials, must be convinced of validity of our position before the federal government will more fully support our efforts to fund Inuktitut services at an appropriate level.

I want to assure Members of the Legislative Assembly and Nunavummiut that this is an issue the Department of Culture, Language, Elders and Youth is taking very seriously. The Government of Nunavut must be accessible to all Nunavummiut in all of the Territory's official languages, whether that be in Inuktitut, Inuinnaqtun, French, or English. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Ministers' Statements. Item 3. Members' Statements. Mr. McLean.

### **Item 3: Members' Statements**

#### **Member's Statement 252 - 1(6): NPC One of the Top 100 Companies to Work For**

**Mr. McLean:** Ma'na, Uqaqti. Uqaqti, today I would like to pay tribute to one of our real success stories, the Nunavut Power Corporation and the hard working men and women who strive 365 days a year to keep the lights on and the power flowing across Nunavut.

Uqaqti, it was only a few years ago that I heard the naysayers and the doom causers tell me that setting up our own power corporation was mission impossible. Well Uqaqti, I might not be as good looking as Tom Cruise but I knew from the beginning that this view was totally groundless.

Uqaqti, I want to share with members today one example of how far we've come. Last month the nationally respected McLean's Magazine released a survey of the top 100 companies to work for in all of Canada.

Uqaqti, there was one employer, only one, in Nunavut that made the grade. The Nunavut Power Corporation. Uqaqti, I want to salute the dozens and dozens of men and women, Inuit and non-Inuit, who have pulled together to make the corporation run.

There have been lots of headaches and hurdles along the way but the corporation coalition to keep our homes warm and lighted has been a resounding success. Uqaqti, as we move towards restructuring the way energy and power is managed in Nunavut, I want to remind all members of what we have accomplished in Baker Lake and Nunavut. And at this time I'd like to thank the premier for his wisdom in directing the new energy minister for setting the head office in Baker Lake. It is a resounding success, I'd like to

thank them for doing that on behalf of all my constituents in Baker Lake, and I would also like thank Rick Blennerhassett, the hard working dedicated president for making this happen. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you, Mr. McLean. Members' Statements. Mr. Puqiqnak.

**Member's Statement 253 – 1(6): Infrastructure in Communities – Air Terminal Buildings**

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to revisit the issue of infrastructure in our communities. Mr. Speaker, all members of this House spend a significant amount of time in airports and airplanes, and not just in those areas. With the lack of roads between our communities all Nunavummiut must rely on air travel to a much greater extent than residents of southern Canada.

Mr. Speaker, many of our air terminal buildings are in great need of replacement. The small size of many air terminal buildings is particularly noticeable in winter.

My community of Gjoa Haven has been actively pushing for a new terminal building to be constructed in the community. I would like to applaud the efforts of the mayor and the council to bring the needs of Gjoa Haven to the attention of the Government.

Mr. Speaker, I recognize efforts of the Minister of Community Government and Transportation to secure funding from the Federal Government for much needed investments in Nunavut's transportation infrastructure.

During our Pangnirtung sitting Mr. Speaker, the Legislative Assembly passed a Motion urging the Government to make every effort to achieve greater investment in Nunavut's infrastructure.

Mr. Speaker, I encourage all Members to work with local councils in bringing community needs and priorities to the attention of the Government. Later today I will have questions for the Minister on the status of the Gjoa Haven Air Terminal Building at the appropriate time. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Members' Statements. Mr. Kattuk.

**Member's Statement 254 – 1(6): Sanikiluaq Residents Concerns for Belcher Islands Contamination**

**Hon. Peter Kattuk** (interpretation): Thank you, Mr. Speaker. I will make a Members' Statement on behalf of the Sanikiluaq residents. The Sanikiluaq residents have been

concerned about the environment for quite some time. Just last summer I attended meetings with the Municipal Council along with the Quebec Inuit and Cree on the Agreement on economic development in the Province of Quebec.

The Sanikiluaq residents are concerned about the Belcher Islands because various Governments and Provinces are responsible for the community and surrounding waters. They are concerned about the contamination that is flowing to the waters of the Hudson Bay.

We are quite concerned about our marine mammals we depend on because of the agreement that they have. For that reason we all know that the Sanikiluaq residents have been testing the environment to determine the contamination levels. They are concerned about the forestry and the dam building. We are quite concerned about mercury and other contaminants going into the wildlife that we depend on.

For that reason...Mr. Speaker, I would like unanimous consent to conclude my statement. Thank you.

**Speaker:** The Member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed.

**Hon. Peter Kattuk** (interpretation): Thank you, my colleagues. For that reason we are quite concerned about our future because Inuit have lived in the Belcher Islands for many, many years. They have relied on wildlife for existence and for survival. If the waters are contaminated it is going to have a negative impact on all of us and on the wildlife we use for existence. So the residents of Sanikiluaq are quite concerned about the contamination of our wildlife because we have been depending on them for existence.

For that reason Mr. Speaker, this is a great concern of the Sanikiluaq residents. So, Mr. Speaker, every time I have to voice concerns please expect to hear me making member's statements in regards to environmental concerns. I'm also very proud to have seen our premier go to our community of Sanikiluaq to discuss this issue and how it will impact our community and that the Nunavut Government is willing to look at what kind of environmental impacts it has in Nunavut.

So, I'm very happy and proud of the premier for his concern for our well being. Thank you, Mr. Speaker.

**Speaker:** Thank you, minister. Members' Statements. Mr. Iqaqrialu.

#### **Member's Statement 255 – 1(6): Traditional Inuit Techniques for Frozen Limbs**

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Speaker. Mr. Speaker I rise today, first of all, to say that in the past we all know there was a resident of Clyde River and a resident of Iqaluit had partially frozen their limbs. I would like to make a comment in regards to that.

If these individuals had been treated using the traditional Inuit methods they would not have had to amputate their legs. This is very important because when we lose our limbs it is a major loss since that's part of our body.

If they had used traditional methods like thawing them out in cold water with ice, their limbs would have stayed and they would not have been amputated and because they were thawed out in warm water, that's why it literally cooked their limbs.

If they were thawed out in cold water, they would not have to amputate their limbs. For that reason, we need to look at ways how we can utilize traditional methods and the medical professionals should look at ways we as Inuit people have traditional healing methods. I would also like to say a little about something else.

I have seen people drown and when they could not breathe at all. That's happened two times in my community. One of them, a professional who was trained, tried to revive the individual, he passed away, and he was never revived. But the other drowning incident that took place, that individual is still alive because they used traditional methods of resuscitation.

These traditional methods are very important. Inuit knowledge should be utilized with the contemporary ways of healing or treating people.

Perhaps at the appropriate time today, I will be directing questions to the Minister responsible for these things to make sure that we incorporate traditional healing methods with contemporary healing.

**Speaker:** Members' Statements. Mr. Anawak.

**Member's Statement 256 – 1(6): Brandon Wheat Kings – Jordan Tootoo**

**Hon. Jack Anawak:** Thank you, Mr. Speaker. Mr. Speaker, I rise today to talk about a feisty, five foot nine, 189 pounds, 19 year old right winger from my home community of Rankin Inlet.

Mr. Speaker, in 22 games this year, Jordan Tootoo has registered the following: 16 goals, 26 assists, 42 points, 83 minutes in penalties, 6 power play goals, 4 game winning goals, and is currently on a 6 game point streak. He currently leads his team, the Brandon Wheat Kings in most of these areas.

Mr. Speaker, in the Western Hockey League, which has 18 teams, Jordan is among the leaders in all categories and here are a few:

- He is currently second in scoring with 42 points
- He is first with 26 assists
- He is third on power play goals with 4

- He is also seventh in both goals and penalty minutes in the League

Mr. Speaker, Jordan was named Player of the Week in the Western Canadian Hockey League with 2 goals and 4 assists in three games. He also represented his team at the Hershey's All-Star Cup this year where he assisted on the third goal of the Game.

Lastly, Mr. Speaker, I must talk about the support that Jordan has here in Nunavut. First and foremost, of course, is the support that he has from his family. His dad, Barney, his mom, Rose, and his sister, Corinne. They have supported Jordan with this dream, and have helped him reach his goals.

Mr. Speaker, he also has the support of the people of Rankin Inlet and the people of Nunavut. I ask all members of this House to wish Jordan the best this year and to let him know that we are here to support him as he continues to reach for his dreams.  
Qujannamiik Uqaqti.

>> *Applause*

**Speaker:** Members' Statements. Ms. Thompson.

#### **Member's Statement 257 – 1(6): Queens Medal – Training Nunavut Residents**

**Hon. Manitoq Thompson** (interpretation): Thank you, Mr. Speaker. Thank you for recognizing me right away. Today Mr. Speaker, we were given the Queens' Jubilee Medal awarded by Peter Irniq. What I am saying is that the people that are most capable are wearing the Medal, and only some of us are wearing our Medal. But for those Members who are wearing the Medals are the most capable ones.

Mr. Speaker, more than once I have been making statements since I became a Member of the Legislative Assembly back in 1995 about how proud I am of Inuit capabilities. As Inuit people our intelligence is no less than the rest of the world. Inuit are very capable and they are born that way.

Mr. Speaker, I just wanted to remind everyone last summer I went to Kugaaruk and to various communities in Nunavut. Mr. Speaker, at times the Hotels were fully booked because of the clients coming from the other provinces that are in construction. Mr. Speaker, at times some of our officials and staff had no room at the Hotels because they were fully booked.

During our Pangnirtung Session, the Hotel was filled up with construction people who were not local residents of Pangnirtung. The restaurants were also full and there was no room for the Members to go for their meals. The Members had to be billeted out and they had to stay somewhere else because the Hotels were filled with the construction workers.

What I am trying to say, Mr. Speaker, as the Nunavut Government I think we have to realize that Nunavut residents need further training and development to grab hold of

opportunities in the communities. There is a high unemployment rate in Nunavut, and most of our people are relying on Income Support and the Hotels are filled with construction workers. I'm pleased to see the hotels making money from the construction workers and the construction workers spend money at the community level. However, Mr. Speaker, we need to recognize the capability of Inuit people.

>> *Applause*

**Speaker:** Members' Statements. Mr. Nutarak.

**Member's Statement 258 – 1(6): School at Age Five**

**Mr. Nutarak** (interpretation): Thank you, Mr. Speaker. I have a brief statement to make. I have noticed that the students in Nunavut start kindergarten at the age of five and I don't know where this originated. I will be raising questions in regard to that during question period. Thank you.

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

**Member's Statement 259 – 1(6): Economic Development in Non Decentralized Communities**

**Ms. Williams** (interpretation): Thank you, Mr. Speaker. The medal that I got, we are more capable than the ones that are wearing the different pins.

I rise today to address the needs of non-decentralized communities in Nunavut. Mr. Speaker, I have been talking this week about two issues that are of great concern to my constituents in Grise Fiord, Resolute Bay, and Arctic Bay. These issues relate to the closure of the two mines in the area and the uncertainty surrounding polar bear quotas.

Mr. Speaker, these issues are connected with what I see to be a lack of a clear economic strategy to address the economic development needs of smaller non decentralized communities. Mr. Speaker, when the government released its Naujaat Challenge document last year, members were pleased that the document promised the government would publish a formal Nunavut Economic Development Strategy in November of this year.

Mr. Speaker, there are nine days remaining in November and I am anxious to see this strategy as I imagine all members are. Mr. Speaker, members have consistently urged the government through such mechanisms as the Nunavut Development Corporation to focus more effort on economic development in smaller non-decentralized communities.

Mr. Speaker, in my communities people are anxious about their future. We need to show them that we have a plan. Later today I will be asking the Minister of Sustainable Development whether he will be tabling the promised Nunavut Economic Development Strategy before the end of our sitting in Iqaluit. Thank you, Mr. Speaker.

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

**Member's Statement 260 – 1(6): Nunavummiut Highest Charitable Donations/Nunavut Fiscal Outlook**

**Mr. Tootoo:** Thank you, Mr. Speaker. Mr. Speaker, more than likely at the appropriate time I will be asking for unanimous consent to conclude my statement.

Mr. Speaker, I rise today to provide members of this House with an interesting comparison of two sets of numbers. Mr. Speaker, each November around this time we learn from the Minister of Finance about the state of our government's fiscal position.

Also around this time we learn about how generous the residents of Nunavut are in making charitable donations. I'll talk first about the good news.

Mr. Speaker, in both 2000 and 2001 I had the pleasure of rising in this House to report the fact that Nunavummiut are among the most generous donors in all of Canada when it comes to giving money to charity.

According to data released today by Statistics Canada, Nunavut had the highest median donation in all of Canada. In the year 2001, the median donation here was \$360, up from \$340 in the year 2000, when Nunavut was also in top place. Mr. Speaker, over 1.7 million dollars was donated to charity by Nunavummiut in 2001. This is an increase of 15% over the year 2000. Again, the largest increase in the country.

Mr. Speaker, I spoke last year about how this level of generosity was a testament to the good will and giving spirit of our constituents and our communities. We should be very proud of our people today.

Now, Mr. Speaker, let us take a look at a more confusing set of figures and trends. Last November's fiscal update we were told that, "Nunavut's short term fiscal situation has improved considerably." A few months later in April of this year, the Minister of Finance's Budget Speech informed us, "Nunavut's fiscal outlook for the short-term is stable." Now, Mr. Speaker we are to understand from yesterday's fiscal update as, "Nunavut's short-term fiscal situation has weakened."

Mr. Speaker, trying to figure out exactly where we stand is no easy task. One day we were told to expect an operating surplus of 1.7 million for the year, and so we planned on that basis. Members reviewed the Government's spending estimates with this figure in mind. A few months later we are suddenly in a deficit position to the tune of 74 million dollars.

Mr. Speaker, at this time, I would like to ask for unanimous consent to conclude my statement.

**Speaker:** The Member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker and colleagues. Mr. Speaker, it would not surprise me at all if the numbers change like magic all over again in the next 3 or 4 months when we listen to the next Budget Speech. Indeed, Mr. Speaker, these fiscal conjuring acts probably leave all Members a little breathless with the speed in which Nunavut's surpluses turn into deficits and then back again into surpluses and then back again into you know what.

That is why I think that we are all pleased when we heard a commitment in March of 2001, when our formula was renewed, that the Federal and the Nunavut's Ministers of Finance would undertake a review of Nunavut's fiscal circumstances.

Mr. Speaker, it is almost 20 months later and we are none the wiser about what is happening with this review. Mr. Speaker, I agree that we are faced with the challenges of balancing competing needs. That is why I have always pushed for spending on genuine needs in our communities and why we need to carefully examine projects to see if they are reasonable.

Mr. Speaker, two things are clear today. When it comes to deciding whether Nunavummiut are generous and responsible supporters of our communities, the numbers speak for themselves. When it comes to where our Government stands with the public purse, things are as clear as mud. Thank you, Mr. Speaker.

**Speaker:** Members' Statements. Mr. Irqittuq.

### **Member's Statement 261 – 1(6): Hiring Local People for Jobs**

**Mr. Irqittuq** (interpretation): Thank you, Mr. Speaker. I would like to make a statement in regards to, as our colleague Manitok said, about the capabilities of the Inuit. It has been known for some time now that people are imported from the South to work up in the North, whether it be on the roads, or Airports, sewage lagoons.

For those major projects they even bring up their own drivers for vehicles, these can be taken by local people who are capable of doing the jobs, they are capable of driving, and those jobs are just more or less stolen from these people.

Allen Kilabuk and Allen Qamokaak are from Nunavut and they teach driving airbrake vehicles. We have a problem because we don't have an institution where they can go to school.



Some people go to Fort Smith but it's too far and this has to be remedied as soon as possible by our government so that the people who don't have heavy equipment licenses could get them. More emphasis should be put on this because they are not even recognized as they don't have licenses, this should be dealt with, and this is very important. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 262 – 1(6): Queens Medal and Visit: Thank the People of Iqaluit**

**Hon. Ed Picco:** Thank you, Mr. Speaker. Mr. Speaker, today many of the members wear very proudly her Royal Highness', Queen Elizabeth the II, 50<sup>th</sup> Golden Jubilee medal.

Mr. Speaker, 25 years ago, as a member of the Church Lad's Brigade, I wore a 25<sup>th</sup> Anniversary Medal of her Royal Highness. How time flies.

Mr. Speaker, I would like to take this opportunity to thank the good people of Nunavut who put their best foot forward during the historic visit of her Majesty and his Royal Highness, Prince Phillip.

Mr. Speaker, months of planning by the legislative staff, our community schools, students, teachers and parents, and many volunteers helped make the visit a resounding success.

Mr. Speaker, in my conversation with her Majesty, she complimented our community as well as our new legislative assembly building. Mr. Speaker, I would ask you, Mr. Speaker, who did an excellent job of hosting her Majesty and the Prince as well as Mr. Chrétien; I would ask that Mr. Speaker, you and this House join with me to thank the people of Iqaluit and the many volunteers who helped ensure the success of the Queen's historic visit to Nunavut last month. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you, Mr. Picco. Members' Statements. Mr. Kilabuk.

**Member's Statement 263 – 1(6): Greetings to Family**

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. I would like to let my constituents know I will be travelling to Pangnirtung and I'll be back on Sunday or Monday if I don't have too much work to do. For some of us we have been away from our homes for quite a while so I'd like to say hi to my wife Rosie, my daughters Lyn and Jenna, and Joseph and Kevin in Qikiqtarjuaq, I'd like to say hi to the people of Pangnirtung, I will be seeing them when I get up there. Thank you.

>>Applause

**Speaker:** Members' Statements. Are there any further Members' Statements? Mr. Akesuk.

**Member's Statement 264 – 1(6): Applaud Cape Dorset Co-op and Print Shop**

**Hon. Olayuk Akesuk** (interpretation): Thank you, Mr. Speaker. I'd like to applaud the residents of Cape Dorset and I rise today to applaud them. In 1959 the print shop opened and they're widely known all over the world, the prints. It has been 43 years since the print shop opened and I'd like to applaud the Cape Dorset Print Shop and their employees for successfully delivering those prints. Thank you.

**Speaker:** Members' Statements. Premier Okalik.

**Member's Statement 265 – 1(6): Hockey Tournament**

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. I would like to remind my constituents that we will have a hockey tournament, and play against the women's team.

We'll probably be beaten, but if you wish to watch our game, it starts at 5:30 tomorrow. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Okalik. Members' Statements. Are there any further Members' Statements? Mr. Havioyak.

**Member's Statement 266 – 1(6): Help Promote Inuinnaqtun**

**Mr. Havioyak** (interpretation): Thank you, Mr. Speaker. First of all I wanted to say that, I want to give greetings to the people in Kugluktuk. Thank you, Mr. Speaker.

I rise today to once again draw the attention of this House to a situation I continue to find extremely frustrating. I want to help promote our language, Inuinnaqtun. Even though I have raised the issue many times, it is still the case that documents, legislation and other items of business that are tabled in this House are not available in Inuinnaqtun.

(interpretation ends) As native speakers of Inuinnaqtun, in the communities of Kugluktuk and Cambridge Bay, as citizens of Nunavut, Inuinnaqtun speakers should have the same access to the government processes as all other Nunavummiut.

For example, Mr. Speaker, the Standing Committee on Health and Education recently conducted a community consultation on Bill 1. Even though the Bill was introduced in the assembly over seven months ago, we are still waiting for the Inuinnaqtun version.

How can we expect Inuinnaqtun speaking Elders to properly participate in the consultation process if they do not have a document that they can review? Mr. Speaker, I find the situation unacceptable.

I strongly urge the government to ensure that every document or piece of legislation that passes through this House Mr. Speaker, be provided in Inuinnaqtun as well as English, Inuktitut and French. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Members' Statements. Are there any further Members' Statements? Before we move onto Item 4, just a reminder to the members that according to the House rules, your rules, number 36 (3) (b), a member's statement must confine itself to one matter and one matter only. Thank you.

Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Ms. Thompson.

#### **Item 5: Recognition of Visitors in the Gallery**

**Hon. Maniok Thompson** (interpretation): Thank you, Mr. Speaker. Mr. Speaker, today I would like to recognise an employee of mine Martha Panikak who is my constituency assistant with the red parka. She is very capable and she's also the Deputy Mayor of Whale Cove. She has done other various jobs in Whale Cove and I would like to say thank you to her. She has been helping me represent my community of Whale Cove.

The other person beside her is Leah Inutiq who is known by the members and I would like to welcome them to this House. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Welcome to the gallery. Item 5. Recognition of Visitors in the Gallery. Mr. Picco.

**Hon. Ed. Picco:** Thank you, Mr. Speaker. Mr. Speaker, first of all I would like to welcome to the gallery a constituent of mine, an old family friend, Lizzie from that wonderful community that Mr. Iqaqrialu calls home, Kangituraapik. I like to say Kangisuraapik and he usually corrects me.

Also Leah Inutiq who works for Minister Thompson, and another constituent of mine who's been meeting with me over the last several weeks and has written several very interesting papers on Inuit Qaujimajatuqangit. I'm sure he was quite interested in Mr. Iqaqrialu's earlier statement and how we can incorporate Inuit Qaujimajatuqangit into the Department of Health & Social Services. He's with us here today, a constituent of mine and a friend working for the Department of Health & Social Services, Mr. Andrew Tagak. Welcome to the gallery. Thank you, Mr. Speaker.

>>Applause

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

### **Item 6: Oral Questions**

#### **Oral Question 259 – 1(6): Heavy Equipment Operator Training & Certificates**

**Mr. Iqittuq** (interpretation): Thank you, Mr. Speaker. Mr. Speaker, in my Member's Statement I spoke about the problems being encountered by those drivers that don't have a certificate. Some of them try to get heavy equipment operators certificates. Would it be possible to have this in the education system? Thank you, Mr. Speaker.

**Speaker:** Minister Thompson.

**Hon. Manitok Thompson** (interpretation): Thank you, Mr. Speaker. In various communities of Nunavut, we have heard this numerous times as members of the legislature and we have felt that the people have to be taught or given training in heavy equipment operating. They have to take more training in various areas. There is no institution to teach these things and we understand that we need to get some training in place for those heavy equipment operators. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Supplementary. Mr. Iqittuq.

**Mr. Iqittuq** (interpretation): Thank you, Mr. Speaker. Mr. Speaker, Yes, I understand the response of the Minister and I thank her for the response.

Currently they take training in Fort Smith. We encountered a problem last fall and we still have a problem and I've spoken to someone that takes heavy equipment operator courses. They have to take training in Fort Smith for many months to get their license to operate the heavy equipment. That school is in the NWT and I don't think they're very happy to be going to NWT to take that kind of training.

I think there should be a school in Nunavut for these things. Would you be able to bring a school to Nunavut for Heavy Equipment Operators' courses? Thank you, Mr. Speaker.

**Speaker:** Minister Thompson.

**Hon. Manitok Thompson** (interpretation): Thank you, Mr. Speaker. I will try my best to try to get a training program for heavy equipment operators and I know Mr. Speaker, that there are quite a few people here that live in Nunavut that are certified. People such as Yvo Airut can give training to those heavy equipment operators and he lives in Rankin Inlet.

Also, there is Solomon Voisy, who lives in Nunavut that could provide that type of training and I'm pretty sure there might be some more people in other communities in Nunavut. I will speak with my staff to see what things we can plan for that kind of training.

There are also various types of training that you can take and following the driver's manual that has been created here in Nunavut. It has been directed at the people of Nunavut for them to take their drivers' training.

So, as well we will revise that driver's manual to make it appropriate for the people of Nunavut. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Supplementary. Mr. Iqittuq.

**Mr. Iqittuq** (interpretation): Thank you, Mr. Speaker. Yes, I thank the minister for her response, hopefully this will bring about a solution, and it seems like, according to the minister's response that this can be accomplished.

Hopefully, you will be able to have that in place soon. Thank you, Mr. Speaker.

**Speaker:** Minister Thompson.

**Hon. Maniok Thompson** (interpretation): Thank you, Mr. Speaker. (interpretation ends) as the minister responsible for motor vehicles I have asked my staff to revise the driver's manual so that it will be easier for Nunavummiut to get their driver's license.

I was very glad to hear the MLA from Baker Lake talking about a project, the gold mine near Baker Lake which will be beneficial to Keewatinmiut. What we will be doing as a department is see where we can help to train people so that they are preparing themselves for mining in the regions and this is one of the areas that my department will be looking into; how we can train heavy equipment operators.

So we are already initiating some of these issues to the benefit of local employment. So, yes we will do something about getting licenses for heavy equipment operators through a training program that can happen on the road or in the communities. Thank you, Mr. Speaker.

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

### **Oral Question 260 – 1(6): Fiscal Review of Formula Financing Agreement**

**Mr. Tootoo:** Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister responsible for Finance.

Earlier in my comparison of numbers I mentioned something last March when the Minister of Finance from the Federal Government was here and Minister Ng and he both

signed and renewed our formula financing agreement. They've committed to undertaking a review of that formula.

I'd like to ask the minister if he could update this House as to where things stand with that review. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Tootoo. Minister Ng.

**Hon. Kelvin Ng:** Thank you, Mr. Speaker. Mr. Speaker, the member is correct. There has been a considerable amount of work done to the extent that there is a preliminary report that's been prepared, mainly by Nunavut Finance Officials.

One thing that has to take place, as members recall, there was a shift of responsibility at the federal level with Minister Manly being appointed the new Finance Minister. And in the federal system, when a minister takes over, he reviews all the initiatives within the department to see whether or not he would support those continuing initiatives.

So in the initial meeting I had with Minister Manly, the fiscal review was on the agenda. I discussed it with him at that time on whether or not he would want to see us finish off the work that has been undertaken. And he committed to that affect.

So work continues. The next step now, Mr. Speaker, is to have a federal finance official review the preliminary report, prior to some closure in the respect of a presentable report that would go to both the ministers. Thank you, Mr. Speaker.

**Speaker:** Thank you. Oral Questions. Supplementary. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. Mr. Speaker, I'm quite relieved that the new minister of finance is still continuing to pursue that avenue. Too bad we didn't have that success with some of the other decisions that went on at the federal level.

Mr. Speaker, the minister had indicated that there is a preliminary report that has been prepared by his department and it has gone to his federal counterpart in Ottawa. Would the minister be willing to provide a review to the members of this House so they can have an idea of what's in that report and what kinds of things are expected? Thank you, Mr. Speaker.

**Speaker:** Minister Ng.

**Hon. Kelvin Ng:** Thank you, Mr. Speaker. First of all I would like to clarify that I didn't say that it's gone to Ottawa, to any Federal Finance Officials. That's a preliminary report that we've planned on presenting at the official's level right now to review. A preliminary report prior to putting in some form of presentable fashion to the two ministers, myself and Minister Manly.

But in respect of the member's question about having an opportunity to review, I certainly have no problems with that. It's just a matter of timing and a presentable form. Thank you, Mr. Speaker.

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

**Mr. Tootoo:** Thank you, Mr. Speaker. Mr. Speaker, I apologise if I misunderstood the minister and his comments there. I do appreciate the minister saying he would be willing to provide us with some type of presentation on it.

On the timing thing, I was just wondering if he could give us some kind of indication as when we can expect to have that report in a presentable form so that a presentation can be made to the members of this assembly. Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Ng.

**Hon. Kelvin Ng:** Thank you, Mr. Speaker. Mr. Speaker, I will commit to speaking with my officials to see what is available right now and I'm willing at any time, thought it depends on what the members would want in particular.

We could have a rough analysis, a presentation of what's been done to date and what information we have. Or if he wanted to wait for a more finish product, I'm not sure. But I can certainly, like I said, speak with my officials and get back to all the members in respect to that. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Supplementary. Final Supplementary. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. Mr. Speaker, that word final comes too soon during question period. I'm sure all members would agree with me on that.

Mr. Speaker, I appreciate the gesture by the Minister to do that. I believe he indicated he'd be willing to share information with us even if it's before and that way, members can be made aware of it and may have some suggestions or input into it rather than just some departmental staff that are working on it without any input from the members of this assembly.

The more we can look at it and understand what's in there and hopefully we can all work together and try to make sure that things we need are in there and I hope it would be valued input in that process. Is the minister is willing to look at doing something like that? Thank you, Mr. Speaker.

**Speaker:** Mr. Ng.

**Hon. Kelvin Ng:** Thank you, Mr. Speaker. We are always looking for input from the standing committee or members in any form whether it's formal or informal. Thank you, Mr. Speaker.

**Speaker:** Thank you Mr. Ng. Oral Questions. Mr. Puqiqnak.

**Oral Question 261 – 1(6): Need for Air Terminal in Gjoa Haven - Letter**

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Speaker. Mr. Speaker, briefly. In the decentralized communities, the gymnasiums and community health centres, I'm sure if I had mentioned that it would've been more appropriate. Usually the public utilities that we have at the community level are quite small so I would like to direct my question to the Minister of Transportation if she has received the motion from Gjoa Haven Hamlet council, in regards to the need for an air terminal building. Thank you.

**Speaker:** Minister Thompson

**Hon. Manitok Thompson** (interpretation): Thank you, Mr. Speaker. I have received a letter from the Mayor of Gjoa Haven Hamlet council and also I have received a resolution from the Gjoa Haven Hamlet council in regards to a need for a new air terminal building. I do have the documents already. Thank you.

**Speaker:** Thank you, Minister. Oral Questions. Supplementary. Mr. Puqiqnak

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Speaker. When does the minister expect to know whether the funding will be available for a new air terminal building in Gjoa Haven? Thank you, Mr. Speaker.

**Speaker:** Minister Thompson.

**Hon. Manitok Thompson** (interpretation): Thank you, Mr. Speaker. We were working with the federal government officials, along with the minister for transportation, and I'm trying to obtain some funding in regards to access roads, and for the terminal buildings. We had to send a list of small air terminal buildings; we had to send our list of priorities to the federal minister.

So in doing the research we now know which communities needs air terminal buildings as a priority. We were considering Gjoa Haven and the federal minister had approved that as the Gjoa Haven air terminal building in Gjoa Haven was so old and deteriorated. At this time the hamlet council has responded and they're very glad to see their new air terminal being considered.

My officials were working with the Gjoa Haven Hamlet Council since the federal minister had also approved the new air terminal building and we had been waiting to hear from the Hamlet council about their wishes. We understood from the Gjoa Haven Hamlet council that their air terminal is small and too old and so the new air terminal building will go ahead.



The municipal council has approved it and in the contribution criteria it stated that their air terminal was too old but at that time the federal minister had requested a letter from the local Gjoa Haven Hamlet Council and we will be working on the construction of the new terminal building in Gjoa Haven. Thank you, Mr. Speaker.

**Speaker:** Oral questions. Supplementary. Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Speaker and I also would like to thank the minister for responding to the concerns of our community and also I would like to thank her for working with the federal government to obtain the new air terminal building.

I would like to ask a supplementary question to the minister. Usually the airports take care of cargo and they usually need a fridge, we need space at the air terminal and our air terminal is quite small and we run out of space right away.

The luggage gets in the way and we literally run out of space. I would like to ask the minister, I apologize Mr. Speaker, there is no space such as a garage or storage space for the terminal. So, I was wondering if you have already, if you considered having a storage space at the terminal. Thank you.

**Speaker:** Minister.

**Hon. Manitoq Thompson** (interpretation): We have not worked on the design as yet. Once the design gets underway they will be working with the local community. I don't know how the design is going to look, but they've already written a letter on what they'd like to see in the terminal. Once we get to the design stage we'll work with the hamlet council. Thank you, Mr. Speaker.

**Speaker:** Oral questions. Supplementary. Final supplementary. Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Speaker. Is the Department of Transportation considering extending the old air terminal or are you considering building a new air terminal building? Thank you.

**Speaker:** Minister Thompson.

**Hon. Manitoq Thompson** (interpretation): Thank you, Mr. Speaker. We are considering constructing a new air terminal building in Gjoa Haven. Thank you.

**Speaker:** Thank you, minister. Oral Questions. Are there any further oral questions? Mr. Iqaqrialu.

**Oral Question 262 – 1(6): Traditional Methods of Treatment - Incorporate IQ**

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Speaker. In relation to my Member's Statement about using traditional methods of treatment; I am sure that he will not be able to respond to some of my questions, so I will be asking questions about something he can respond to.

You usually get Nurses from outside of Canada and we usually recruit certified Nurses from outside of Canada. I am sure that this creates problems at the community level. You know last spring that you and I went to Qikiqtarjuaq and the community was quite concerned about their Nurses.

We appreciate having community Nurses and I don't want to put them down. As we all know that the Nurses who come from outside of Canada do not properly service the residents of the community in some areas. They don't send out patients who could have been diagnosed with terminal cancer.

I was wondering if your Department had reviewed the situation and how we can improve these situations. Thank you.

**Speaker:** Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. Mr. Speaker, I appreciate hearing the Member's statement earlier concerning the incorporation of Inuit traditional knowledge in healthcare and healthcare practices. They were possible, as I said earlier in the Gallery today that we do have our Inuit Qaujimagatuqangit Specialist. I believe that the Department of Health and Social Services was the first Department to have someone appointed to that position.

We are reviewing how we can incorporate IQ within the delivery of healthcare practices. Keeping in mind the regulatory, the Legislative, as well as the licensure issues that surround Healthcare.

Specifically on the Member's question, Mr. Speaker, there are two Inuit Nurses right now that I am aware of working in the North. We actually have one in Arviat. There is one, I think that she just came to see me in my office last week here in Iqaluit, who just went to Yellowknife, and there is one Inuk doctor working. We have had some conversations with that Inuk doctor about maybe helping us out logistically and administratively. So we are in exploratory talks that way.

Specifically on how we deal with some of the issues around evaluation of staff. That is done through the regular channels and processed through Human Resources as well as through the internal reviews done by the Department.

I appreciate the Member bringing the issue forward. Maybe over the next several days, we will have an opportunity to discuss this in detail. How we can incorporate IQ within the Healthcare system.

There are many ways of doing that. For example, issues of mental health that the Member was talking about before, family violence issues. Today on the radio you may have heard about the issue of sexually transmitted diseases, we are at eight times the National averages. These are very important issues that should be discussed in a public forum like this. This gives us an opportunity to do that. Thank you, Mr. Speaker.

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

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Speaker. I would like to thank the Minister for responding to my question. I did not think that he could answer my question. Also he did respond to part of my question in regards to recruiting nurses from outside of Canada.

Many times we have heard that we have the highest of this, or the highest rate of this or that in Canada. Our population is 28,000 and other countries they say that the other countries have lower rates. I don't understand the rating of Nunavut. It seems like they are just putting down the Inuit people.

Having to recruit nurses from outside of Canada, are they certified? Do they have proper licensing? As the Minister for Health, I know you received correspondence from the residents out there who are quite concerned about the health of the people.

That correspondence has been cc'd to me. I was wondering if the nurses from outside of Canada are certified in dealing with Inuit? For example, at my community level I go to the nursing station and at that time I should have gone to my appointment outside of my community.

So, do these nurses know when these patients need to go out? Thank you, Mr. Speaker.

**Speaker:** Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. Mr. Speaker, all health care related fields in Nunavut have to pass the licenser program. They have to be registered; they have to be able to practise in Canada.

There are regulations and legislation and so on in place. That is the case in Nunavut and all practising nurses, RNs, BNs and LBNs are registered and licensed to work in Nunavut and are qualified to do so.

Mr. Speaker, on the issue around the rate, I think the member has made a good point. Mr. Tootoo, in his statement just said that Nunavut has the highest rate of donors for

contributions and so on for support of volunteer organisations and donations, even though our population is small.

So how that works, Mr. Speaker, is on per capita. If I could be allowed for just a second to try to explain a ratio. It's like this Mr. Speaker, on the general population, they usually use figures of 100 thousand. So, if there are ten people who have tuberculosis out of the rate of 100 thousand, you divide that.

In Nunavut's case, we only have 29 thousand people. If we have five people out of 29 thousand people, then that would be four times the national rate. That's how it works. Not that we have more but when you compare the general population, the ratio is higher.

So the per capita amount ratio is higher. So the per capita amount is factored in. Just in the case as Mr. Tootoo's statement where we have the highest rate of contributions and so on and donors.

So, I hope that helps answer the member's two questions. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Picco. Oral Questions. Supplementary. Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Speaker. I apologise. Just to ask another question.

Some people who have repeatedly gone back to the health centres for their health problems are not sent out to be examined or diagnosed where they have the proper facilities in the bigger centres.

Do they have to wait that length of time before they can be sent out for observation or diagnosis? Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. Earlier the member had said he had provided to me several letters from constituents from Qikiqtarjuaq and Kangirtugapik and Mr. Speaker, I want to compliment the member for indeed, making sure that letters from constituents are brought forward to the minister's office. He's done an excellent job on that.

Mr. Speaker, health is not an exact science. When you go to see a doctor and you have a pain in your head, or a nurse and they try figure out what the problem is. They will give you a painkiller; they will ask what has happened in the last two weeks. Have you struck your head?

Have you been having recurring head aches? And by process of elimination, the medical professionals are able to deal with some of the issues surrounding the diagnosis. So in the

case, like the member was saying when you don't send people out immediately, some times the nurses or the doctors have to make that diagnosis.

That's made on the best information that's been made available to them. At the same time, where a diagnosis needs to be expedient, in that case, Mr. Speaker, where the illness or the circumstance may be life threatening, then all cases the hospital or the nursing station staff, the medical staff are expeditious in putting a plan in place to make sure that the patient is taken care of.

If however Mr. Speaker, the member is aware of something that has occurred, where someone was not expedient or a patient was not taken care of, if the member would make that available to me, in written form, so that I could take it forward then I would do that. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Picco. Oral Questions. Final supplementary. Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Speaker. There was a person who went to our community who worked on national news and I'd like to raise another question because he mentioned that they need papers in order to work in Nunavut.

So for example, traditional medicine is not recognized as effective, it's not recognized like having papers in order to work in the medical field because of the fact that it's not recognized internationally or in Nunavut. I wonder if this will be looked into so we would be able to utilize it more in the future. Thank you, Mr. Speaker.

**Speaker:** Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. Mr. Speaker, what we've tried to accomplish in the last 6 months is actually incorporate more traditional knowledge and Inuit Qaujimagatuqangit. A good example is the birthing centre in Rankin Inlet; we're trying to bring forward traditional practices of midwifery.

Mr. Speaker, just recently, the Government of the Northwest Territories has been in the process of bringing forward legislation on midwifery. That is something we might be able to do in incorporating traditional practices.

So I would suggest to you Mr. Speaker, some of the concerns the member has raised are being addressed but at the same time the formalization of traditional knowledge, whether it be in the health field and so on, needs to be put in place by each department.

I would suggest to you Mr. Speaker, with the able ministerial leadership of Minister Anawak, he has made that a priority over the past several months in the Department of Culture, Language, Elders and Youth and that will help facilitate the incorporation of more traditional knowledge in every department of the government including Health and Social Services. Thank you, Mr. Speaker.

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

**Oral Question 263 - 1(6): Starting Age for Children to Attend School**

**Mr. Nutarak** (interpretation): Thank you, Mr. Speaker. I'd like to ask the Minister of Education, we inherited the Education Act from NWT and we are still using that. I'd just like an update for an example, if a child is turning six December 1, they have to go to school when they're still 5 years old even before they turn 6.

I would like clarification how they arrived at the rule that they have to be in that school year if they turn six. Thank you.

**Speaker:** Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. First of all, I want to be very clear on the Education Act. I will not comment on the review that was done on the Education Act and the age, pretty soon it'll be December, just to use it as an example, if they're going to turn six, that year, while they are still 5 years old; they go to school in the fall. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Supplementary, Mr. Nutarak.

**Mr. Nutarak** (interpretation): Thank you, Mr. Speaker. As I said, sometimes I noticed that they go to school even at four years old. So I want further clarification. Where did this come from? Where did it originate? Thank you.

**Speaker:** Thank you. Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. The question my colleague is asking in regards to pre-school or children who actually go to school. I can only give him the same answer. If they're five years old turning six before December then they have to go school. Thank you.

**Speaker:** Oral Questions. Supplementary. Mr. Nutarak.

**Mr. Nutarak** (interpretation): Thank you, Mr. Speaker. My question was, this winter when they're four years old they have to go to pre-school? Thank you.

**Speaker:** Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. I can only go back to the same response that I gave you. Up to now, under that act, if they're turning six this year, then they have to go to school in the fall.

Mr. Speaker, to clarify again, maybe on the other question that he raised, I can't really make a comment on that at this time. Thank you.

**Speaker:** Oral Questions. Supplementary. Mr. Nutarak.

**Mr. Nutarak** (interpretation): Thank you, Mr. Speaker. I'm not talking about reviewing the act; I'm talking about every day children who get up in the morning to go to school. I'm wondering if the starting age is younger now. Thank you.

**Speaker:** Minister.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. This has always been the case. If they're going to turn six in that year, then they have to start school. We don't have any other acts that state otherwise.

I want to make it clear that in the Education Act it states that. Thank you.

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

#### **Oral Question 264 – 1(6): Naujaat Challenge - Tabling of Nunavut Economic Development Strategy Report**

**Ms. Williams** (interpretation): Thank you, Mr. Speaker. I have a question directed to the Minister of Sustainable Development. The Naujaat Challenge Document which was produced promised that a Nunavut Economic Development Strategy would be published this month.

Can the minister tell us whether he will be releasing this strategy on time?

**Speaker:** Minister Akesuk.

**Hon. Olayuk Akesuk** (interpretation): Thank you, Mr. Speaker. I appreciate her question in regards to the Naujaat Challenge Document.

The strategy that we're working on, at this time it's being worked on but the document, I still have to give it to the Cabinet. After I table it to the Cabinet then I will table it here after the Cabinet knows about it. Thank you.

**Speaker:** Thank you. Ms. Williams.

**Ms. Williams** (interpretation): Thank you, Mr. Speaker. This is very well written and it says it'll be published or it will be released in November, when in November will it be tabled? Thank you

**Speaker:** Minister.

**Hon. Olayuk Akesuk** (interpretation): Thank you, Mr. Speaker. The document that we were working on, it requires quite a bit of work and after I table it to the cabinet it may be

a little late, I can't tell you exactly on what date it will be. It has to be approved by the cabinet.

We have said that NTI and the Nunavut Government and Federal Government will be meeting in Rankin Inlet, called Sivumut and we will have to carefully plan this; so that was one of the drawbacks.

The Naujaat challenge, especially when our government can't do this strategy single-handedly, we have to consider that content and we have to plan the meeting in Rankin Inlet to know how it will affect us. So it has to go through that. Thank you

**Speaker:** Oral Questions. Ms. Williams.

**Ms. Williams** (interpretation): Thank you, Mr. Speaker. Due to his lengthy response I wasn't too sure, but I would like to ask - because it's already the month of November, will it be next month or could it be before March or when? Thank you

**Speaker:** Minister.

**Hon. Olayuk Akesuk** (interpretation): Thank you, Mr. Speaker. This has to be carefully written and I can say now that it can't be done this month before we review it, study it and we don't want to do a rush job on it, because there are still some items that have to be put in there as to what strategy we should use.

So it needs a careful planning, I can say it won't be released in November maybe at our next meeting it will be released. We have to be very careful and make sure that the content is thorough and correct. And we don't want to work on it in a rush, if we try and release in a hurry then we will definitely have mistakes in there and we don't wish to do that. Thank you

**Speaker:** Oral Questions. Supplementary. Final supplementary. Ms. Williams.

**Ms. Williams** (interpretation): Thank you, Mr. Speaker. We don't want to see just a draft or something we are just anxious to see the strategy. Mr. Speaker I would like to ask the minister again, up to now, how much has the Department of Sustainable Development used, how much have they used from the Nunavut Economic Development strategy up to today? Thank you, Mr. Speaker.

**Speaker:** Minister Akesuk.

**Hon. Olayuk Akesuk** (interpretation): Thank you, Mr. Speaker. We give out different kinds of funding, there are community initiatives, BDF, and different grants and funds, that we give to the communities. Maybe I will give her the information on the breakdown of how much has been used instead of just one amount. I will give her a breakdown of the funds that are available, that are slightly different. So, I'll give her that breakdown and see how much her constituency has used. Thank you, Mr. Speaker.



**Speaker:** Oral Questions. Mr. McLean.

**Oral Question 265 – 1(6): Number of Hamlets in a Deficit Situation**

**Mr. McLean:** Thank you, Mr. Speaker. Mr. Speaker, my question today is to the Minister of Community Government & Transportation.

We're going into our fourth anniversary of Nunavut Mr. Speaker, and things should be rolling right along. The department recently announced training initiatives and they've had many meetings on how to make the hamlets operate more effectively.

Could the minister let this House know how many hamlets are currently in a deficit situation as of today. Thank you, Mr. Speaker.

**Speaker:** Minister Thompson.

**Hon. Maniok Thompson:** Thank you, Mr. Speaker. There are quite a few hamlets that are in a deficit situation in the territory. I couldn't tell you what the numbers are but there are some in each region that are in a deficit situation. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Supplementary. Mr. McLean.

**Mr. McLean:** Thank you, Mr. Speaker. I know there are probably a few and I'm sure the minister will get back to me on how many are in a deficit situation. Under the old hamlet act, section 138 of the Hamlets Act, it states that hamlets shall not carry a deficit for more than one year.

Are there many of these hamlets that are carrying multi-year deficits? Thank you, Mr. Speaker.

**Speaker:** Minister.

**Hon. Maniok Thompson:** Thank you, Mr. Speaker. I don't have information in front of me right now but I will certainly get it to the member next week or as soon as possible. Thank you, Mr. Speaker.

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

**Mr. McLean:** Thank you, Mr. Speaker. I have to commend the finance minister for tabling his capital plan budget figures and you know they're under scrutiny in the south but because believe it or not we're the ones that have to keep the government accountable.

Like I say, I commend the minister for tabling this stuff in the house because we have to go through the business plan and budgets and things like that and as MLAs we are

responsible to our constituents in our communities and each municipality gets its funding directly from the Government of Nunavut. We hear all the time that every municipality needs more money to run their day to day operations and this new Hamlets Act coming out should help them with their day to day operations.

Does this government, does the Department of Community Government & Transportation have plans with these hamlets that are now in existing deficit situations or any kind of debt recovery plan and is the department working with them to see that they don't run these multi-year deficits even deeper. Thank you, Mr. Speaker.

**Speaker:** Minister.

**Hon. Maniok Thompson:** Thank you, Mr. Speaker. We are doing everything we can to assist the communities with their debt recovery plans and my staff are always available to the municipal governments in the territory. On top of that I have also asked my staff to do evaluations and monitoring and assist the hamlets that may be having problems with their operations in their offices and see where we can help them out.

So, yes, Mr. Speaker we're doing everything we can to help the municipal governments to be financially stable. Thank you, Mr. Speaker.

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

**Mr. McLean:** Thank you, Mr. Speaker. Mr. Speaker, the minister said that she would make that information available to the members. And it's not something that I take lightly. I think when a municipality goes into a deficit situation it's a serious issue.

I know the minister has capable people in her department and she's going to give us that information. When she does give that information Mr. Speaker, would she provide that to the Members of the Legislative Assembly on how much each hamlet is in deficit and how much each hamlet is in a surplus situation? Thank you, Mr. Speaker.

**Speaker:** Thank you. Ms. Thompson.

**Hon. Maniok Thompson:** Thank you, Mr. Speaker. We will do that. Thank you.

**Speaker:** Thank you, Minister. Oral Questions. Oral Questions. Mr. Havioyak.

### **Oral Question 266 - 1(6): Promotion of Inuinnaqtun Language**

**Mr. Havioyak:** Thank you, Mr. Speaker. My question is directed to the Minister responsible for Department of Culture, Language, Elders and Youth.

(interpretation) As I had stated in my Member's statement, I would like to ask the minister in terms of the Innuinaqtut language, both written and verbally, how would we be able to promote our Innuinaqtut language?

Take for example Kugluktuk and Cambridge Bay; the residents would like to see more promotion. Thank you, Mr. Speaker.

**Speaker:** Minister Anawak.

**Hon. Jack Anawak** (interpretation): Thank you, Mr. Speaker. As we all know, the people of Kugluktuk and Cambridge Bay speak Innuinaqtut, the money that we want to access for Inuktitut languages, that is what we want to use the money for.

I would like to inform the member that Innuinaqtut language is very important to us as well. As I mentioned in my minister's statement, there's an agreement that the Government of Nunavut has to be accountable to the people of Nunavut, whether it be in Innuinaqtut, Inuktitut or French and English.

We have wanted to have our languages promoted in Nunavut and when we talked with the people in Ottawa, we told them we wanted Inuktitut to be visible, in particular, the Innuinaqtut language. But I would like to inform the member that we will be talking about wanting more promotion of Inuktitut for those people that speak Innuinaqtut. That's what we want to do. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Supplementary. Mr. Havioyak.

**Mr. Havioyak** (interpretation): Thank you, Mr. Speaker and Minister Anawak. Thank you for your response. This is a need that I've been stressing since the first day we became MLAs.

Aside from that, I would like to also ask the minister, as you know we have a language bureau through the Department of Culture, Language, Elders and Youth in Kugluktuk who do the translations.

Is the staff in the Language Bureau in Kugluktuk adequate? Are there enough staff to work on these translations? Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister Anawak.

**Hon. Jack Anawak** (interpretation): Thank you, Mr. Speaker. They are starting to keep up with the translations in Kugluktuk at the Language Bureau. I would like to inform the Members of the House that we have just hired two extra translators. I am not sure what their names are. I am sorry that I have forgotten their names.

Perhaps I will be informing my colleagues and the Members of the Legislative Assembly that if they are going to be sending out correspondence from the Government, and from the Members that they have to be translated. Maybe because the staff is new and they don't realize that you cannot just send the English correspondence, it has to be translated first either in Inuktitut or Inuinaqtun.

I am informing my Cabinet colleagues and the Government that Inuktitut and Inuinnaqtun has to be written in the correspondence of the Government. That will be our priority. I know that the Language Bureau is a little bit behind on their work and they will be able to pretty soon do more translation to catch up. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Supplementary. Mr. Havioyak.

**Mr. Havioyak** (interpretation): Thank you, Mr. Speaker. Thank you for your response. I also want to find out, just to use this for an example, the Education Act which has not been agreed to yet, the Education Act, has this document been translated? If it has, how much further work does this document need to be translated? Thank you, Mr. Speaker.

**Speaker:** Minister.

**Hon. Jack Anawak** (interpretation): Yes, thank you, Mr. Speaker. I am not really sure how far they have gone so far in the translation of the Education Act into Inuinnaqtun and I will find out for the Member. I will tell them to give it a priority. I will make sure that as soon as we take a break that I will inform them to make sure that they make the Education Act translation into Inuinnaqtun a priority. I will make sure that everything that has to be translated into Inuinnaqtun is done at the appropriate time.

Perhaps because we were short staffed, we were not able to do that. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. Oral Questions. Supplementary. Final supplementary. Mr. Havioyak.

**Mr. Havioyak** (interpretation): Thank you, Mr. Speaker. Just on that I will raise another question in terms of the documents that came from the Federal Government, the Nunavut Government, as well as from the Hamlets. My question is in regards to our Member of Parliament. Have you been actively working with our Member of Parliament in regards to the Inuinnaqtun promotion of our language? Thank you, Mr. Speaker.

**Speaker:** Minister Anawak.

**Hon. Jack Anawak** (interpretation): Thank you, Mr. Speaker. When the Government of Nunavut has to send a document or correspondence, we want it written in Innuinaqtut and Inuktitut.

In regards to the Member of Parliament in Ottawa, she has her own mandate although we can encourage her to have those documents that are sent to make sure that they're translated to Innuinaqtut and Inuktitut.

We also include Sheila Coppins and Nancy Karetak-Lindell when we want Inuktitut and Innuinaqtut to be promoted. There's also a living dictionary that is in Inuktitut and Innuinaqtut. We have promoted that literature as well.

We will have it advertised in Innuinaqtut and Inuktitut. What we have said to the Government of Nunavut is if you're going to send correspondence to the Kitikmeot Region, either Kugluktuk or Cambridge Bay, that it has to be translated into Innuinaqtut and it has to be in English, but translated as well. Thank you, Mr. Speaker.

**Speaker:** Thank you, Minister. The members will note that question period is now over. Item 7. Written Questions. Item 8. Returns to Written Questions. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Petitions. Item 11. Reports of Standing and Special Committees. Item 12. Reports of Committees on the Review of Bills. Item 13. Tabled Documents. Mr. Picco.

### **Item 13: Tabled Documents**

#### **Tabled Document 049 – 1(6): Anti-Tobacco Calendars that Feature Student Artwork**

**Hon. Ed Picco:** Thank you, Mr. Speaker. Mr. Speaker, it gives me great pleasure to table today the Multilingual Smoking Calendar that Patricia Desousa from Nunatsiaq News and Carlene Arreak from CBC have been waiting for a long time.

Mr. Speaker, as Mr. Haviyok has mentioned, this calendar is trilingual, in Inuktitut, English and Inuinnaqtun. I think that's a very good asset for us in our schools. With the support of Minister Kilabuk, we'd like to table this today and if anyone needs a copy, contact the Minister's office here in Iqaluit. Thank you, Mr. Speaker.

*>>Applause*

**Speaker:** Thank you, Mr. Picco. Item 13. Tabling of Documents. Item 14. Notices of Motions. Notices of Motions. Item 15. Notices of Motions for First Reading of Bills. Premier Okalik.

### **Item 15: Notices of Motions for First Reading of Bills**

#### **Bill 22 – An Act to Amend the Securities Act - Notice**

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Mr. Speaker, I give notice that on Monday, November 25, 2002; I shall move that Bill 22, An Act to Amend the Securities Act, be read for the first time. Thank you, Mr. Speaker.

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

## Item 17: First Reading of Bills

### Bill 21 – An Act to Amend the Labour Standards Act – First Reading

**Hon. Paul Okalik:** Thank you, Mr. Speaker. Mr. Speaker, I move, seconded by the Honourable Member for Rankin Inlet North, that Bill 21, Amendment to the Labour Standards Act, be read for the first time. Thank you, Mr. Speaker.

**Speaker:** Thank you, Mr. Okalik. The motion is in order. All those in favour? All those opposed. The motion is carried and Bill 21 has had first reading. Item 17. First Reading of Bills. Item 18. Second Reading of Bills. Second Reading of Bills. Item 19. Consideration in Committee of the Whole of Bills and other Matters. Minister's Statement 72-1 (6) and Bill 18, with Mr. Iqittuq in the chair.

Before we proceed to the Committee of the Whole, we'll take a break. Sergeant-At-Arms.

>>House recessed at 3.35 p.m. and resumed at 4.00 p.m.

### Item 19: Consideration in Committee of the Whole of Bills and Other Matters

**Chairperson** (Mr. Iqittuq) (interpretation): Thank you for coming back. We can start our Committee of the Whole meeting.

During our Committee of the Whole we'll deal with Bill 18 and Minister's Statement, 72-1(6). What is the wish of the committee? Ms. Williams.

**Ms. Williams** (interpretation): Thank you, Mr. Chairman. We would like to start off with the review of Bill 18 today for the Department of Education. Thank you, Mr. Chairman.

**Chairperson** (interpretation): We'll still deal with Bill 18. Are there introductory comments? Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman and members. I'm very pleased to be here today to discuss the 2003, 2004 budget of the Department of Education for Capital Projects.

As is stated in the Bathurst Mandate and as this budget emphasizes, education is a priority of our government. Mr. Chairman, the continued focus on education for Nunavut students of all ages is a major key to success for Nunavut. The Department of Education's Capital Budget for 2003/2004 is a strong budget with total expenditures of \$23 million 985 thousand dollars. This budget will allow the department to take on 18 projects, which includes four new projects at the planning or design stage.

Over the past three years my department has developed and refined a comprehensive data base on our school facilities. This data base allows my department to set the priority for

each project based on rankings of the current facilities, condition, utilization, and program requirements.

My department has also gathered information from hamlets, district education authorities, school operations, and Nunavut Arctic College staff and staff within the Department of Public Works and Services as a fundamental part of developing, managing and refining our Capital Plan.

Mr. Chairman, this department is moving forward. This proposed Capital plan includes new schools and new additions, new Arctic College facilities and a territorial library facility. This plan will ensure that the residents of Nunavut have the best available educational facilities that this government is able to provide.

Mr. Chairman, the Capital Budget of the Department of Education has expanded significantly since the creation of Nunavut. Construction will continue or be completed in the communities of Cape Dorset, Hall Beach, Resolute Bay, Cambridge Bay, Kugaaruk, Arviat, Baker Lake and Whale Cove.

We are also proposing continued vigorous planning and design work for future projects in several other communities including Iqaluit, Rankin Inlet, and Sanikiluaq.

Mr. Chairman, as strong as our capital budget is, the demands and the challenges that face education in Nunavut are equally large.

Our challenge has been to address current needs, as well as addressing deferred and delayed projects.

This government has been supportive and aggressive in this challenge and task. We are moving forward and my departmental capital plan for the next five years will make a great difference in our education infrastructure across Nunavut.

I also want to emphasize before ending my remarks that the delivery of the capital plans remains focused on delivering projects and not budgets to our communities.

With limitations of funding it is crucial that we all understand this fundamental management approach that best delivers the most projects to the most communities in the most expedient manner. I have been encouraged by my colleagues who have supported the required budget transfers within the education capital budget within the past year.

Mr. Chairman, I am pleased to be available today to discuss the Department of Education capital budget for 2003-2004. In summary, I commit to make every dollar go as far as it can and adding additional educational facilities that will contribute to this government's investment in the educational process. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you Mr. Kilabuk for your introductory comments. Do the members agree that the minister's officials can be asked to go to the witness

table? Minister Kilabuk, you may invite your officials. Thank you for going to the witness table along with your officials. Could you introduce your officials please, Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. To my left Tom Rich, Deputy Minister for the Department of Education and Lorne Levy who is our Capital planner.

**Chairperson** (interpretation): Is the committee Chairperson ready to do his opening comments? Mr. Nutarak

**Mr. Nutarak** (interpretation): Thank you, Mr. Chairman. As the Chairperson of the Standing Committee on Health and Education, I'm very pleased to have this opportunity to make some introductory remarks as we begin deliberations on the capital budget for the Department of Education.

The Committee on Health and Education appreciated the opportunity to have an in-depth review of the department's draft capital in September. The Department of Education has been allocated over 60% of the Government of Nunavut's capital spending for 2003/2004.

The committee continues to support this investment in Nunavut's future and the future of our children. The committee notes that the total of \$300 thousand dollars has been identified for minor capital projects.

Recognising that further anticipated costs may arise due to health, safety or other such requirements, members encouraged the minister to be more consultative and transparent in determining the allocation of these funds.

The members have noted that the purchase of school buses will be addressed as distinct and separate capital projects in the future. The standing committee has continuously raised the concern that amounts allocated for projects often differ widely from the actual costs.

In some cases, this is due to cancellations, deferrals or unrealistic estimates. However, the minister has recently indicated that the management approach and efforts to expedite projects has resulted in adjusted time frames which in turn lead to the transfer of funds within the department's capital budget.

While members appreciate the effort to adequately schedule and complete projects, it was felt that the future costs of planned projects as well as projects currently underway should be more accurately reflected.

For example, one project appeared to have dramatically increased the total budget between 2002/2003 and 2003/2004. Members were satisfied to learn that the changes



were the result of the project's timeline being adjusted as well as modifications to the plan in order to incorporate the department's new development centre.

Members look forward to hearing the full name for this program area. The committee urges the minister to keep members informed at the earliest possible time of future project planning directions and reprioritisation of capital projects.

The members of the standing committee support the department's investment in Nunavut Arctic College's student accommodations. These facilities will allow individuals from other communities to finally take advantage of the programs offered.

At the same time, members stress that there are individuals in all communities who wish to upgrade their skills while remaining in their home community. Members were pleased to note that the minister will consider partnership opportunities with hamlets, community based groups, or within existing school projects to establish or upgrade existing community based learning centres.

Mr. Chairman, that concludes my opening remarks. I'm sure that the individual members will have questions and comments as we proceed with this. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you, Mr. Nutarak. I will allow the members to make their opening comments for 10 minutes before we start the questions. Are there general comments? Mr. Havioyak.

**Mr. Havioyak** (interpretation): Thank you, Mr. Chairman. I would like to thank the minister and his officials. I've been bringing this topic up every time we sit in the house.

Also, I guess the officials must have heard my comments from time to time also - but for those people who want to upgrade their education there are no institutions or facilities where they could go. There are a lot of opportunities out there like for instance, there are mining companies. People could go out there and take some kind of training.

If the individuals are not trained properly they're not going to be qualified for any opportunities to get a job. But if these individuals are trained properly they can get jobs in the mining industries. But if there is a lack of institutions for training people it's going to be very hard for these individuals to train themselves or train somewhere else.

If we don't train these people, there are not going to be many people that train to work in mining. Okay, for example, I guess you are aware that the mining companies would like to help the communities and train the people in the communities.

I would like to see all kinds of training opportunities Nunavut-wide not only in Kugluktuk, wherever in the communities because this would be very beneficial to the Nunavut beneficiaries if the government and the mining industries work together and these younger people would begin to start training for their jobs.

But if there is no training or any institutions for training these people won't be able educate themselves for the jobs that they want. I think in this way we could go forward. For example, there some people training with DIAVIK and some people training under hamlets but we need some funding for these people.

I just learned last week when I went to go visit these employees of DIAVIK, I just learned that there are seven of them needing training out of eight people. But these people are not training in mining in DIAVIK because there are training opportunities there but there is no place there for them to take the training for these jobs. If there were it would be great for these people. I want to see some of these training opportunities developed with the mining companies.

These people like to take training right at home because when they have to go some place out of their community they tend to go home without completing their training. But if they train right at home they will complete their training. That's why these mining companies are encouraging these individuals to train either right at home or in Diavik for instance.

Looking at the capital estimates, let's use Kitikmeot for example. Like in Cambridge Bay, does it have accommodations for these students? If the people are going to Cambridge Bay from other communities and if they don't have any accommodations, where are they going to stay? Are they going to go somewhere else for their training? Like I said earlier, when they go to other communities or other places for training, they end up quitting and go home. Looking at this, they're going to be sending people that want to take some kind of training for the job; they're going to be sending them to other communities.

What I would like to see is these people training right at home instead of sending them to other communities. This way they can complete their training courses if they take their training courses right at home instead of going to other communities or being sent out somewhere else or outside Nunavut.

Like I said earlier, I would like see some kind of institutions in the communities or maybe in the regional centres that would have an opportunity for training in their own region. There are a lot of young people that don't have jobs and they have nothing to do, they just walk around. Why is that?

Because a lot of students, young people don't have anywhere to go or they don't have any training centre to go to become educated and these individuals want to upgrade their education as well but there are no facilities or training institutions for them to go to. This is why there are a lot of people not taking training that they need.

I would like to see the government push for this in Inuit communities instead of sending them outside of Nunavut or to other regions. That's about all. That's the only comment I want to make Mr. Chairman. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you. Mr. Arvaluk, you have 10 minutes.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. In regards to the minister's opening remarks, you can see the contents in the last paragraph. We're all aware how full the schools are and what condition they're in.

The second paragraph it states that they are gathering information from the Hamlets, District Education Authorities, School operations, and Nunavut Arctic College staff to refine the plan. If I was to phone Coral Harbour and call the DEA, is that what you do? They have to agree because you already gave that information in the House.

My general comment looking at the Capital Estimates, for example, for Hall Beach there will be an addition. I would just like to state that as an example, Hall Beach there is an addition. I believe it was the goal of the Government, I wonder how we can address the overcrowding the school in Arviat. There are so many hundreds of students and they were running out of room.

Hopefully Education's goal is not to overcrowd the schools and I am happy to say that Arviat will have a separate building for a school. I want you to be aware of this. Inuksuk High School will be renovated up to \$19 million. I wonder if we can build another building with a recreation facility like a base-ball diamond, can we not we build another high school with that \$19 million?

When we are done, maybe we will be able to sell the present Inuksuk High School. I am wondering if we would save more if we build a new one and sell the present Inuksuk High School. The reason I am saying this is to look within the 2004-2005 five year capital plan just to be considered. Even though it has been agreed upon in the House I am sure that you can find some other route to how you can spend less money.

Those are my general comments on the Capital Estimates. The present High School, it would be good to have it renovated, but there is no recreational leisure area. Students in high school they are very active, they like to play football or baseball and nothing like that is close to the present high school.

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

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. Looking at the Minister's introductory comments. It is very similar to my colleague's comments from Nanulik. It states that the Minister is aware of all the problems that exist in the communities with the schools. They get no information from the Hamlet and DEA. It is just putting on a pretty outlook so it will look good within the Five Year Capital Plan Estimates.

It is very nice to see the breakdown, and some communities are listed as to what they will do in those communities up to 2008 and within the five year capital plan it's very appealing to look at. But in reality it seems like we're just trying to satisfy the community District Education Authorities that it seems to serve just those, looking at the introductory

remarks that the minister makes the capital plan up to 2008, the way I see it, I raised the question a number of times, for my community, Qikiqtarjuaq.

They have planned for two years, and they been asking to have their school to have a school addition in Qikiqtarjuaq and I don't see it in the five year capital plan.

I wonder about the addition that they are requesting and I've been told that they are in the planning stages. I don't think they are telling me the truth because I don't see it here in the capital plan. I'm very happy that one of my communities, Clyde River has received an addition and I am very happy about that. But the other question I kept raising and it's not written in the capital plan and I already heard that it was being worked on.

Those are my general comments and I will be raising some questions when we start questioning the minister but I like to emphasise again that students who are graduating grade 12, we celebrate their graduation and we even go the different communities to attend the graduations, but not all of them are successful in obtaining jobs.

Some graduates when they are finished, when they graduate they seem to find more problems or obstacles that they have to overcome within their schools because a lot of times they go to a secondary school, they find it too difficult and we use a lot of money on this. Especially for the last three years especially since Nunavut, those students who attend school outside of their community up to six months when you're a young person it's very hard, and they have to adjust their lifestyle.

Also when you're a teenager we all know, we want to be free, but there are obstacles that we have to overcome. For myself I have learned from my mother and father things that I had to learn from them but I have found them to be difficult even when they are not. No wonder those students who go to school outside of their communities have to adjust their lifestyle and be more responsible. Even though they're training to obtain a job, maybe the teacher or instructor is not doing their jobs so they are just sent back home. This should be emphasized again and those students who are finishing school in their community, they should take more vocational training so they'll be capable of obtaining a job because in the present system there is no vocational training in high school, they only do basic academic schooling.

They don't get any kind of vocational training. Even though they had finished grade 12, a lot of them are not successful in obtaining a job and we have to find options how we can solve this problem.

This is very important for the department, for the community, and to us and I know they work really hard to produce this and I'm in full support of these. I support the intentions of these even though I might be talking as if I'm opposing it. But I'm just vocalizing the concerns; the problems that I see exist.

So, I hope to see a better transition for them in the coming years. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Next is Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Chairman. I'll make a brief comment in regards to the Department of Education in Nunavut to the Minister and his Deputy and the planner.

Welcome to the Assembly. I am aware that young people are our future so we are trying to provide for them and to train them. We have confidence with the Department of Education that they will prepare our young people to be leaders and they should see the world will be open and we'll to see it and our children when they become teenagers.

When they're aiming for grade 12 they are happy knowing that they will be self-sufficient once they finish their education and they will be able to help their parents to the best of their ability from what they had learned in school from kindergarten up to grade 12.

They work really hard to get to that status and we the parents feed them and clothe them and parents also work really hard to provide for their children, encouraging them to stay in school and occasionally the schools require a lot of assistance from the parents because a lot of times the teenagers get pregnant even though they are young themselves. This is our life and it gets hard trying to rear children. And the parents also work really hard and go through difficulties and so do the students.

So, your department is very important because you're trying to provide a better future for our children. Not just you, as parents, we are also responsible and should support the plans that you are producing.

If we see that there might be problems, we should be the ones to alert you for you to correct them. Mr. Chairman, in my community, I have observed and I've been and the minister knows himself, that in one of my communities, just before he went to my community with the Deputy Minister, in Taloyoak, they've been asked by the hamlet because the graduates want to know what other training is available. Or to simply ask them if they're aware that they've graduated.

During my term as a Member of the Legislative Assembly, I have heard this. And those graduates, when they finish grade 12, for example, Nunavut Sivuniksavut in Ottawa, people would apply in limited numbers, a lot of students were turned away.

Maybe the department can help with that and the Member for Hall Beach and Igloolik of the Legislative Assembly mentioned heavy equipment operators or airbrakes, maybe even to Sustainable Development, education, I think they should make us more aware.

As I stated earlier it's very difficult to try and complete grade 12 and those students who finish grade 12, they shouldn't be recognized just in the community, they should be

recognized by the ministers as well so they won't get discouraged and be more encouraged to get more training before they get older.

Mr. Chairman, what people are asking, the students are asking in the community, they go out on the land to learn environmental skills and they have been trained but there's always an obstacle especially when it comes to providing insurance. Particularly for the smaller communities and this problem that's getting in the way.

It seems to be preventing them from learning the survival skills, that's all I have to say Mr. Chairman.

**Chairperson** (interpretation): Ms. Williams.

**Ms. Williams** (interpretation): Thank you, Mr. Chairman. I have a brief comment. We went to Clyde River; we saw a nice school that was being built. It was very nice to see, for my constituents in Grise Fiord it is completed, and it's a nice school. I expect that the school in Resolute, because they know the District Education Authority, the kindergarten class would go to what used to be a community hall, so they'll be expecting an addition. I very much appreciate the fact that there will be an addition to the school when we know they need schools in every community and sometimes in some communities there are more than one school.

And I just wanted to say that our children should be in the best building, it seems to be at the discretion of the minister because there's a minister and his staff and a number of staff and they make good money, I'm sure they decide which schools need renovations or additions.

A lot of times we only get what we ask for, if we're persistently asking for them and that part I can never understand. Why do we have to keep asking in order to get what we want? They should provide good buildings for the schools so they have a good surrounding among them.

On behalf of my constituents I wish to thank the department for the additions. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you. I don't have any more comments from the members. If there are no more comments from members. Mr. Haviyok.

**Mr. Haviyok** (interpretation): I apologise, I had forgotten I was going to add on to my comments earlier. In regards to the students that go to the elementary schools, prior to going to high schools, when the students are preparing to go to high school for example do you have a 35 to 1 student/pupil ratio? During the following September some of these that are preparing to go to high school, the number decreases.

When the students to go high school, we have a big population of students continuing to go to high school but the number of graduates seems to decline. Just to clarify, from my

understanding, perhaps there are things in the plans where you know down the road. These are the types of things that will raise questions just to let you know. Thank you, Mr. Chairman.

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

**Mr. Tootoo:** Thank you, Mr. Chairman. Mr. Chairman, I would like to welcome the Minister and his officers to the assembly once again. I am pleased with a lot of the things the department has done with the capital in this year's and last year's plans. So I guess I wish when we said housing and education are the top two priorities, it's would have been nice to see education still having the most instead of being number two. But I'm sure that they tried. So I commend the minister and staff for at least moving down one notch and hopefully we won't see education moving down further in future years.

Regarding the minister's opening comments he mentioned that their capital budget has expanded significantly since Nunavut was created. They have begun and continue completing projects in a number of communities. I'd like to see more money going towards educational facilities in the communities. Like my colleague from Baker Lake would say, it's no secret that all over Nunavut the lack of classroom teaching space is a chronic issue that needs to be dealt with and I can't stress enough of that. What we have to try and do is to try and improve that situation so that our young people will have a much better opportunity in a much friendlier and easier environment to learn in.

It's pretty tough in some cases we've seen in the last few years of class sizes as high as over thirty. I'm not saying that's the norm but you know when that happens even in the high twenties or mid twenties. I've talked to teachers in all three regions. It's very tough and almost impossible for them to do their job under those circumstances. So I think that by doing the additions and building new schools we have to try and provide as much space as possible.

Then I guess the next thing we'd like to see after that is the teaching positions to go along to fill those places. Hopefully we'll see that coming up in the O&M budget in the spring. And it would be really nice to see the legislation.

The minister also indicated in his opening comments the challenges they face are equally large and if I can touch on those. With the limits in their funding it is critical that they understand the best approach in delivering a lot of projects.

One of the projects we've heard raised in this House by different members and it was an issue that was brought to the members of this House when we had our session in Cambridge Bay, and that's the Nunavut Arctic College student residences.

Unfortunately, the married residence here in Iqaluit that was in the capital plan prior to division is still down the road in this capital plan. I'm just wondering...the Minister of Health & Social Services was saying today or yesterday, I lose track of things when we talk, you kind of lose track of what he's saying, but you know, that they're going to be,

you know with the new hospital coming here, they're going to have to be building or expanding on to the boarding home or the centre where patients stay when they come here for, for the demand on that, they're going to have to look at expanding or building new onto that.

I'm just wondering if you know, maybe some thought be given by the Department of Education with the Minister of Education looking at trying to combine those projects to maximize the use of dollars that we have.

I believe the Minister of Health had indicated, you know, funding for projects that one, for his portfolio would be coming from the Federal Government. So you know, it could be a way of making more use of those federal dollars and allowing our limited territorial dollars and I'm sure you have to fight tooth and nail to make it go a little further.

So, I'm sure that's something that the department can look at working with the Department of Health and Social Services to see if that's something that could be looked at.

Other than that, I don't have too much more than that as far as general comments. Again, basically with it being up there, I wish it was the highest and look forward to some more questions as we go through the detail. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you Mr. Tootoo. I have no more names for general comments at this time. Going to the Capital Estimates. Page 9-4. Any comments or questions? Agreed? Turning the page. Page 9-5, 9-6, 9-7, any questions? Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. There's an agreement in some of the pages that we passed.

In the minister's comments about the five year capital, under 9-6, can I ask a question on page 9-6?

If I'm able to ask a question, it says in 2003/2004 and 2004 up to 2008, I believe in that time, in the other community that I represent, Qikiqtarjuaq was supposed to get an addition to its school. But in 9-6, there's nothing for Qikiqtarjuaq. I just wonder why that is? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you. Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Like I said, just before I answered the question, if you don't mind Mr. Chairman, I would like to thank the members for their opening comments and I just want to let you know that according to the comments that I have heard, that we will be dealing with the main estimates in February or March but I did not agree with the member from Uqqummiut that he figured that we did not include some things that the members have wished for.



Just to let him know that is not the case. And for the question that he just posed to me about Qikiqtarjuaq addition to the school, what we do is we always try to make sure that we are doing our very best to address priorities on capital and making additions and new schools for the communities that need it.

We will keep in mind the communities that are in need most before we go on to the other communities. Sometimes what we do is, whenever there is some funding that comes earlier then we try to get them finished and I just want to tell the member that I will keep the member informed about the communities that he had concerns about.

**Chairperson** (interpretation): Thank you. Thank you for the clarification and I want to apologize but you are not allowed to say the Minister is not telling the truth. Thank you Mr. Minister. Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. Maybe because I'm such an Inuk, I'm sorry, and I apologize for saying the Minister was not telling the truth.

We're just looking at the Capital Estimates at this time, we're allowed to ask questions in this House, and we are allowed to approach the ministers in their offices if we have any questions, whether it might be here in Iqaluit or out there in the public.

I have been asking for a while not in this House but elsewhere whether Qikiqtarjuaq would be considered. Because Qikiqtarjuaq, I feel like I was told that there were plans in place for the addition of the school and I don't see it in the Capital Estimates. That is why I asked the question. Perhaps there will be plans for before 2008 and I would like to apologize to the Minister.

I want to be able to receive accurate information so I don't do any name calling and I apologize. But for the community of Clyde River, I would like to thank the Minister and his officials for being able to provide Clyde River with an addition to the school and to thank him for Clyde River being included in the detail of the Capital Estimates. Thank you.

**Chairperson** (interpretation): Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. What we are doing is we realize that Qikiqtarjuaq has needs too, but there are also other communities that are in need and we will not forget about Qikiqtarjuaq and we will keep a close eye on the Clyde River school addition.

**Chairperson** (interpretation): Anything else, Mr. Iqaqrialu? Mr. Nutarak.

**Mr. Nutarak** (interpretation): On page 9-6 on Qikiqtaaluk Region, at the bottom it's Pond Inlet Ulaajuk School addition and if you turn to page 3-20, in the schedule, under Pond Inlet, for the Ulaajuk School addition and it's planned to 2008.

My question is about the adult education in Pond Inlet; are there any plans in place for the adult education centre in Pond Inlet? Are they going to move it? Or is there going to be a new Adult Education Centre in Pond Inlet? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you. Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Yes, Thank you, Mr. Chairman. Yes, it's the same kind of question as Mr. Iqaqrialu's question in regards to the adult education centre in Pond Inlet.

Yes, we realize that it has to be looked at or replaced or expanded or added on to. But we will consider it in the future. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Chairman. As the minister indicated in his opening comments, the challenges faced in education, especially in the capital area even with this capital budget, I think they're probably bigger than that otherwise they would all be solved in this capital budget.

Looking at the projects that he has listed in here, if you use, you know we're on 9-6, or 7, it lists all of them. The minister had indicated also that they're working towards redoing their or they're always working on their capital plan. Can the minister give us an indication of what criteria they used in establishing the priorities of what projects they're dealing with and how they get put on there?

As opposed to some other projects that may not. Which ones, how are the priorities set and what criteria are used? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): I apologise Mr. Chairman, yes in the opening comments, when I mentioned the issue of priorities, the way we set our priorities - we look at the condition of the school or the building and how they utilize the school or what the capacity of the school is. It also includes what kind of subjects the community would like to deliver. It's not stated here but at this time we're starting to initiate the discussions but today I cannot tell you how it's going to end up.

But by working together, we can consider or discuss the matter of how we can better utilize these facilities. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Chairman. Mr. Chairman, I just wondered if the minister could provide members with what their criteria are. I don't expect him to have it right now but if that's something that he could provide so that when other members go back

and they have questions why didn't this make it on there, we would we have an idea according to the criteria. We should have them and let the constituents know possibly why and why not certain things have been done. I was wondering if the minister could provide that in the near future to the members. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. When we look at standards and criteria to allocate funding for the schools we have to look at the safety aspects and health aspects of the school. But in regards to the member's question on standards and criteria those can be found on our government website. Thank you

**Chairperson**: Tootoo.

**Mr. Tootoo**: Thank you, Mr. Chairman. I didn't catch on, and I'm sure it's not all of the criteria that the minister mentioned that they used in developing their list. I'm just wondering if or how much of a role or factor the idea of forced growth and looking at the number of students in a community and how much the forecasting and projecting for student enrolment are. What type of factor does that play in priority of projects? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. We look at the number of students whether the school is too small for the students, we look at forced growth, and we determine whether they need a new school or not but annually the number of students increase and we forecast the forced growth. Thank you

**Chairperson** (interpretation): Any more questions? Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Chairman. One of the reasons, not the only reason; over the last three years there have been different community consultations on different issues and I remember visiting, I don't know if it was Clyde River or Broughton Island. But in that case they had a just put up a couple of walls in the hallway, just to close off a hallway space to make a classroom. One of the other classrooms they were using was an old storage room with no windows and no ventilation since it was designed to be a storage room, and it was being used as a classroom.

And on the same hand here, and I know it's in the capital plan right now and design stage this year for the Aqsaarnit middle school, that was designed to hold three grade levels, that was the plan, that it was supposed to hold three grade levels. But right from day one, the day it opened it wasn't big enough to handle what it was supposed to handle, I guess in hindsight that was done. But looking at what the demands are, what the needs are, you know it probably would've been heck of a lot cheaper at the time to put the addition or add the extra classrooms necessary at that time, than it would be, now we have to go back go through the whole process again.

Just looking at these additions, new schools, and the criteria that they are looking at in determining the priorities, you know like a commitment from the Minister that these types of things are you know taken as a major factor. Because you know in this case, you know if you look it over the next six it's going to be about \$8 million dollars add on to this middle school here. If that would have been done up front maybe that amount could have been cut in half and that could have been \$4 million dollars that we could have spent somewhere else.

So I'm just wondering if I could get an indication from the Minister as to take a look at these factors and I know that over the 4 or 5 years that there has been all kinds of turnover and capacity problems throughout not only the Department of Education but all the departments. Sometimes it seems like they're just doing more crisis management instead of having the time to do that pro-active planning to try and make the best use of the dollars that we have.

That old saying is maybe if you spend a little bit more now but it's going to save you money in the long run, I'm just wondering if they'll take that type of approach in looking at projects that come up from here on in? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Yes, for the middle school in Iqaluit, I know that's one of the reasons why the problem occurred with the shortage of space. For the planning of that particular school, they had funding but the Federal Government cut back the funding so we had to take some of the classrooms out because the Federal Government had cut back on the budget for the middle school. But also I would like to inform my colleague that the discussions, through the discussions we will keep updating you. Thank you.

**Chairperson** (interpretation): Anything else. Any further questions? Page 9-5. Education. Branch Summary. Corporate Services. Total headquarters, \$300 thousand. Agreed? Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Chairman. Mr. Chairman, Just on that one page I know other members are going to ask question and the other pages that are in there.

Just looking at the projects that they have here and according to the Minister's opening comments, is that a number of these are ongoing projects, either following through with the planning stage, construction stage, and completion stage.

Can the Minister indicate if any of these projects are not new projects in here, if any of them have gone over what was initially budgeted for projects and some of the reasoning which ones they were and why. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman, and also my colleague. The information that we have started from two years ago. I will have to explain some of the details. It would take too long here if I give you the details here. So I would have to reply to you in another form than this. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Mr. Chairman, if the list is too long I'd be worried too if there are a lot of projects that have gone over budget. I think that's something I wouldn't mind knowing and I'm sure all members wouldn't mind knowing.

If we're budgeting a certain amount of projects and they're continually coming in over and maybe we're not doing something right and we need to know why. That's what I'm looking at is why if these things are coming in over budget on a regular basis, what's causing that? Is there something that we can do to try and fix that problem so we're doing some more accurate budgeting? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. First of all I would like to apologize. I misunderstood your question Mr. Tootoo. We have no projects that went over budget. Although there seems to be a substantial change but the year we allocate funds if the estimate is good or if the project is good so they would use different funding to complete it. But for some smaller projects we have over expended but there are no over expenditures on the bigger projects. Thank you.

**Chairperson** (interpretation): Any further questions? Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Mr Chairman, I'll make a reference if I recall there was a project for a new school in Arviat that initially came in just under 11 million dollars and now it's up over \$14 millions dollars. Those are the kind of things that we initially planned \$11 million and it's coming in at 14 now. Why is that and if it's the only instance where that happened? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Yes, the change from the original allocation there has been a retrofit or something had to be done in that school so that's why the price had gone up.

**Chairperson** (interpretation): Any further questions? Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Maybe in that case if the minister could provide a little briefing whether it be on in paper. I don't need it right now. If they just got it it's the one that's increased from 11 to 14 and this is why that's been done. If he could

provide that information to us that'll be great. Also are there any other projects out there that same thing happened to for whatever reason? I'm not saying that they're not appropriate. I just wouldn't mind knowing. That will help us when we are looking at it to say, is it adequate? Take this into consideration or take that into consideration so that we're not looking at shortfalls.

So in the future we make sure that as much as possible, up front, that these projects are adequate allocations to complete them. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you. Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Mr. Chairman, if it's okay with you, I'd like Mr. Rich, my Deputy to respond to the member's question.

**Chairperson** (interpretation): Thank you. Mr. Rich.

**Mr. Rich:** Thank you, Mr. Chairman. We manage the projects in an overall envelope. Part of the change reflects the fact that the initial budget amounts are set before the design is done. So we've projected out for several years through the design and then the tendering and then the completion phase.

Obviously the budget is refined once we have the final design in consultation with the community and the District Education Authority and then once the tender is done. Over the last couple of years, the track record of working with Public Works on the estimates phase, on the tendering stage, has gotten very good.

There are of course year to year changes based on how many people tender for the project and how competitive the tendering is. We've been very successful on an annual basis in managing the overall budget for all of the projects.

In some projects there may be a cost savings. In other projects, there may be unanticipated shipping costs or whatever. But we've managed to always come in on the total capital budget.

We've done that without delaying projects and we've done that without shortchanging any projects. On a project by project basis there will be changes that come about because of that very process that goes through.

Weather conditions can affect things. And you're quite right about that. So as I've said, we've been very successful overall in managing the projects, so there have been no shortfalls on the overall capital budget and the projects have been completed. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Mr. Chairman, I thank the Deputy for his answer. It raises a question. I guess he'd indicated that the initial allocation is done prior to the design phase being completed.

Part of that design phase, I interpret from his response, was consultation with the District Education Authority and the community. What exactly does that entail? If he could briefly outline what that entails and then what it's used for and what the costs are? If he could explain that to me. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you. Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. After it's been recognised as to how much it will be we have to have discussions with the District Education Authority in the community as to what requests they have.

Sometimes that's when the increase occurs. But I want Mr. Levy to give more details as to exactly what it is.

**Chairperson** (interpretation): Mr. Levy.

**Mr. Levy:** Thank you, Mr. Chairman. When we first determine a project which we would call I guess the first phase, is the planning, we use the standards and criteria that the minister mentioned. Which certainly all the MLAs can see. It is on the website.

That tells us that by the number of students and what grades they're in, what instructional phase they are eligible for as far as the entire school. So, that ensures that it's equitable for every community in Nunavut that everybody gets the same standards and criteria.

The planning committee is created within the community and the District Education Authority has the lead on that and they select the members of the District Education Authority. Usually some school staff and sometimes even community members if that's their choice.

We look at the programs that are currently offered in the schools as well as programs that aren't offered because the school doesn't have the type of space that is required and then through design there can be some kind of trade off, as long as the overall space is not changed.

For example they may want to focus on the arts program and want to take one of their classrooms and one perhaps smaller and another larger and have perhaps music as a program.

So as we do that and the District Education Authority again is the lead, and at that time we are working with the architect and then we design the building. As we're doing that our estimating gets finer and finer, so we start with an original estimate and we're cautious not to go over that but as the building gets better described the estimates get

refined till we hope by the time we have the tender ready documents, documents that each construction company can bid on, then we have a pretty good idea of what the building will cost. Thank you

**Chairperson:** Thank you. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Mr. Levy indicated that once they have their consultations with the community, the District Education Authority, I imagine the communities are involved at some level then they go and design a building.

Does The District Education Authority or the community have any input as to design, the actual design of the building, this is what we want it to look like, or is it just the interior, the number of classrooms, or number of square footage that they have any control over? Thank you, Mr. Chairman.

**Chairperson:** Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. The District Education Authority has the say as to what they would like to see. In the recent opening in Pond Inlet and Clyde River the new schools, in Clyde River, we were shown where the community requested to have a meeting room where it can be used by the public because that was the demand of the community. So we were given a tour and that was incorporated into the new school that they built. Thank you.

**Chairperson:** Mr. Tootoo

**Mr. Tootoo:** Thank you, Mr. Chairman. that's good to hear and hopefully the coming projects, not only here in Iqaluit, in all communities the District Education Authority will have some very good opportunity and some strong input to what the overall projects are going to look like and how the space is going to be used. As in any case the people that are on the ground and dealing with it on a day-to-day basis, they are best ones that know how to make use of what they have and what they need.

I'm sure that all the District Education Authorities look forward to having that input in the future. Just another question, when it comes to class space and class sizes, classroom sizes to a different topic here, I don't want to get confused. Is there any criteria used in determining like how many pupils or how many students per square foot in the classrooms, like a standard that they should be at? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. The procedure that we use is for the classrooms we consider the number of students for a classroom as to how big it should be. We don't use the minimum space that is in the procedures. Thank you, Mr. Chairman.



**Chairperson** (interpretation): Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. I don't know if I understood the Minister's response, I guess he said they look at the number of students and setting how big a classroom should be so I guess based on that is there a certain square footage per student that should be in how they determine how big the classrooms are going to be? I guess that's what I'm looking at. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Minister Kilabuk.

**Hon. Peter Kilabuk:** Thank you, Mr. Chairman. I guess I'll try and be clearer to my colleague. Right now, if we were to look at 22 students, then that equals minimum 17 square metres for the criteria that's being used now. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Mr. Chairman, I'll ask specifically to here and then maybe in general for other locations but given the age of the school like the Nakasuk and Inuksuk High School here, you know they're over 30 years old. It's my understanding that when they were initially designed they were probably designed to hold maybe 17 students in them and now some of them you know at times holds 30, between 25 and 30 students in them.

So, I'm just wondering if that falls in the criteria or is that something that this department has taken a look at. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. The criteria that we use to renovate schools are the same criteria on the size of the classrooms and considering the number of students here in Iqaluit. Thank you.

**Chairperson** (interpretation): I have a list of names one person can ask for 10 minutes. That'll be your last question Mr. Tootoo.

**Mr. Tootoo:** I can't see my clock, I covered it up on purpose Mr. Chairman. I guess just to follow up on this. Are there a maximum number of students based on the class size that the department would be considered before it becomes a health and safety issue? Whether it be air quality or just in case of a fire or just the numbers in there, is they're any maximum, is the maximum number of students per classroom set for the classrooms that we have and you know through that process ensure all our classrooms are under that maximum? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Yes, but we hardly ever reach the maximum but I'll let Mr. Levy elaborate more on this. Thank you.

**Chairperson** (interpretation): Mr. Levy.

**Mr. Levy:** Yes, to answer that question, we've been asked that in many communities. Is there a danger point for a number of students? And the answer is yes. We've checked with Health and Safety and the fire marshal.

But that number would be in the high 30s in a 70 metre classroom. It would probably be 40 students. So we don't reach it. I should just mention for the member though that the standards and criteria again, that is posted on the website, defines every instructional space in the schools and the number of students and the eligibility by both number and grade, so it would tell you exactly the number of students per classroom as well as shop areas and libraries and science labs etc. Thank you.

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

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. First I would like to ask you Mr. Chairman, are we at 9-5?

Because I would like to ask questions in regards to 9-8. I would like to ask you what page we're on Mr. Chairman.

**Chairperson** (interpretation): We're still under Corporate Services, under \$300 thousand dollars. Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): 9-5, \$23 million 985 thousand dollars is the total of these, so because it's a whole total, so we can't just agree, Qikiqtaaluk, Kivalliq, Kitikmeot, if we can go through those. That's what I'm asking you.

**Chairperson** (interpretation): At this time we're on 9-6, total head quarters, region, \$300 thousand dollars. And we haven't gone anywhere. Anything else? Department of Education. Detail of Capital. Corporate Services, total head quarters region, \$300 thousand dollars. Do you agree? Do you agree? Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. Where are you? I'm lost.

**Chairperson** (interpretation): 9-6. Page 9-6. Number 9-6, the first line, where it states Corporate Services. Total head quarters region, \$300 thousand dollars. That's where we're at. Do you agree? Baffin Region, under Baffin, under 9-6, Qikiqtaaluk Region, to 9-7, total Qikiqtaaluk Region, \$7 million 159 thousand dollars. Still under 9-7, under Kivalliq Region, \$11 million 953 thousand dollars. Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. To use Arviat as an example, because there will be a lot of designs for different schools. The \$605 thousand dollars, is

it finished for design? For this year, \$7 million, 303 thousand dollars and for 2005, \$6 million 555 thousand. Because in the communities that we travel to, the cultural instruction, the spaces for cultural instruction, there is hardly anything.

They're assigned a room to sew skins but there has been concerns that the skin or if they are going to sew skins and according to some designs some principals, especially who come up from the south, they have no concern at all what so ever about cultural teaching.

I can use Chesterfield Inlet as an example. The future design of the schools. I will wait till later for my question.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Maybe I will attempt to answer his question after he finishes.

**Chairperson** (interpretation): Maybe you can proceed. Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. The designs of the schools, they're going to have the shop or cooking classes or kitchen or other where the classrooms will be used for specific instructions but the designs normally don't have any kind of reservation for the Inuit cultural items to be taught and we are being asked to instruct in Inuktitut but they're not in that design. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Yes, Mr. Chairman, to go back to what I said earlier that the District Education Authority usually spearhead the designs and he said he was just using Arviat as an example. I said earlier in Clyde River there was a room where people can meet even though it's not completed but in Arviat one of the things that they really pushed for was they wanted a room to be used where they can make things out of pelts, out of skins. So that has been taken into consideration. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): The District Education Authority, if they're going to be participating then you have to let the other communities know that we are in the planning stage of designing, will you let them know what you would like to see within that building. Is that what you do? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Yes. The District Education Authority usually spearheads the design and we'll reassure them again that they can participate in the design of the building.

**Chairperson** (interpretation): Thank you. Any more questions? Kivalliq. Total. Kivalliq. \$ 11 million 953 thousand. Do you agree? Opposite page, Kitikmeot Region 9-8. Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Chairman. I have a question. First of all to you, Mr. Chairman. If we can go to Appendix C-21 in regards to Kitikmeot list of capitals.

**Chairperson** (interpretation): Yes you can raise questions.

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Chairman. The capital estimates for 2003-2004 and up to 2008. Looking at the breakdown, first of all I'd like to thank Lorne Levy and the planner. They were in Gjoa Haven this past summer. I'm using Gjoa Haven as an example.

For the other school it has no gym, no kitchen. What they usually do is they have to go to the other school in order to utilize those facilities. This causes problems amongst the teachers because there's lack of space for one school and it creates problems for the students and the teachers. Sometimes they end up arguing because there's only one facility so I'd like to ask the minister if, because we're looking at 8 years.

2007-2008 if they're planning to be completed? We're at 2002-2003. When you look after the whole education in Nunavut it's shocking to see that it's going to take a long time to complete those. Right now they're encountering those problems. We'll be getting more students and they'll be growing up. Why is that so far away, the target date? 2008. Don't you find that kind of long for that target date to be 2008? Because in the meantime we'll be getting more students and they'll be growing up. Because presently they're lacking those facilities anyway. I guess it's normal. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Minister Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Yes, as I said we have to look at the numbers of the students, minimum number of students. They have not reached the number of students that would be considered dangerous as they have not reached the limit yet. Thank you.

**Chairperson** (interpretation): Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Chairman. What I'm trying to say is there's only one gymnasium in that school and teachers like, a teacher wants to use that gymnasium at first and then the other ones says, we had it reserved for that same time, they reserve their space for, they're going to keep on reserving it for another eight years. Isn't it going to create animosity amongst the teachers? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. The reason it's okay that way at this time, there's only about 180 students in that school, in Quqshuun Ilihaktivik school and there's a minimum of 246 students.

So for the eight years, not for eight years, it's only for five year period that is planned because it's not going to increase the number of students in that five year period.

**Chairperson** (interpretation): Thank you Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): Thank you, Mr. Chairman. Okay, if you think its okay, I'll go along with you.

Under Kitikmeot region, it's says that in the Kitikmeot hospital, in 2002/2003 they have \$210 thousand for NAC student accommodation and there will be another \$2 million in 2003-2004 and again in 2004/2005 another \$2 million.

Is it because of safety, is that why it is there? Do they really have to get that student accommodation? It's just says the hospital replacement under NAC.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. I'm sorry Mr. Chairman under Cambridge Bay, Kitikmeot region the Inuktitut part is, there's a mistake under NAC it's Nunavut Arctic College not the hospital, but it says hospital in Inuktitut.

I'm sorry Mr. Chairman the Inuktitut syllabics there's a mistake on there it says hospital, instead of Nunavut Arctic College because there is symbol missing and it says hospital. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): Mr. Chairman, I'm not trying to put down the people in the Kitikmeot but I want to help my people in the Kitikmeot region but I don't understand Nunavut Arctic College accommodation, is it in a dangerous state now? Does it need to be built?

Do you really have to build in the accommodation of the students, because there are other priorities besides student accommodations? Don't they take priority, the schools?

**Chairperson** (interpretation): Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. Just before he responds to that I would like to make a motion to finish the Department of Education and when we finish that we can adjourn even if it's after 6:00.

**Chairperson** (interpretation): There's a motion on the floor. All in favour? All opposed? So we will try to finish the Department of Education's Capital Estimates. Mr. Puqiqnak.

**Mr. Puqiqnak** (interpretation): My question is, it's not quite six o'clock yet. And we have to complete the Department of Education. My question was I'm not trying to put down the people of the Kitikmeot communities.

I know I have to help them but in Cambridge Bay, in 2003/2004, and 2002/2003, and then 2004-2008, there's some funding allocated for Nunavut Arctic College student accommodation. Does the student accommodation take priority? Do they really need to build student accommodation in Cambridge Bay? I'm just wondering why that takes priority?

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. The people, as I said last year, we have to include Nunavut Arctic College when we plan our Capital Estimates. And the students at Nunavut Arctic College really wanted accommodation because there's people that want to go to school in the Kitikmeot Region.

They were sent back to their communities because of the lack of accommodation, so this is one of the priorities that they requested. That is why we have to build accommodation. Thank you.

**Chairperson** (interpretation): Anything else? That's it. Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. Under Cambridge Bay, it's got the hospital accommodation. I would like to talk about the \$2 million 250 thousand dollars, because in Inuktitut the information is wrong.

Why does it say hospital instead of Nunavut Arctic College? Why do they have to replace the hospital accommodation? That is what I wanted to ask.

**Chairperson** (interpretation): Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Thank you, Mr. Chairman. I agree with my colleague. Even with the error, if that amount is okay and if it is clear what it is for it is not breaking any rules. Thank you.

**Chairperson** (interpretation): Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. That's what I wanted to correct. I don't have any other comments. But there's a typo and I'd like to delete it.

Can I ask I question? Do we all agree that we are going to deal with important papers such as the capital estimates with the wrong information on them? Thank you, Mr. Chairman.

**Chairperson** (interpretation): There's already clarification there that there's just a typo on there. We are under Education. Mr. Nutarak.

**Mr. Nutarak** (interpretation): I would like to ask the Minister if he's going to have that typo corrected before we agree to these. Thank you.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Yes, thank you, Mr. Chairman. Yes, if I understand properly, just before we complete today, or afterwards, it's just a typo in syllabics and I apologize but perhaps if he can make his question clear. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Nutarak.

**Mr. Nutarak** (interpretation): We are dealing with Capital Estimates for the Department of Education in one book. Before we complete the whole book of Capital Estimates can he correct that? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Yes, thank you, Mr. Chairman. When we have another session we will have it corrected. Thank you.

**Chairperson** (interpretation): Mr. Havioyak.

**Mr. Havioyak** (interpretation): Thank you, Mr. Chairman. I want to talk about some issues in regards to Kitikmeot as well my constituents in Kugluktuk.

As I stated earlier, the students from the elementary schools who are moving on to high school, just to raise a concern on that because the high schools are beginning to get filled up.

How will we address the need for larger high schools? How do you solve the problem when there is lack of space in the high school in certain communities? I have heard and I was visiting the high school in Kugluktuk and the principal raised the concern that the high school will start to get smaller because there would be more students involved in the future.

Perhaps before the next Capital Estimates in the next year it would be possible to try and solve this problem of over crowding. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. In the member's constituency looking at the number of students and the maximum amount of students that it could reach, they have not reached that critical amount in that community yet.

The number of students that we heard does not require the class or school to be bigger.

**Chairperson** (interpretation): Mr. Havioyak.

**Mr. Havioyak:** Okay then, he might be right maybe it's just an update for me. How long ago was it when you got those numbers that you had there? When did you get the information that you have in front of you?

The reason why I'm asking, I just met with them last week and one half ago about and it might be a concern in the very near future. So maybe we have two different pieces of information from the department, in the region, I don't know. I'm just trying to get a feel of where we're at here Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. I think it was just a little while ago I think it was just a month that we spoke with them. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Havioyak.

**Mr. Havioyak:** Well what I have is more recent than what you have when you say this month. Mine was about a week and a half ago. But to me, what they are telling me is that there will be some over crowding in the high school because the elementary students will be moving to the high school so they are worried about that.

That's why I'm trying to point this out to you now, maybe to get a true fix before it happens next year. So, maybe it should be looked at very closely right now and get that current information. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk:** Yes, Thank you, Mr. Chairman. The reason why we are, like I said earlier, Mr. Chairman, the priorities that we're working from is the direct result of the current utilization of safety and health standards that we have before the concerns of my colleague from Kugluktuk, we have many schools that are well over 100% utilization of the existing schools.

With that so, if we were to prepare for my colleague, schools with that over 7 %, then we have on top of our list the current utilization of 168%. So there's a significant difference in the utilization in different schools in different parts of Nunavut.

I'm glad to say that we are addressing the community with 168% utilization through our capital plan. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Anything else. Mr. Havioyak. Mr. Iqaqrialu.



**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. I would also have to say C 21 has to be corrected because there's a typo in there as well.

I think it's two times that we have seen typos in the syllabics for the estimates. Maybe we have to try to make sure that the Inuktitut is read by each minister to ensure that the syllabics are corrected.

Mr. Chairman, I would like to ask a question. Just before we agree to those Capital Estimates, we will agree with it right now and then have that corrected. Can we report progress at this time? Thank you, Mr. Chairman.

**Chairperson** (interpretation): We already had a motion to continue until we're finished with the Department of Education's Capital Estimates. The minister stated he would correct the syllabics or the typos under Cambridge Bay, under Nunavut Arctic College student accommodation.

We already agreed to the motion that was put to us earlier on to complete the Department of Education and to continue until we are finished with it.

If you have any questions, Mr. Iqaqrialu, you can ask? Mr. Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Chairman. Yes we all know, too, exactly what this funding is for and which community it's geared for. It's for Nunavut Arctic College student accommodation and everybody knows that even though there's a typo in syllabics. We shouldn't use it to delay the discussions here. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Yes, I already mentioned that. Thank you, Mr. Premier. Questions. Any more questions for that page. Going back to that same page, 9-8, Kitikmeot Region. Total Kitikmeot, \$4 million 573 thousand dollars. Agreed?

**Ms. Williams** (interpretation): Thank you, Mr. Chairman. Under 9-8. Just a short question Mr. Chairman. Under Cambridge Bay, is there a 5 year capital plan there whereby the student accommodations are planned for a 5 year period or just for one year?

**Chairperson** (interpretation): Yes, I'm sorry I didn't see your hand up Ms. Williams. I'm sorry, I apologize. Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. For the Cambridge Bay, it's in the Capital Estimates. Thank you.

**Chairperson** (interpretation): Ms. Williams.

**Ms. Williams**: Thank you, Mr. Chairman. My question was, was that Item was in the 5 year capital plan? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. It's coming from the 5 year capital plan so it's incorporated in there. Thank you.

**Chairperson** (interpretation): Ms. Williams.

**Ms. Williams** (interpretation): Thank you, Mr. Chairman. The reason why I asked that question is because for the Qikiqtarjuaq School plan there is always a plan for Qikiqtarjuaq and then it's deleted. What I'm thinking about is that, there are students from Arctic College do have rooms at the hotels but the students just don't have room.

So, I just wanted to get that clarification. Thank you, Mr. Chairman.

**Chairperson** (interpretation): I did not hear a question. Thank you. Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman and I also would like to thank the member for Quttiktuq for clarifying the matter. We have been planning for 2 years for the extension of our school but just last year we started deliberations on Cambridge Bay and now Cambridge Bay is also getting another one instantly. Last year they got another planning project, our community has been planning for the past 2 years, and there is nothing in our capital estimates, up to 2008.

I am not very pleased about that. I think it's time that we should reconsider this because some communities are getting more projects than the other communities and some other communities never receive any projects.

Last year we allocated \$14 million dollars to Cambridge Bay and now were allocating \$2 million dollars again while the other communities are not receiving any projects or capital estimates.

I was wondering if your department can make better plans to make sure the capital estimates are spread out equally to all the communities. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Just to clarify in regards to Qikiqtarjuaq request and also capital plan estimates.

Ever since Nunavut was created, we've never had a 5 year capital plan and he said that that project was never included in the 5 year capital plan to date. But one thing I remember very clearly, I remember speaking to the member here in regards to the issue he was speaking about and also I have stated to him in regards to his concern and I told him that we know about his concerns and my officials know about his concerns that community has. But in today's capital estimates to date, I just want to clarify to the

member that it never included that community in the 5 year capital plan. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): After having discussions with you, you never incorporated their project into the capital plans? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. The communities, we would like to work closer with the communities in regards to their requests and their concerns and we would like to address their concerns, if they have that kind of concern. Also my colleagues are aware of all the concerns and they relay the concerns to our department - on top of the members representing their communities. The communities themselves keep close consultation with those to make sure where we're at, and also as I have mentioned before there was no capital plan item for the Qikiqtarjuaq School.

**Chairperson** (interpretation): Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. As we both know the minister and I have had at numerous times had discussions about this and we've had a number of correspondence in regards to this. For the Cambridge Bay request when did the NAC student accommodation come up? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. I have heard ever since Nunavut was created, they have been requesting the student accommodations since then. Thank you

**Chairperson** (interpretation): Mr. Iqaqrialu

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. Since they have been requesting this item, as we've been requesting our item all along, why has ours not been incorporated into the capital plans? Thank you.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. My responses will be very clear. Because of the priority list we've been working on this kind of thing for three years. We've been working the priority list for the past three years, so that's why it's there. Thank you.

**Chairperson** (interpretation): Mr. Iqaqrialu

**Mr. Iqaqrialu** (interpretation): Thank you, Mr. Chairman. Cambridge Bay allocations if the funding is inadequate for Cambridge Bay perhaps they can reallocate it to Qikiqtarjuaq. Thank you.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Nunavut Arctic College board of governors have identified the need and this is for the whole of Nunavut. This is going to be utilised for all of Nunavut.

If we're going to change it to Qikiqtarjuaq, it's impossible because of the priority listing and we have to follow the estimates that we had agreed to. Thank you, Mr. Chairman.

**Chairperson** (interpretation): Any further questions, Mr. Iqaqrialu.

**Mr. Iqaqrialu** (interpretation): Last one, I would like to thank the minister, because I still have many opportunities to speak about Qikiqtarjuaq, so therefore I just want to thank the minister.

**Chairperson** (interpretation): Mr. McLean

**Mr. McLean**: Thank you, Mr. Chairman. On the Cambridge Bay Nunavut Arctic College students' accommodations.

When I was there in 1999, or early in 2000, we did a tour of the current facilities over there and they were awful. We were all there, and they're horrendous, you know and I'm glad finally something's in the plan for Nunavut Arctic College in Cambridge Bay. It's a regional issue, it's just not for Cambridge Bay, it's all of Nunavut, programs over there, and people from Nunavut can apply for it.

And the issue of the Nunavut Arctic College residence in Cambridge Bay, I think it's finally been addressed. It's been on the plan for seven or eight years and when I was in Cambridge Bay, when we were learning to be MLAs, we were listening to the students say how poor the accommodations were over there. There were two students from, I think somewhere in the Baffin, taking a social worker course and I remember them saying how poor the accommodations were

So, I'm finally glad to see half decent accommodations being planned for Cambridge Bay and for Kitikmeot Region and also for the Nunavut Region. And I know money's tight. And we need more of it. There's a tremendous shortage of student's facilities here. My constituents just lately were coming over here to go to school and accommodations are almost impossible to find.

I'm getting to my questions here. In Rankin Inlet, again, a couple of my constituents are down there to take the Business Management Course and they had to leave their families behind. Is there any long term planning?

My question to the minister, is there any long term planning on Nunavut Arctic College facilities for Iqaluit, and for Rankin Inlet also? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Thank you. Mr. Kilabuk.

**Hon. Peter Kilabuk:** Thank you, Mr. Chairman. Yes there is a long term plan. Thank you.

**Chairperson** (interpretation): Mr. McLean.

**Mr. McLean:** Thank you, Mr. Chairman. Does this include married accommodations, single accommodations, the whole issue here?

People don't have to leave their families three thousand miles away when they come to a place. So, when you're doing your strategic planning with Nunavut Arctic College, you are planning for married facilities, single facilities, just generally all kinds of facilities? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. The plans that we have include everyone for everything. For families, and for singles.

We have been working with the Board of Governors from all the regions to review what the needs are. Thank you.

**Chairperson** (interpretation): Mr. McLean.

**Mr. McLean:** Thank you, Mr. Chairman. When the queen was here last month, when we were here to make a presentation, I brought one of my constituents over as an escort. He went to high school here in the early 80s.

He stayed at that residence out there. I forget the name of it, but the big green building. He was really excited about coming back to Iqaluit. I said you have to stay in the residence because there are no hotels left.

He stayed there and I went over to visit him. He was saying that the building hasn't changed in 22 years. It's not bad but it still isn't good. It was good years ago. It was a lot better than most houses but times have changed.

Are there any plans in the works to renovate that building and bring it up to new standards within the next few years? There's going to be more of an influx into this community than most. You're going to get an influx into Cambridge Bay. You're going to get more of an influx into Rankin Inlet but here you're going to have more of an influx because of the programs that you're running.

Are there any plans to fix that building up in the future? Thank you, Mr. Chairman.

**Chairperson** (interpretation): Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. Quite a while back, maybe I'm making it sound like a long time ago. But when there was the Arctic Winter Games, the old Ukiivik Residence was renovated.

Part of it was renovated. They put new carpeting and restructured some of the areas. To date, the old Ukiivik Residence is not a priority in our planning stages. If you look at the whole of Nunavut, there are a lot of priorities that are more urgent. Thank you.

**Chairperson** (interpretation): Mr. McLean.

**Mr. McLean**: Thank you, Mr. Chairman. I'm trying to keep this short. But this is the capital of the territory whether some of us like it or not. The fact of the matter is, whether we like it or not, more people are going to come here to go to school because you're running more programs.

This is not like the south where we have an abundance of private homes that people rent rooms from.

The fact of the matter is if you go into this market in Iqaluit today, any community, probably ninety percent of them and try to rent a place to live. It's almost an impossibility. We're trying. The government's trying it's best to provide housing for everybody.

But our issue now is social housing and government staff housing. The fact of the matter is if someone wants to come from a community and go to school over here on their own it's impossible. The government can't and the private market out there is impossible to.

If a private market says okay I'm going to build twenty apartments for students to stay in and the government subsidizes those apartments and living accommodations it's going to cost probably 2 or 3 times more than if the government went and built their own accommodations like they do in universities in the south where they have residences on campus. So there's a cost savings.

I think the government has to provide the role of providing living accommodations for students when they come in here to go to school. So what I'm saying to you is that there is going to be more of a need for us to provide residences and accommodations for any kind of student in Nunavut and even in the capital.

So I'm hoping that, I know money is tight and just because I've seen a little tiny bit of money being spent in Cambridge Bay for the Kitikmeot Region. I think it's time to look at that old residence that students stay in. It's time to upgrade it. When people come in

from out of town you want them to have a happy place to stay in, not just jammed in like cattle. That's all my comments. That was just a comment more than a question, Mr. Chairman. Thank you very much. That's all I have to say.

**Chairperson** (interpretation): Mr. Arvaluk.

**Mr. Arvaluk** (interpretation): Some of the comments that I wanted to make have been voiced already by my colleague from Baker Lake so I'll just follow up on some of the other issues.

For some of us we have noticed that the Arctic College students, I do know that there are private companies and so on out there who make contributions. But the Arctic College programs are open to the residents of Nunavut and they advertise through Nunatsiaq News and through other media to attract students who might want to take on some of these programs.

But if a student has a wife or a husband and children they're automatically not eligible because they don't have any accommodations for family. And even though we say that education is a priority for Nunavut we do come across those situations. I think there definitely has to be a review done on what options there are for students who want to continue their education.

The situation today, we have twenty two million dollars that we use for social assistance. We'll spend a portion of this money for continuing education. I think that we'll have to come to a balance here somewhere. If we're not going to educate because we don't have accommodations then we'll have to balance it somewhere else and reallocate those funds to another program so that people become more self-sufficient in another way.

I'm talking especially about the young couples who have not completed their grade twelve but are now realizing that they need an education in order to get a job and in order to be productive. We're talking about young families who are trying to provide for themselves. We as a government will have to give our support for those young families who have not completed their high school.

There are thousands of them out there and they're not going to get anywhere without going into college or university. We should be concentrating on the people wanting to get back into the education system. There are not enough government accommodations to house those students. Thank you.

**Chairperson** (interpretation): Thank you. Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman. I hear the same comments coming from the last two speakers. And I'm pleased that they are concerned about accommodating students.

For the information of the members, there is the Board of Governors who we work with today to prioritise the capital needs.

The Board of Governors know exactly how many they need in each region. They know how much accommodation is required to house the students. In the three regions, all three regions priority is accommodation for family type students.

That is the same priority that was raised by the three regions but I would like to remind the Members of the Legislative Assembly that we are going to be working closely together and I have said it repeatedly here in the House that we are now working closely with the Nunavut Arctic College staff and other departments. Thank you.

**Chairperson** (interpretation): Ms. Williams.

**Ms. Williams** (interpretation): Thank you, Mr. Chairman. I'm just trying to balance the situation here.

My colleagues were very eloquent in voicing their concerns and views. But we have to keep in mind that if we give them proper schooling and proper education when they are small, they would be able to enter Nunavut Arctic College.

We have to start right from the beginning. The students who are said to have completed grade 12 have to upgrade in order to enter Nunavut Arctic College. So we have to keep in mind that we have to properly house the primary grades, right from kindergarten and give them proper education so that they can enter Nunavut Arctic College and have proper accommodation. Thank you.

**Chairperson** (interpretation): Thank you. 9-8. Kitikmeot Region. Total Kitikmeot Region, \$4 million 573 thousand dollars. Questions? Agreed? Total tangible assets, \$23 million 985 thousand dollars. Questions. Agreed?

Going back to 9-4. Education, Department Summary. Detail of Expenditures. Total Capital Expenditures, \$23 million 985 thousand dollars. Agreed?

Are we completed with the Department of Education? Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Chairman and Members of the Legislative Assembly.

I would like to inform the members that there are some typos in the Inuktitut. It wasn't intentional.

I would also like to thank the Education Officials and the policy makers and planners for helping us put this estimate together.



**Chairperson** (interpretation): Thank you. What is the wish of the committee? Mr. Nutarak.

**Mr. Nutarak** (interpretation): I move to report progress.

**Chairperson** (interpretation): Agreed. Opposed. Committee of the whole is adjourned. The speaker can come in now.

**Speaker**: Returning to the orders of the day. Item 20. Report of Committee of the Whole. Mr. Chairman. Mr. Irqittuq.

### **Item 20: Report of Committee of the Whole**

**Mr. Irqittuq** (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 18 and wish to report progress. I move that the Committee of the Whole report be concurred with. Thank you, Mr. Speaker.

**Speaker**: Thank you, Mr. Chairperson. There is a motion on the floor. Is there a seconder for the motion? Do we have a seconder for the motion? Thank you, Mr. Okalik.

The motion is in order. All those in favour? All those opposed. The motion is carried. Item 21. Third Reading of Bills. Item 22. Orders of the Day. Mr. Clerk.

### **Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Orders of the Day for Friday, November 22, 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. Petitions
11. Reports of Standing and Special Committees
12. Reports of Committees on the Review of Bills

13. Tabled Documents

14. Notices of Motions

15. Notices of Motions for First Reading of Bills

16. Motions

17. First Reading of Bills

- Bill 17
- Bill 19
- Bill 25
- Bill 26

18. Second Reading Bills

- Bill 21

19. Consideration in Committee of the Whole of Bills and Other Matters

- Bill 13
- Bill 18
- Minister's Statement 72-1 (6)

20. Report of Committee of the Whole

21. Third Reading of Bills

22. Orders of the Day

Thank you.

**Speaker:** Thank you, Mr. Clerk. This house stands adjourned until Friday, November 22nd, 2002, at 10:00 a.m.

Sergeant-at-Arms.

>>*House adjourned 18:45*

