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

Legislative Assembly of Nunavut

Speaker

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(Akulliq)

Hunter Tootoo
(Iqaluit Centre)

Jack Anawak
(Rankin Inlet North)

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(Nattilik)
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Table of Contents

Opening Prayer	2628
Ministers' Statements.....	2628
Members' Statements.....	2631
Recognition of Visitors in the Gallery	2640
Oral Questions	2641
Tabling of Documents.....	2658
Consideration in Committee of the Whole of Bills and Other Matters	2660
Report of Committee of the Whole.....	2690
Orders of the Day	2690

A.

Daily References

Thursday March 13, 2003 2628

B.

Ministers' Statements

125 - 1(6): Keeping Families Connected (Picco) 2628

126 - 1(6): Job Descriptions (Kilabuk) 2629

127 - 1(6): Ningartailinirmut Ikajurtauvvik (Okalik) 2630

C.

Members' Statements

409 – 1(6): Polar Bear Problems in Communities (Iqaqrialu) 2631

410 – 1(6): Bravery and Long Term Service Awards Given in Cape Dorset (Akesuk) 2632

411 – 1(6): Human Rights (Nutarak) 2633

412 – 1(6): Soapstone Quarries (Havioyak) 2633

413 – 1(6): Condolences to Kusugak Family (Anawak) 2634

414 – 1(6): Community Hunters and Trappers Budget (Irqittuq) 2635

415 – 1(6): Community Recognition in Pangnirtung (Kilabuk) 2636

416 – 1(6): Photo Exhibition (Picco) 2636

417 – 1(6): Lack of Staff for Library Programs (Tootoo) 2637

418 – 1(6): Hunters and Trappers to Increase Quotas (Alakannuark) 2638

419 – 1(6): Issue of Health Care Funding (McLean) 2639

420 – 1(6): Upcoming Conference in Rankin Inlet (Thompson) 2639

D.

Oral Questions

408 - 1(6): Income Support Policy-Appeals Committees (Nutarak)	2641
409 – 1(6): Update on Income Support Payments (McLean).....	2642
410 – 1(6): Correspondence with Parks Canada Regarding Problem Polar Bears (Iqaqrialu)	2642
411 - 1(6): Final Agreement to Move 13 Positions to Baker Lake (Anawak).....	2643
412 – 1(6): Adequate Staffing to Keep Programs Open at the Library (Tootoo)	2646
413 – 1(6): Assist Carvers of Quarry Site (Havioyak)	2648
414 – 1(6): PPD Positions Moving to Baker Lake (McLean)	2650
415 – 1(6): Kugaaruk Concerns on Muskox Quota (Alakannuark).....	2651
416 – 1(6): Portion of PPD Positions Moving to Baker Lake (Anawak)	2653
417 – 1(6): Decentralization Study on Impact to Smaller Communities (Iqaqrialu)....	2656

E.

Tabled Documents

079 – 1(6): Letter from Kugaaruk HTO (Alakannuark)	2658
080 – 1 (6): Business Plan of the Legislative Assembly (Speaker)	2658
081 – 1 (6): Pangnirtung Session Incremental Cost Report (Speaker)	2659
082 – 1 (6): Pension Administration Report March 31 st , 2002 (Speaker)	2659
083 – 1 (6): Statutory Requirements for Tabling Reports and Other Documents to the Legislative Assembly (Speaker)	2659

F.

Motions

019 – 1(6): Minister’s Statement 126 – 1(6) to Committee of the Whole (Havioyak). 2629

Iqaluit, Nunavut
Thursday March 13, 2003

Members Present:

Honourable Olayuk Akesuk, Mr. Ovide Alakannuark, Mr. Jack Anawak, Mr. Donald Haviyok, Mr. David Iqaqrialu, Mr. Enoki Irgittuq, Honourable Peter Kattuk, Honourable Peter Kilabuk, Mr. Jobie Nutarak, Honourable Kelvin Ng, Mr. Glenn McLean, Honourable Kevin O'Brien, Honourable Paul Okalik, Honourable Ed Picco, Honourable Manitok Thompson, Mr. Hunter Tootoo.

Item 1: Opening Prayer

Speaker (Mr. O'Brien): I would like to call on Ms. Thompson to say the opening prayer.

>>*Prayer*

Speaker: Good afternoon, Mr. Premier, Members. Item 2. Ministers' Statements. Mr. Picco.

Item 2: Ministers' Statements

Minister's Statement 125 - 1(6): Keeping Families Connected

Hon. Ed. Picco: Thank you, Mr. Speaker. Mr. Speaker, I am very pleased to announce that all six boarding homes and now the Baffin Hospital are equipped with toll-free numbers and extra telephone lines. In this way, families are able to stay connected when a family member is away from their community for medical treatment.

Mr. Speaker, by using the toll-free numbers, people can call for free into each of the Health and Social Services boarding homes and speak directly with relatives. Thus, patients and family members will no longer incur high telephone costs in addition to mental health anguish in trying to connect with their loved ones.

Mr. Speaker, there are very few things that are harder compared to being far from loved ones, particularly during times of illness. That is why, Mr. Speaker, that not only have I kept a promise I made based on the recommendation from the standing committee, but this is a relatively low-cost item for my department to help improve the mental outlook of patients, decrease the stress involved in separating families during times of medical distress.

Mr. Speaker, we have an early announcement on this and we have the complete numbers. The toll-free numbers for the boarding homes are: Iqaluit, 1-866-828-2386, Ottawa, 1-866-864-9705, Winnipeg, 1-866-232-6212; Yellowknife, 1-806-887-8864; Edmonton, 1-866-866-2272, and Churchill, 1-866-262-7879. And the Baffin Hospital number is 1-800-667-9504.

Mr. Speaker, let me add in the Minister's Statement by saying that this Minister's Statement will be faxed to all Hamlets across Nunavut so that the numbers will be available, finally for all Nunavummiut to be able to use. And we hope to publish them in the local papers so people can clip them out and have them when they need them. Thank you, Mr. Speaker.

>>Applause

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

Minister's Statement 126 - 1(6): Job Descriptions

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to provide Members of the Legislative Assembly with information on the government's effort in removing artificial barriers in job descriptions. This initiative is to ensure beneficiaries are provided with job opportunities and career advancement in the Government of Nunavut.

Many of the current job descriptions being used within the GN demand education and experience qualifications more suited to areas outside our system. Today we are in the process of changing our approach to writing job descriptions with the focus being placed on knowledge, skills and abilities that are required to do the job.

We estimate that there are approximately 800 job descriptions, which need to be reviewed. This number is significant and will take time and resources to complete. To that end, the Department of Human Resources has hired two staff to assist other government departments in the critical review of their job descriptions. Priority will be given to departments whose job descriptions need to be reviewed immediately.

Mr. Speaker, the government is fully committed to the removal of artificial barriers to employment for beneficiaries. We will fulfill our obligations under Article 23 of the Nunavut Land Claims Agreement and work towards a representative public service. Thank you, Mr. Speaker.

>>Applause

Speaker: Mr. Havioyak.

Motion 019 – 1(6): Minister's Statement 126 – 1(6) to Committee of the Whole

Mr. Havioyak: Thank you, Mr. Speaker. Pursuant to rule 34(4), I move, seconded by the Honourable Member for Baker Lake that Minister's Statement 126 – 1(6) be moved to Committee of the Whole for discussion. Thank you, Mr. Speaker.

Speaker: The motion is in order. All those in favour? All those against? The motion is carried. Minister's Statement is referred to Committee of the Whole. Thank you. Ministers' Statements. Mr. Premier.

Minister's Statement 127 - 1(6): Ningartailinirmut Ikajurtauvvik

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Mr. Speaker, as we all know there are problems with domestic violence in our communities. This is a serious issue that we recognize needs to be addressed at the community level.

(interpretation ends) Today, in Rankin Inlet, the Ningartailinirmut Ikajurtauvvik officially opens its doors. I am pleased to say that my department offered financial assistance to the program, along with Justice Canada and Solicitor General of Canada. Ningartailinirmut Ikajurtauvvik is a spousal abuse counselling program for offenders and victims. It is a local program meeting local needs.

(interpretation) This is a pilot project designed to try an innovative approach to addressing the very serious problem of domestic violence. When a person is charged with spousal assault, the court may make a referral to this program, where the individual, and his spouse if she agrees, can receive counselling. The counsellors in this program are an Inuit husband and wife, and it is their goal to help the participants learn positive ways of relating to their family members. Participants will undergo an intensive program of counselling, self-examination, and group discussion. It is hoped that those who participate in this program will be able to work out problems in their families without resorting to violence in the future.

(interpretation ends) This is a very significant program for Nunavut. We have a high rate of family violence. The Department of Justice is committed to supporting people who are prepared to make positive changes in their lives. This approach is based on Inuit Qaujimajatuqangit in that it emphasizes the healing of the individual in the family context. We will be viewing with great interest the progress of this project, as it is a model that has the potential to make a real difference in the serious patterns of family violence that we have in Nunavut.

Mr. Speaker, Honourable Members, please join me in congratulating the efforts of the community of Rankin Inlet on the official opening of the Ningartailinirmut Ikajurtauvvik. Thank you, Mr. Speaker.

>>Applause

Speaker: Item 2. Ministers' Statements. Are there any further Ministers' Statement? Moving onto Item 3. Members' Statements. Mr. Iqaqrialu.

Item 3: Members' Statements

Member's Statement 409 – 1(6): Polar Bear Problems in Communities

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to talk about the safety issues related to tourist or resident polar bear encounters in one of my constituency communities of Qikiqtarjuaq. This will highlight the issue more clearly as I have spoken many times in respect to the dangers posed by polar bears

I have been talking about this problem since I became a Member of the Legislative Assembly. For many years, the community has been visited annually during the fall by dangerous bears in Broughton Island.

Parks Canada has closed tourism sites and certain areas outside our community in the last two years because of the numerous bears and more frequent encounters. Then when they have been scared off they tend to bypass the communities. Also, in the community of Qikiqtarjuaq, we undertake a lot of work to try to protect the people from the danger of polar bears approaching the community.

We now require a position in relation to polar bear enforcement from Parks Canada in Qikiqtarjuaq, one which will incorporate Inuit Qaujimajatuqangit in ensuring that bears are kept away. This should be a position that is given a mandate in consultation with the local and the regional organizations.

The Government of Nunavut give the wildlife officers a mandate to keep the bears from the communities but there is no protection for people in the park. We have one person who is employed in the park and it gives him a lot of work while trying to protect the community interests.

The people who work for Parks Canada in Qikiqtarjuaq, and Government of Nunavut wildlife officers have lot of responsibilities and Government of Canada should provide a full time individual to deal with the extra work required to protect the tourists from bears. They should also be creating work for the people close to the communities and have them situated within the community.

We do not want the people, especially tourists to be in danger in the park or in the communities. I would like to get a term of reference written to establish this position in conjunction with the other agencies responsible for ensuring public safety.

I would like an immediate response from the government in regards to the issue of the creating a position for the protection of the people in the park. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Akesuk.

Member's Statement 410 – 1(6): Bravery and Long Term Service Awards Given in Cape Dorset

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Firstly, I wish to apologize to my fellow residents in the community of Cape Dorset. When the commissioner was in Cape Dorset to give bravery, rescue and long time service awards, I was not able to attend.

I will mention the names of the people who received bravery awards in the past year. Some are from the 1950s for these brave acts then and yesterday there were 15 in my community who were given bravery awards.

And as well, there were over twenty long service awards from the government service. There was also the Governor General's Award for one person.

Sukkualu Akesuk saved a person in 1977. Manu Pudlat, Daniel Tauki, Ningiutsiaq Peter, and myself Olayuk Akesuk, Derek Namonai, Taqialu Nuna, Quvianaqtulia Tapaungai, Kulula Joanasi, Kimiata Nungutsiuttuq, Tauki Ottokie.

I would like to touch upon the background about Tauki Utuqi and the brave act that he performed. There was a young child who is now a 14 year old out sliding when a vehicle was driving by. This brave young man pushed the child out of the way and he ended up breaking his leg but he saved this child. That is a very touching story from this young person in Cape Dorset as that child was selfless enough to put his life on the line.

And as well, Nuna Par also saved the life of Kanaanginnaq Pootoogoo. Kanaanginnaq Pootoogoo was one of the founding members of the Co-Op in Cape Dorset and he received the long service award for the Rangers award as well as the bravery award.

Mr. Speaker, I am just about done, but I would like to seek unanimous consent to conclude my statement.

Speaker: Unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed. Mr. Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. And thank you fellow Members.

For the Long Service Awards for the Rangers in my community, Elijah Pootoogoo, Padlu Matthewsie, Mangittaq Kellypalik, Kimmiata Nungutsiuttuq, Laisa Qajjuraarjuq, Atsiao Alasuaq, Iqqaluk Nungutsiuttuq, Naullaq Nunguittuq, Saviarjuk Jaw, Anirniq Samajualik, Salomonie Arnirmiuq, Qappik Pudlat, Timoon Toonoo, Nuna Par, Pinnguaqtuq Ottokie, Joani Ottokie and recognition awards were also given to two deceased ex-rangers, namely Padlu Millia's family and Tommy Manning's family.

As well, I mentioned in the beginning, the Governor General Award was also given to Quvianaqtulia Tapaungai for his tireless work in the community. Thank you, Mr. Speaker.

Speaker: Members' Statements. Mr. Nutarak.

Member's Statement 411 – 1(6): Human Rights

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. My statement may not be coherent but it is regarding the Human Rights of people all over the world, especially in regards to feelings and mental anguish. Any person can become overwhelmed, especially young people undergoing physiological changes.

The problems that you experience, you feel that it is never going to end and a feeling of hopelessness grabs you. But we have to realize that problems we face today will no longer be an issue when tomorrow comes. Further, my life that I led the previous year is no longer the same as the life I am leading this year.

I would just like to state that in Nunavut, we have to be patient and look for tomorrow because every day is different. Everything that affects you today may no longer be in your face tomorrow and everything is different and that is what every Nunavummiut has to keep in mind, especially our young people. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Members' Statements. Members' Statements. Mr. Havioyak.

Member's Statement 412 – 1(6): Soapstone Quarries

Mr. Havioyak: Thank you, Mr. Speaker. I rise today in support of carvers across our territory. Mr. Speaker, the importance of carving and access to carving stone is reflected in the Article 19 of the Nunavut Land Claims Agreement which specifically addresses Inuit rights to carving stone.

Mr. Speaker, access to quality carving stone is a problem facing Inuit across Nunavut. In my community, we have been lucky as we have a quarry. However, Mr. Speaker, that quarry is dangerous and the artists are concerned of their safety.

Mr. Speaker, carving is an important source of income for many of my constituents, but they cannot carve if there is not have safe access to stone. In addition, Mr. Speaker, elders cannot share their carving knowledge and skills with the youth if there is no stone available.

Mr. Speaker, the Department of Sustainable Development has many different programs that are designed to help artists and in their new business plan, there is mention of a carving stone supply program.

Mr. Speaker, I am concerned that the supply program will not address the needs of my community because we have a quarry already. Mr. Speaker, people are still getting stone from the quarry but it is not safe.

Mr. Speaker, I would like a project to be undertaken in consultation with the people of Kugluktuk to improve safety at the quarry site. It is important that the supply program include a departmental visit, to quarries across Nunavut to ensure that they are safe.

(interpretation) Later on I will be questioning the appropriate Minister on this issue that I have stated. Thank you, Mr. Speaker.

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

Member's Statement 413 – 1(6): Condolences to Kusugak Family

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. First of all, I believe that Inuit need comprehension of the exact terms when there is a Ministers' Statement. An example of this is when the Premier said, "Ningarmatailinirngmut, but it was supposed to be Ningaqtailinirmut and it is in regards to spousal assault. An office just opened there to deal with spousal assault issues and this is just a clarification in regards to that particular matter.

It was due to unfortunate circumstances that I had to go to Rankin Inlet urgently and I send my condolences and love to my granddaughter, Mrs. Kusugak and her entire family. Also one of her daughters, Jean Kusugak, who used to be one of the interpreters, adopted a child who is named after me, because Jean is named after my mom.

Today is also a special day in my family as my wife is experiencing her birthday today, so I would like to say happy birthday to my wife.

I would like to make a statement today regarding the comments I received from the public during my unfortunate visit to Rankin Inlet which was a tragedy. During that unfortunate time, I still had to do some errands and quite a few people were upset over what happened to my Ministerial portfolio.

There is a lot of confusion out there as to what happened exactly in the House, what the terms were, along with the rules that were supposedly broken and whether it was a personal issue. I will try to clarify the situation by posing questions later on during question period to enable those people who wanted to know by listening to the responses.

Even I am slightly confused based on my reading of the report. I think there is a lot of misinformation out in the public about the incident. I just wanted to clarify that and I thank the MLAs for your support. For those who were not in support, perhaps they have given me more ammunition for my re-election platform.

I felt all the support that I received when the tragedy occurred in Rankin Inlet. I thank my supporters, along with the residents of Rankin Inlet and those people who came and called. This advice was passed along, not to let what happened bother me too much and that I move forward to the next phase of my life.

Yes, I will attempt to do my best to work hard as I have not fallen far and I will also raise questions during question period. Thank you, Mr. Speaker.

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

Member's Statement 414 – 1(6): Community Hunters and Trappers Budget

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. First of all, I would like to share in the celebrations of a birthday person in my family and wish her a happy birthday. A little background here, my mom had a brother in Arviat and we only found out the family connection recently and my cousin is having a birthday, so I wish her a happy birthday.

>>Applause

I would like to acknowledge the community Hunters and Trappers Organizations and the hard work and dedication they have to their communities.

I would also like to mention the budgets that are provided to them. HTOs have an eight or nine person board and they also have a manager and they have a lot of operating expenditures.

The term HTO has been changed to reflect the Canadian Government's wishes. These organizations take on a very large role in the management of wildlife and participate in studies being done on wildlife.

However, it is hard to believe, that when I looked into this matter their budget for the whole year to operate, for power, utilities, board members, all together was \$180,000, including the salary for the manager.

That, I think is comparable to one of the senior positions in government salaries and that came as a shock to me. I just wanted to let the Members know about this. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 415 – 1(6): Community Recognition in Pangnirtung

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. This past Saturday on March 8 in the evening in Pangnirtung, there was a community gathering in the community center to recognize 54 residents of Pangnirtung whether they were long-term or short-term residents. They were recognized for their dedication to the community.

So, I would like to extend my congratulations and let them know how proud I am for their hard work. They received a certificate and a pin for their recognition. There are too many to name, but I would like to point out a few of the areas they were recognized for.

People who put in countless hours, who volunteered time to help people who are sick in the community and who work hard to ensure the Inuit culture is passed on, the recreation committees, the youth committees in the community and long service awards for staff.

I would like to mention, Mr. Speaker, Seemee Angmalik has been the fuel truck delivery driver in Pangnirtung for many years and it didn't matter whether the contract was given to other companies, he has always been there and stayed for 30 years as the fuel truck driver.

He has worked though summer and winter. I would like to recognize him for that, and because he is a Montreal Canadians fan.

Mr. Speaker, I just wanted to acknowledge the residents of Pangnirtung and the 54 people who were recognized. Thank you, Mr. Speaker.

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

Member's Statement 416 – 1(6): Photo Exhibition

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, Kerry McKluskey has gone and done it again.

Kerry, last Saturday, opened the second annual Femme Fatale featuring 24 female photographers representing the communities of Iqaluit, Cambridge Bay, Yellowknife, Hay River and Fort Simpson.

Mr. Speaker, the exhibit coincided with International Women's Day last Saturday and I had an opportunity to be there at the opening. The photographs on display feature our home here in Nunavut, Asia, India, people, and penguins and yes, Mr. Speaker, even ravens.

Mr. Speaker, several Iqaluit businesses including Iqaluit Enterprises, the Grind and Brew and Nunavut Consulting contributed refreshments during the opening and I want to take this opportunity to thank Kerry for a job well done. I invite all Members and the public to view the photos on display at the museum until March 24. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 417 – 1(6): Lack of Staff for Library Programs

Mr. Tootoo: Thank you, Mr. Speaker. I rise today to express my great disappointment on the lack of progress in the Department of Education in addressing the critical and crucial needs for increased staffing at Iqaluit's public library.

I can tell you right now that this is one area that I'll be giving careful attention to as we go through the Department of Education's budget. Libraries play a crucial role in addressing some of our most critical economic and social issues.

Libraries not only provide access to resources such as books, computers and the internet, they are also an institution that is devoted to promoting literacy. Literacy is the foundation for education, training and employment.

Literacy has implications for jobs, parenting, health, crime prevention, community development and social inclusion. What we invest in literacy today will pay off in society as a whole tomorrow.

Members will recall that I raised this issue last November, November 29th to be exact, in this House. At that time, 9 out of the 12 special programs that were being delivered at the Iqaluit Public Library were discontinued due to lack of staffing.

Some time after I drew the Minister's attention to this matter, a meeting was held between the department officials, library staff and the women's shelter, one of the groups that had lost its library program.

It was an emotional meeting as library programs such as this are vital to family empowerment, literacy and life skills and the loss was greatly felt. At that time, department officials committed to assisting the shelter in obtaining funding to continue their program.

While this does not address the other programs that have also been cut, it seemed to offer hope. But that hope was short lived. Nothing has happened since that commitment was made. The number of patrons at the Iqaluit Centennial Library has increased by 2 to 4 thousand patrons per year over the last four years.

In 2002, close to 3000 others received special program services. That was an increase of over 700 from the previous year. A majority of that special programming can no longer continue.

In fact, even regular programming has been affected. The lack of staff has resulted in limits on the number of youth that can be in the library at any one time. I would like to ask for unanimous consensus to conclude my statement. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, colleagues. A number of incidents including fires, broken windows and assault have led the fire marshal to place restrictions on when the library can remain open for the safety of staff and patrons alike.

One staff person cannot handle this all alone. When the current librarian was hired, I believe in October two years ago, they were promised a full time assistant. That position has never materialized. Another commitment never fulfilled.

The high school students who are hired to help out part-time are even offering to cut school to help out due to vacancy and their desperate needs. It is shameful that in a territory's capital which is growing bigger every day, we do not see adequate staffing for services of this type.

I can assure you that I will be addressing this issue when we deliberate the Department's budget in the next few days. And at the appropriate time, I will be asking the Minister a question on these issues. Thank you.

Speaker: Members' Statements. Mr. Alakannuark.

Member's Statement 418 – 1(6): Hunters and Trappers to Increase Quotas

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Mr. Speaker, we know that country foods such as seal, fish, caribou and muskox, etc., are healthy food sources. They are good for the body and blood. Country food helps maintain good protection against all kinds of sickness.

Mr. Speaker, many people across Nunavut enjoy eating country food, especially the elders. Mr. Speaker, the Kugaaruk Hunters and Trappers Organization are requesting an increase in their muskox quota in Zone 17.

Is the Minister of Renewable Resources aware of this request? The other zone is too far and it takes a lot of gasoline to travel by snow machine. The HTO wants an increase in closer zones.

Mr. Speaker, at the appropriate time today, I will be asking the Honourable Minister about this matter. Thank you, Mr. Speaker.

Speaker: Mr. McLean.

Member's Statement 419 – 1(6): Issue of Health Care Funding

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker, I would like to address the issue of healthcare funding for Nunavut and the North. Mr. Speaker, it is no secret that I and other Members of this Assembly have been hammering the Government on the issue of healthcare since day number one of this Legislative Assembly.

In fact, Mr. Speaker, the first oral question ever asked in this House was on the issue of healthcare. Mr. Speaker, it is also no secret that Nunavut has always been short-changed by Ottawa when it comes to vital healthcare dollars.

We have been speaking out for years on the need to get a fair deal for Nunavut, one that recognizes our unique circumstances and needs. Mr. Speaker, when the Romanow Report was released last year, I asked questions of our Minister of Health and Social Services on the document.

I want to get a commitment that we would push hard as a Government to get a fair deal from Ottawa. Mr. Speaker, I was very pleased to see our Premier along with his colleagues from the NWT and Yukon working as a team last month in standing up for the North.

Mr. Speaker, I know that the devil is in the details, but it looks to me like we have made a good start on such issues as reforming the per capita funding straight jacket that simply does not work.

Mr. Speaker, the key here was team work, three leaders working as a team together in pursuit of a common goal. Thank you, Mr. Speaker.

Speaker: Member's Statements. Ms. Thompson.

Member's Statement 420 – 1(6): Upcoming Conference in Rankin Inlet

Hon. Maniok Thompson (interpretation): What was I going to say?

There is going to be an economic development conference in Rankin Inlet and I would like to welcome the people who will be attending that conference in Rankin Inlet and it is going to be a major event.

The Department of Sustainable Development and Nunavut Tunngavik has arranged this conference and I would like to thank them for the hard work in arranging this conference. And Mr. Speaker, we are awaiting the outcome of the conference because we need to start working on economic development in Nunavut. Maybe we'll be able to determine what we need to do for economic development in Nunavut.

I am glad that there will be a conference in Rankin Inlet. There will also be a hockey tournament this weekend in Rankin Inlet with youth coming in from all over. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Are there any further Members' Statements? Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Mr. Alakannuark.

Item 5: Recognition of Visitors in the Gallery

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I would like to recognize a person sitting over there. Stevie Mapsalaaq who is from Repulse Bay. I would like to recognize him for the support he has provided to me over the years. Thank you, Mr. Speaker.

>>Applause

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

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I would like to thank you for giving me a chance to recognize Peter Krittertiluk. I've know him for a long time now since I was a child. He is now a mayor today and I would like to welcome him. I had a chance to meet with him this morning and I would like to work with him again in the future. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Premier, for stealing my thunder. I'd also like to recognize a good friend of mine, and our new elected mayor. Peter, welcome to the Chamber. Recognition of Visitors in the Gallery.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I would like to recognize him as well. Peter Krittertiluk. I've know him for a long time and I would like to welcome him to the legislature.

And also I would like to recognize someone who is not in the House at this time. Jordin Nattinai from Clyde River. I think he is a better hockey player than Jordin Tootoo and he's going to be going to attend the hockey competition in Rankin Inlet. I hope you are watching closely Jordin Nattinai. Thank you, Mr. Speaker.

>>Applause

Speaker: Recognition of Visitors in the Gallery. Item 6. Oral Questions. Mr. Nutarak.

Item 6: Oral Questions

Question 408 - 1(6): Income Support Policy-Appeals Committees

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Education and Income Support.

In all the communities there are social assistance recipients and at times there are individuals who feel that they are not getting the support that they need from Social Services because of the personality conflicts with the workers.

I would like to know how the income support program policy works. Is there an appeals committee? Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. If there are some people who feel that they have a grievance about income support, there is an Appeal Committee that they can go to. They sit on the Appeal Committee for more than one year.

And I apologize to my colleague that I do not know where the Appeal Members are at this stage. I do not have any immediate answers at the present time. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): He said that he does not have the information. When can he present me with the information? Thank you.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I will look into this immediately and provide you with the proposed committee members and check on it today. Thank you.

Speaker: Oral Questions. Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): I would like to know which committees, Appeal Committees and whether they have names of those Committee Members and I would like to get information on who sits on these Appeal Committees in the communities. Thank you.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. We had requested the names for the Appeal Committees and we have been able to review these and I will let my colleague know when I have the information. Thank you.

Speaker: Oral Questions. Mr. McLean.

Question 409 – 1(6): Update on Income Support Payments

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker, we are closing in on the fourth anniversary as a Government and at times it has been fun and other times it has been stormy and I, for one, am happy to be here.

My question today is to the Minister of Finance. Over the last four years I have asked the Minister of Finance to update or ask for review on Income Support payments to people who are on social assistance for review of the cost of living. Does the Minister have an answer for this yet? Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I must be getting older, my memory is not what it used to be. I cannot remember the Member's question specifically on that issue and it is not my area of responsibility and income support lies with the Department of Education.

Certainly, I know the Minister is aware of that issue. There was a review of the whole Income Support Program. I do not have the specifics; I could not speak to this specifically.

I am sure the Minister will be able to do that particularly this afternoon, given that it is more than likely that the Education Budget will be up for review. Thank you, Mr. Speaker.

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

Question 410 – 1(6): Correspondence with Parks Canada Regarding Problem Polar Bears

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. In regards to my Member's Statement, I would like to direct my question to the Minister of the Department of Sustainable Development.

The park in Qikiqtarjuaq has experienced problems with nuisance bears and they don't have the manpower to protect the people of the community. I would like to ask the Minister if he will be working with Parks Canada or will meet with the Minister of Parks Canada to determine whether they can help with the bear problems that we have in Qikiqtarjuaq. Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Yes, I would like to work with them closely on how we can improve the management of polar bears in his riding. Thank you.

Speaker: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Thank you for agreeing with me and I believe you'll be working closely with the Federal Government. When do you plan to meet with them? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. I'll work on this issue and I'll submit a written document to answer his question. Thank you, Mr. Speaker.

Speaker: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I can give you a letter at this time if you want a copy of it. Perhaps he can let us know as soon as possible on what the outcome is when he meets with the Federal Government because we do have too many bears at this time and it is an emergency situation. Thank you, Mr. Speaker.

Speaker: Mr. Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Yes, I don't know how fast we, with the Federal Government can come up with a solution to the problem but I will let you know as soon as I meet with them. Thank you, Mr. Speaker.

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

Question 411 - 1(6): Final Agreement to Move 13 Positions to Baker Lake

Mr. Anawak (interpretation): Thank you, Mr. Speaker. There are a lot of people out there who do not clearly understand what we dealt with a few days ago. I know that the people of Rankin Inlet have not clearly understood the process that we just went through and the question that I have to the Premier is that we are dealing with the decentralization of 13 positions to Baker Lake from Rankin Inlet.

I have stated that I was against that decentralization. My question to the Minister is, after we talked about it, even though it was an agreement in principle, I opposed the move or decentralization after that.

My question is when did Cabinet make an agreement that the 13 positions will be moved to Rankin Inlet from Petroleum Products? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. When decentralization first started, that was part of the work of the cabinet. We agreed that these positions were moving from Rankin Inlet to Baker Lake and we made agreements then and we recommended the decentralization of those positions.

We have continued to provide direction in this matter, but we have not completed the decentralization process in the three years that we have been Members of this House.

We did not finalize the decisions to decentralize the positions that were to be moved to Baker Lake as a Cabinet. We continued providing direction from within Cabinet, but that was the agreement in principle at the Cabinet level. We never agreed on the details of the particular positions decentralized to Baker Lake. Thank you, Mr. Speaker.

Speaker: Mr. Anawak.

Mr. Anawak (interpretation): Thank you, Mr. Speaker. I heard that they made an agreement in principle at the Cabinet level, but that the details were yet to be determined.

I do not understand, so my question is, when did the details get agreed to? We all knew that I was removed from Cabinet for that purpose and the Premier said that there was an agreement in place, and that this was confidence that was broken.

If those details were not agreed to at that time, and the Premier stated that this was the reason for my removal from the Cabinet, that I had broken the agreement that had been reached in Cabinet, did the Premier already decide beforehand that those positions were to be moved to Baker Lake without an agreement being in place?

When did the Cabinet agree to move those positions to Baker Lake? Who made this decision?

Speaker: Under the rules of the House, under item 2 (m), it states a Member may not seek information about matters which relate to private or secret discussions or proceedings of Cabinet.

So I would ask you to rephrase your question and keep this rule in mind. Proceed.

Mr. Anawak: Mr. Speaker, this is hardly a private matter anymore, its public out there. All I'm trying to ask is when was the final decision made because that was the discussion all along. When was the final decision made to move those 13 positions to Baker Lake?

Speaker: Thank you, Mr. Anawak. We are walking a fine line here, but I believe the Premier or any Minister has the option to answer the question, refuse to answer or take it as notice. Mr. Premier. Proceed.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We have to work collectively as a Cabinet and whatever we decide in the Cabinet level, we cannot reveal to the public. This is a matter of Cabinet solidarity. Sometimes even though we are not all in agreement as a Cabinet we have to support the decision to decentralize positions to Baker Lake.

We just had an agreement in principle and we had not had a final agreement on the details. But, the Cabinet had agreed to it at that level and it was expected to be a solidarity position amongst the Cabinet. Thank you, Mr. Speaker.

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

Mr. Anawak (interpretation): I'm not quite clear on this and I'm hoping it could be made clearer to me. The decision was that after they made an agreement to move those positions, I was ousted from Cabinet and now the Premier is saying that they did reach or make a final agreement.

Is it that he made a mistake in announcing the 13 positions were going to be moved to Baker Lake? He later wrote a letter to the mayor of Rankin Inlet, Lorne Kusugak, that there would be 5 positions remaining in Rankin Inlet.

The people out there, the public in Rankin Inlet have to understand that they were not very happy about the positions being moved. But I guess the Cabinet has not really made a final agreement and I did not get to know it.

I'm not really sure what the Premier is saying, what the Premier is saying now that they have not made a final agreement. Can you please clarify this? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. What we wanted to find out was, we had to look at the decision of the Cabinet. The 13 positions that we are talking about, to be moved to Baker Lake, we didn't really state that from the beginning as to which department they would be coming in from.

So what we found out at the end was how many were to remain in Rankin Inlet. So, I wrote a letter to the mayor of Rankin Inlet after we looked at it and found out how many were to remain in Rankin Inlet. Thank you, Mr. Speaker.

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

Mr. Anawak (interpretation): Thank you, Mr. Speaker. But I'm still not quite clear on the agreement that Cabinet reached as to how many positions are supposed to be moved to Baker Lake afterwards.

The Premier is saying now, again, to the people of Rankin Inlet, that the 5 would remain in Rankin Inlet. How can he decide that without meeting collectively with the Cabinet? There are Members of Cabinet, but did he make the decision himself?

He's saying that the Cabinet had already agreed and that is the reason why I did not like the decision but now he's saying it has already been finalized but at the same time he is saying that 5 positions will remain in Rankin Inlet.

This has to be understood by the people of Rankin Inlet. Were the people misled by the Premier? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I try to work with people who want to work with me and the mayor of Rankin Inlet wanted to meet with me and I will work closely with the mayor.

We have stated that we would seek out the best routes do this. What we have been doing is seeking positions for those people not moving to Baker Lake. What we're doing is trying to finalize the move and I'm trying my best to work with the mayor and people of Rankin Inlet and then we will get back as a Cabinet. Thank you, Mr. Speaker.

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

Question 412 – 1(6): Adequate Staffing to Keep Programs Open at the Library

Mr. Tootoo: Thank you, Mr. Speaker. My question today is, I could direct it to the Minister responsible for Education. The Minister is aware, I am sure, the Iqaluit Library, the library in the territory's capital is the only library in Nunavut that falls directly under the government instead of through a contribution agreement.

I would like to ask the Minister if he could describe to this House, what kind of steps have been taken to ensure that adequate staffing is being provided for at the Iqaluit Centennial Library? Thank you.

Speaker: Minister responsible for Education, Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. At the present time, we have one staff at the library in Iqaluit. We have four part-time staff and there are also some volunteers who work throughout the week.

Last year, from October 2001 to 2002, in 2001, there were 1,329 and because there were in 2002, there was an increase to 1,667. The staff are able to help out anyone and at the end when we got the computers, there have been more people going to that library.

Because of the increase in people traffic, we have had the problems in the past. The Agvik Society and the department have been working together to resolve the problems that we had previously. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. As I had indicated in my Members' Statement earlier, the Minister alluded in his response that the women from the Women's Shelter would no longer have access to the library because of cuts to programs that cannot be delivered due to lack of staff there.

And I believe in February, the Minister's staff met with the people from the library, I think there were members from the Library Board there and women from the Women's Shelter and they made a commitment at that time to work with them to secure funding so that we could continue to have this programming provided for them.

I would like to ask the Minister if he could inform us what his officials have done since then, since making that commitment to work with this group to obtain funding so they could have the program at the library? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I will start out by trying to clarify it to the Members of this House that the group still has access to the library.

What has happened is the independent time and attention that the librarian and the part-time staff were able to give them is gone. Before the increased usage, this is what led to the problem and the Board needed to try to find solutions to those problems.

Our commitment is to try to help the Boards, the special groups, to have them continue the special usage, and ensure the programs are still ongoing, Mr. Speaker. Thank you.

Speaker: Oral Questions. Supplementary. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. The Minister is indicating that this group still has access to the library if he can indicate to the proper time that is open to the public.

I think that these people are in a shelter because it is a safe environment and they cannot go to the library during public hours because of the potential of not being a safe environment for them.

That is what I think is what the group is looking for, just to clarify that for the Minister. I'd like to ask him if he can describe to the House, what meetings he may have had with his counterparts, the Minister of Sustainable Development to address some of the supervision issues.

The concerns I raised in my statement led to the fire marshal's restrictions on opening the building that is shared both by the library and the Unikaarvik Tourism Office. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I will definitely have a discussion with my colleague. But in the last few seconds, I have just received an update and that the work I mentioned is still ongoing.

It is looking very promising that we will be able to hire part-time staff to meet the needs of the special interest. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. Can the Minister indicate when this person will be available to be hired for the library? I'm sure that the staff and the board and the user groups with access to the library would be very interested in knowing exactly when that will be. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I may not be in a position to indicate to the Member exactly when we will have the staff there. But what I will commit to is making sure that once we get the staff in there, which I will ask the department to put in there A.S.A.P, but the special interest groups can, I'm using the wrong words but, develop a proper working schedule that they can meet. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Mr. Havioyak.

Question 413 – 1(6): Assist Carvers of Quarry Site

Mr. Havioyak: Thank you, Mr. Speaker. I just wanted to direct my question to the Minister of Sustainable Development in regards to my statement earlier on. I said in my statement I would like a project to be undertaken in consultation with the Kugluktummiut to improve the safety at the quarry site.

Can the Minister commit to going to the community, or at least his officials going to the community to see how they can assist the carvers in this quarry site? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Thank you, for your question. Yes, that has also been an ongoing concern in the South Baffin quarries with the safety problems at the quarry.

These soap stone quarries are being discussed as to how the best way we can protect the public safely in these quarries. The Qikiqtani Inuit Association has worked hard to ensure the safety of the public and set policies for quarrying as well.

I will commit to work with the local carvers and the Inuit association in his region regarding the safety of the public in the quarries. I will try and make it to the quarry to check out the dangerousness of the site. Thank you, Mr. Speaker.

Speaker: Supplementary, Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Speaker. I thought I heard the response saying the region which is great, but I am just trying to make sure he gets to my community to work with the carvers and take them to the site and analyse the type of things they need to do to make sure the carvers get into that site safely in the future.

I wanted to ask a question to him as to when we can schedule these visits to the communities. Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Yes, it is hard to say whether I would actually go the site, personally. But, if I were to visit the community, I would want to visit the site along with the carvers.

Otherwise I will direct staff to go to inspect that site and give direction to staff to assess how much of a public safety issue there is in the quarry site. I can commit to this type of endeavour to improve access to the site. Thank you.

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

Mr. Havioyak: Thank you, Mr. Speaker. I guess I am just trying to get his officials or himself to the community to also meet with the carvers. I would like to suggest that he come to the community in the summer. But again, I just want to make sure his commitment to come to the community this summer. Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. As I said I will be going there in April but it's harder to say if I could arrive later on in the summer.

I do not know exactly what my schedule is like, but I will keep him updated as to what direction the department is taking in dealing with the concerns regarding safety at the quarry site.

If the tourism departmental staff travels to his community during the summer, I can commit to try to arrive at that time. Thank you, Mr. Speaker.

Speaker: Oral Questions. Mr. McLean.

Question 414 – 1(6): PPD Positions Moving to Baker Lake

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker my question today is to the Minister responsible for decentralization.

Mr. Speaker, over the last couple of weeks I understand, have heard, and read articles about the PPD positions. Can the Premier confirm to me that all these PPD positions will be moving to Baker Lake? Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik: Thank you, Mr. Speaker. What I can say is that Cabinet has an agreement in principle to move 13 positions to Baker Lake. What we are planning to do is a feasibility study on the best steps of getting there.

We can confirm that there are 5 positions moving from the new Power Corporation, for instance, that will compensate for the 13 that are targeted for Baker Lake. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. McLean.

Mr. McLean: Thank you, Mr. Speaker. I'll try to make my preamble very brief. I am not on the inside of Cabinet. I am not privy to their decisions. My mayor has not come over here and had a meeting with the Premier.

My question is, one of the first questions that I asked in this House was on decentralization and if the government committed to it. I was assured by the Premier and he kept his promise to my community time after time on decentralization.

What I am a little disturbed about and I am getting to my question, why is there a feasibility study being done? Is there going to be a feasibility study done on every job that is decentralized? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik: Thank you, Mr. Speaker. What we are creating is a new corporation, a crown corporation and it will be a separate entity of our government and we want to

make sure that their operations will be the most feasible. We are currently completing a feasibility study for the Workers' Compensation Board for Pangnirtung.

So, feasibility studies are for bodies that are outside of our control. We are moving forward on the Qulliq Corporation. And we have recently appointed an interim President to assist us in doing the feasibility study.

So we are doing our utmost in ensuring that the job is completed as soon as possible. Thank you, Mr. Speaker.

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

Mr. McLean: Thank you, Mr. Speaker. I think I'm getting the answer I want. Will the Premier table the terms of references for this feasibility study? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik: Thank you, Mr. Speaker. As soon as they're done I will make sure they're tabled in this Assembly. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Premier. Oral Questions. Supplementary. Final Supplementary. Mr. McLean.

Mr. McLean: Mr. Speaker, I hope in this terms of reference on this feasibility study that it is not just one-sided for one community. I am hoping it is fair to the other community, and I am saying Baker Lake because sometimes feasibility studies are slanted one way.

If the feasibility studies shows that there should be more than 13 positions moved to Baker Lake, will the Premier commit to that? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. McLean. That is somewhat of a hypothetical question, but I will allow the Premier to answer it if he wishes.

Hon. Paul Okalik: Thank you, Mr. Speaker. Yes, that is a hypothetical question and I will answer the question when we get there. So, we'll wait for the feasibility studies to conclude. Thank you, Mr. Speaker.

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

Question 415 – 1(6): Kugaaruk Concerns on Muskoq Quota

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Regarding my Member's Statement earlier, and as I stated is to the Minister of Department of Sustainable Development.

In Kugaaruk, the HTO and the residents have concerns regarding the muskox and they have a quota for only five animals in the area. Has he heard any other information regarding concerns from HTO? That is my question to the Minister. Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Yes, I am aware of this concern regarding the requested increase in the quota. I will endeavour to work and look into the matter in working with the local HTO.

When the quotas are being formulated, it is based on the study and the population and we are going to have to get a better idea how we can increase the quota by first getting a better idea of how healthy that population of the muskoxen may be. Thank you.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Yes, I am sure it will lead to another study, but the muskox, I guess they are at another management zone. Is there more than ten and is that too far from that other zone?

Can they also study the ones who are from the closer zone in the region because hunters do not usually go beyond the Gjoa Haven area? Can you consider that this quota will come from a closer population within our area of Gjoa Haven? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. I will attempt to respond to his question. There are muskoxen from the other region or in the other zones who he is concerned about.

The Department of Sustainable Development has a program that allow communities to work together to harvest muskoxen. We can provide funds to the community if they want to do a group community hunt.

As well, his question regarding increasing the quota, we need to do a study for management purposes as to whether or not we can increase the quota based on the health of that population. Once I have that information I can inform the Member on the status that they are in. Thank you, Mr. Speaker.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Thank you, for your clear response. You said that there's going to be a study done on the muskoxen in our area. As soon as you find out when you're going to be doing the study, can you let the community of Kugaaruk know when they will be doing the study? Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Yes, I would be willing to work with the community to do the study and because we have stated that we want to work with the communities.

When we start doing the muskoxen study, we will contact your community to try to work with them. We will have to research the material as to when the last time was that they studied the muskoxen in your area. I'll let you know when we'll be starting the study. Thank you, Mr. Speaker.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I thank you for saying that you will be working with our community because they are the ones who have the knowledge of the area and the traditional knowledge of our Muskox. Have you decided yet when you plan to do the study? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Like I stated, we will need to find out first when the last time the muskoxen were studied. I'll get my staff to do the research and let my colleague know the outcome of that research. Thank you, Mr. Speaker.

Speaker: Oral Questions. Oral Questions. Mr. Anawak.

Question 416 – 1(6): Portion of PPD Positions Moving to Baker Lake

Mr. Anawak (interpretation): Thank you, Mr. Speaker. I'd like to get further clarification.

I've constantly told the Department of Petroleum Products know that all the PY's should not be moved from Rankin Inlet to Baker Lake. I think on January 28th, they had a meeting with Ross Mrazek who is from PPD and that they stated that they would decentralize those PY's to Baker Lake.

So, can I let my community know, the staff know that only a portion of those PYs will be decentralized? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We have talked with your mayor and told them that we have 5 positions that will be transferred to the community

from Iqaluit and some of the positions will not be moved and will stay in Rankin Inlet. As I stated earlier, we are going to be doing a feasibility study shortly to see how it will work in the community. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Premier. Mr. Anawak.

Mr. Anawak (interpretation): Thank you, Mr. Speaker. It is getting a little clearer that there was a wrong message sent out to the Inuit and residents of Rankin Inlet.

They were told that all the PPD positions were going to be decentralized to another community by the deputy Minister who stated that on January 28 and then he stated that there was going to be a feasibility study. I would have presumed that a study had already been undertaken and the decision reached to decentralize the positions.

I would like to know how much that is going to cost to do a feasibility study and whether you will be hiring Inuit to these positions, especially for the study?

We were told now that there had not been a final decision on the 13 positions that would be transferred to another community. This has been the entire justification for my removal from Cabinet. Isn't the Premier sending the wrong message to the Inuit?

The Premier stated that they had already had an agreement to move these positions and that was why I was voted out on a non confidence vote. Thank you.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We are trying to follow the implementation plans of the decentralization report that were set out before the Nunavut Government was created. We are trying to reach the number of positions allocated to Baker Lake that were noted in the Footprints II manual. We are setting up a new organization that will be transferred to the community.

We have looked into who is going to be managing the new corporation and that person will be responsible for this feasibility study. We will be studying how best to use our funds to relocate those positions to the community so that is why we are doing a feasibility study to make sure that it is cost effective. Thank you, Mr. Speaker.

Speaker: Thank you, Premier. Oral Questions. Supplementary. Mr. Anawak.

Mr. Anawak (interpretation): Thank you. Perhaps the Inuit are tired of listening to this but we have to tell the truth to the general public to the Inuit. We still do not understand when they say they are going to transfer those 13 PPD positions and I did not agree with the process of transferral.

My colleague from Rankin Inlet South/Whale Cove initially opposed this decision, and then I was the one opposed. That is what happened and why I was told that afterwards

that I had disagreed with a Cabinet decision and that I was endangering Cabinet solidarity.

It is apparent now that the Cabinet never made a final decision about this matter, and that they had decided not to transfer all 13 positions to the community. So is the Cabinet composed of one person? It looks like the Premier decided personally to keep 5 positions in Rankin Inlet as a result of this furor.

Why if the Premier or the Cabinet were not going to transfer those 13 positions, why did we have to go through this process of ousting me of the Cabinet? I do not know if they are going to be transferring all the positions or not? So I would like an answer, will five, thirteen or all positions be decentralized? Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Decentralization is a complex and difficult process with many variables. We had to find out the best ways on how we can decentralize those positions to the communities.

The decentralization was decided upon before this government was implemented. We will be doing the study to see how best we can work this out. If we look at what we have used to date, wherever the employees are, we have always been able to find positions for them, similar to what their jobs were at the time. That's the same thing that we're going to do with those positions. If the staff in the present positions don't want to move, we will be looking for other employment for them. Thank you, Mr. Speaker.

Speaker: Oral Questions. Final supplementary. Mr. Anawak.

Mr. Anawak (interpretation): Thank you, Mr. Speaker. We're not talking about other decentralized positions; we're talking about these specific 13 positions. The Petroleum Products Division employees in Rankin Inlet, we're talking about the staff in Rankin Inlet, we're not talking about decentralized staff. We're not talking about seeking other employment for the staff.

What we're talking about specifically is, were they telling the truth when they said they were going to transfer those 13 positions. Now we're hearing a different story today that not all 13 positions will be transferred; some of them will be transferred only after a feasibility study is done first before they transfer those positions.

I'm specifically talking about those 13 positions in Rankin Inlet. I'm not talking about other positions in the decentralized communities. If they were to transfer these positions, and this was the reason for my removal, what is the Premier saying that is not true? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I've tried to give the appropriate response and if someone is saying I gave the wrong information or that I'm lying, that is not the case. I try to respond the best way I can on what process we took.

As Cabinet Ministers, we tried to go through the best avenue that we had in dealing with these positions. Thank you, Mr. Speaker.

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

Question 417 – 1(6): Decentralization Study on Impact to Smaller Communities

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. This is a question to the Minister of Decentralization. I'm going to use the Power Corporation as an example.

They were talking about the discussion of the Petroleum Products Division, on decentralizing the power corporation to improve the services of our communities, but at the present time, the smaller communities have a major problem with the payment process and the payment centres.

In the smaller communities, when there's decentralization, the smaller communities are always affected because of the way the billing system is done. Although the larger communities have it easier than we do, when there's decentralization, the money that is being used from decentralization is taking money away from the smaller communities.

And because of this, the smaller communities are affected when the Petroleum Products Division will be decentralized to Qamanittuaq. Will this affect the smaller communities again?

I raise this because we are going to have to pay for expenses such as decentralization and every single one of the smaller communities is affected by the cost that is used for decentralization.

Have you done a study on whether this has a major impact on the smaller communities? Thank you.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We try decentralization as best that we can and to effectively study what impact it would have on the other communities. But, that is why Cabinet is given this task as it involves a lot of variables.

Those are the steps that we do before we decentralize positions to communities. The result of the study was to see if we could amalgamate certain distinct organizations. Certain positions could better be managed by one position. That is why the Qulliq and the Power Corporation were merged as we have a more efficient way of doing things and that would help out the smaller communities.

And I feel that this is going to help out the smaller communities. Thank you, Mr. Speaker.

Speaker: Thank you, Premier. Oral Questions. Supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Yes, I believe what the Minister is saying. But the people of Nunavut always have to pay out of their pockets for any incremental costs. I just feel that if there is a problem with the Petroleum Products Division, then we will be impacted in paying our utility bills.

As long as the smaller communities will not be affected adversely, it would be okay, but we have to continually consider the impacts on the people of Nunavut because we are the Government for Nunavut. We are spending the public funds of Nunavut and we are taking the money their pockets and allocating it to the services to the people of Nunavut.

I wonder if the Decentralization committee, the Cabinet or the Minister has done a study on the impacts of decentralization on the smaller communities? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We have done a study on the questions that the Member just asked. As well, each Minister has submitted reports to be tabled in the House on the decentralization issues that they are facing.

We have done a study on the Qulliq and the Power Corporations merger and that is the direction we give for a study to make sure that all of the communities are not affected. This also involves trying to find the best solutions and positive impacts of each step. Thank you, Mr. Speaker.

Speaker: Oral Questions Supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. The Power Corporation and the Petroleum Products Division were not together in our past operations, but they are going to consolidate them.

I just wondered if there are inefficiencies created due to the PPD and the Power Corporation merging. Will there be problems arising out of that particular merger? Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. That is the reason why we are putting the PPD and the Power Corporation together just so that it can be run more effectively, especially in relation to similar roles of acquiring diesel. The actual fuel for the power stations is bought separately from the operations of the Power Corporation.

So, if those two Departments or those two Corporations are merged, we will have a more effective way of buying fuel in bulk and to make it better for the people in Nunavut.

And we would not spend as much money in buying our fuel in bulk and we will also be dealing with less administrative functions. We have also been submitting reports on the merger for the last couple of years. And we will be dealing with the Qulliq Legislation in the near future here in the Legislative Assembly. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Premier. Oral Questions. Supplementary. Final Supplementary.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. The new contract for delivery of fuel, I just wondered if the Petroleum Products and Power Corporation will be working together to ensure that there will be no problems. Have you considered this? Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Like I stated earlier, we have done a feasibility study on the decentralization process. This has been supported by the people of Nunavut regarding the two corporations getting together. I'm sure that it is going to be running better and more efficient when that happens. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Premier. Members will note that question period is now over. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Item 12. Reports of Standing and Special Committees. Item 13. Reports of Committees on the Review of Bills. Item 14. Tabling of Documents. Mr. Alakannuark.

Item 14: Tabling of Documents

Tabled Document 079 – 1(6): Letter from Kugaaruk HTO

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I wish to table the following document. A letter from the Hunters and Trappers organization in Kugaaruk, Nunavut concerning musk-ox quota. Thank you, Mr. Speaker.

Tabled Document 080 – 1(6): Business Plan of the Legislative Assembly

Speaker: Item 14. Tabling of Documents. I have four documents that I wish to table. Business Plan of the Legislative Assembly. I am pleased to table the Business Plan for the office of the Legislative Assembly for the year 2003, 2004 in Inuktitut, English, French, and Inuinnaqtun.

Tabled Document 081 – 1(6): Pangnirtung Session Incremental Cost Report

I also wish to table the Legislative Assembly report on the incremental costs of the October 2002 session in Pangnirtung.

Tabled Document 082 – 1(6): Pension Administration Report March 31st, 2002

Also in accordance with section 21 of the Legislative Assembly Retiring Allowances Act, I'm tabling a Pension Administration Report for the period ending March 31, 2002.

Tabled Document 083 – 1(6): Statutory Requirements for Tabling Reports and Other Documents to the Legislative Assembly

I'm also pleased to table today a Comprehensive List of the Statutory Requirements for the Tabling of Reports and Other Documents in the Legislative Assembly of Nunavut. This will enable all Members to be aware of what statutory requirements exist for the tabling in this House of certain documents unless these obligations are being met.

Item 14. Tabling of Documents. Item 15. Notices of Motions. Item 16. Notice of Motions for First Reading of Bills. Item 17. Motions. Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Bills 22, Bill 24, Bill 30 and Minister's Statement 126 – 1(6), with Mr. Iqaqrialu in the Chair.

Before we proceed to Committee of the Whole we'll take a 20 minute break.

Sergeant-at-Arms

>>*House recessed at 15:21 p.m. and resumed at 15:49 p.m.*

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

Chairperson (Mr. Iqaqrialu) (interpretation): Thank you. Welcome back. We will be dealing with what we dealt with yesterday. Bill 22, 24 and 30 and Minister's Statement 126-1 (6) are on the order paper for consideration in Committee of the Whole. Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. Mr. Chairman, we wish to deal with Bill 24 and then Bill 30 commencing with the review of the Department of Education. Thank you, Mr. Chairman.

Chairperson (interpretation): You said Bill 24, first which is not the Department of Education, it is the Hamlet Act. I think you have the Bill numbers wrong and you should correct this if you do not mind. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. We wish to deal with Bill 24 and Bill 30, commencing with the Department of Education. There, I said it the right way.

Chairperson (interpretation): Okay, now I get it. Thank you. I will now ask the Minister responsible for Department of Community Government and Transportation to approach the witness table with her staff.

Chairperson (interpretation): Sit down please. Thank you. Can you please introduce your witnesses, Ms. Thompson?

Hon. Manitoq Thompson (interpretation): Thank you, Mr. Chairman. To my left, who joined us just before we concurred, Mr. Peter Alison, Legal Council in the Department and to my right is Shawn Maley, Assistant Deputy Minister.

Mr. Chairman, with your permission, I would like to recognize the Mayors involved. We recognized the other representative already, perhaps we have over recognized Lootie Toomasie, but these are the Mayors that I would like to recognize through their work in their hamlet.

Steven Maksalaaq Mayor of Taloyoak and beside him is Peter K. whom we all know, who is the Mayor of Arviat. As well, beside Peter is Arthur, he was SAO for Chesterfield Inlet and now he has been seconded in Arviat. Thank you for giving me the permission to recognize them and that is my ulu down there.

Chairperson (interpretation): Welcome, Mayors and the staff, hamlet staff, welcome to the House. Yes, now that we are dealing with these Acts that will truly reflect the operations in the communities because we have had problems in the past. It is good to see you here.

Going back to the Bill 24, we already had ten minutes each of general comments regarding the Cities, Towns and Villages Act. Now, I would like to ask what the wish of the Committee is.

Would you like to go right into reviewing Clause by Clause on the Hamlets Act? Bill 24, an Act to Amend the Hamlets Act. Reprint summary, does everybody have a copy? We will start with Clause by Clause review.

Chairperson (interpretation): Clause 1. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 2. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 3. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 4. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 5. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 6. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 7. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 8. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 9. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 10. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 11. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 12. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 13. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 14. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 15. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 16. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 17. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 18. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 19. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 20. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 21. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 22. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 23. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 24. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 25. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 26. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 27. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 28. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 29. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 30. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 31. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 32. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 33. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 34. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 35. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 36. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 37. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause, 38. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 39. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 40. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 41. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 42. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 43. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 44. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 45. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 46. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 47. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 48. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 49. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 50. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 51. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 52. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Clause 53. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Are we agreed that we've concluded with clause by clause? Do you agree?

Some Members: Agreed.

Chairperson (interpretation): Thank you. We've dealt with the Hamlet Act. Does the Committee agree that Bill 24 is now ready for third reading?

Some Members: Agreed.

Chairperson (interpretation): That's how smooth it can run when we all agree. I would like to thank you Minister responsible for Community Government and Transportation for appearing before us. Do you have any closing comments? Ms. Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Chairman. I'd like to say thank you very much because I've waited for this for eight years. To my understanding, you will all agree with my wishes. Thank you, very much.

I'd like to recognize the Chairperson for the committee, Mr. Glenn McLean as well as the committee. I'm going to forget some people on the names. Mr. Iqaqrialu, Mr. Havioyak, Uriash, Mr. Nutarak, and Mr. Iqittuq I think.

I might have forgotten some names. Those guys worked tirelessly in drafting this bill and reviewing this bill. They were in full support throughout the whole process and it was good to have those healthy discussions and we'd go back and forth to each other and figure out what the best way would be to come up with these, so, I'm also really glad that Lottie Toomasie is here to be here with the passage of this bill.

Mr. Chairman, these are the wishes of the communities and they have waited patiently to have a Bill and Act that will truly reflect the realities in the communities. Thank you, very much for the hard work of all the Members. They were very patient and cooperative in the drafting of this Bill.

Mr. Chairman, there was some discussion regarding the hamlets being in competition with businesses and we have come to an agreement on those issue and other things within the Bill. Thank you, very much for your support in this matter.

Let's continue to work together and don't be afraid to let me know if you need anything else from the department. I'd also like to thank the staff for their dedication and hard work. Thank you, Mr. Chairman.

>> *Applause*

Chairperson (interpretation): Thank you, as well to the mayors and the law clerk. Now, perhaps we'll start finding out some of the problems they'll have with these acts now that it will actually be implemented.

We'll move onto Bill 30, with the Department of Education. Okay. We don't have a quorum.

Bill 30. I will now ask Minister of Department of Education. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. What are you asking me?

Thank you, Mr. Chairman. I'm pleased to be here with you today to review the business plan and the main estimates for the 2003/2004 fiscal year for the Department of Education.

The Department of Education will see an increase in its operating budget next year of \$7.4 million dollars. The greater part of this increase will be allocated to school operation, the language of instruction initiative and Nunavut Arctic College.

We have made progress over the last year Mr. Chairman. On the school side, enrolments are up, graduation from grade 12 continues to be steady and curriculum work is proceeding.

We have also begun to consult the public on the Language of Instruction initiative. We increased funding support for District of Education Authorities. We also increased funding for daycares to help ensure more spaces are available to support the crucial early years.

Mr. Chairman, the Department has also worked closely with various partners over the past year to continue the efforts to provide training opportunities to our adult population.

In that work, there has been close cooperation with Nunavut Arctic College and innovation such as an older workers' Pilot Project involving elders in our teaching and learning centers.

The Department is now working with other Departments and Nunavut Arctic College on an adult learning strategy that will address the full range of adult education and training requirements and provide direction for adult programs into the future. We anticipate a draft of the strategy for consultation and released in the fall.

Mr. Chairman, as you know, we have also increased the FAN support for students and Beneficiaries and made improvements to the Income Support Program with a particular emphasis on assisting more individuals to receive training.

Mr. Chairman, funding in the 2003-2004 Budget for School Operations has increased. However, costs have also increased including teachers' salaries, utilities and enrolment.

As the result, expenditures in all sections of the Department have been reviewed closely to ensure that critical areas including school operations are maintained at acceptable levels.

The increases seen in various areas of the Department are primarily to cover salary costs. The Negotiated Salary Increase in the Teachers Federation Agreement will account for the greatest increase.

As well, a total of \$2 million in 2003-2004 will be targeted towards the language of instruction initiatives.

This funding will allow the Department of Education to move forward in the development of much needed Inuktitut and Inuinnaqtun Curriculum and resources for schools and to design a model of instruction that works best for our children and supports the goals of a quality education system with bilingual graduates.

Finally, additional funding of \$1.2 million dollars has been provided to Nunavut Arctic College. This will also help to address their funding issues for utilities, maintenance, and student housing.

Mr. Chairman, the needs in education and income support are great. This presents many challenges to government and we are also aware that there are many competing demands for funds and important priorities.

The budget proposed for 2003/2004 advances the important work of the Department of Education within the financial constraints that the government faces. I am confident that we will continue to improve programs and services but realize that the pace of change will not be as rapid as some desire it to be.

Thank you for your attention and I will be pleased to answer any questions you may have. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. You may go to the witness table if you wish, with your staff, Minister Kilabuk.

I would like to first of all, apologize that I did not ascertain the wish of the committee according to the procedures. Sorry for getting ahead of myself to the committee. Is it okay for these people to go to the witness table? Minister Kilabuk, please introduce your staff.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. To my left, Tom Rich my deputy Minister and to my right is Ian Rose who is also working in our office in the policy division.

Chairperson (interpretation): Thank you, Minister Kilabuk. I will now ask the chairperson from the Standing Committee, Mr. Nutarak to make his opening comments.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. As per our usual practice, I will be stating the opening comments from the Standing Committee on Health and Education.

As chair of the Standing Committee on Health and Education, I am pleased to have this opportunity to make some introductory remarks as we begin deliberations on the budget of the Department of Education.

The Standing Committee notes that the Department of Education's Operations Maintenance budget for 2003/2004 has increased by nearly 3%.

Chairperson (interpretation): At this point we do not have a quorum. We will have to ring the bell.

We can begin again. Mr. Nutarak.

Mr. Nutarak (interpretation): Mr. Chairman, back to my opening remarks, I will just go on from where I stopped.

The Operations and Maintenance for 2003/2004, has increased by nearly 3 percent from 2002/2003 to a projected total of \$159 million, 970 thousand dollars. Despite this increase, Members are concerned that this is not nearly enough to adequately address forced growth issues in many of our growing communities.

The number of students in our schools is increasing steadily year by year. The Committee strongly feels that the needs of allocating school funding must keep pace with the needs of our population.

The challenge of incorporating Inuit Qaujimajatuqangit into the education system is an ongoing one. The Committee supports and encourages the Minister in his efforts in this area.

Members encourage the Minister to address the policy and funding issues surrounding the hiring of cultural instructors, insurance coverage for culturally based land programs and the development of Early Childhood Education Programs and the consideration of Inuit Qaujimajatuqangit principals with respect to disciplinary issues.

The Committee members continued to have concerns that our education system is not reaching the needs and expectations of our students as they work towards graduation and moving onto post secondary studies.

Members encouraged the Minister to continue his efforts to provide support to students, teachers and parents with regards to staying in school and acquiring the right number and the right kinds of credits to enable students to continue with their education as well as identifying opportunities for future learning in both the academic field and the trades field.

The Committee looks forward to future progress reports from the departmental committee that has been established to review these issues.

Mr. Chairman, Department of Education plays a key role in helping Nunavummiut work towards the objective of self-reliance. The Committee recognizes that the administration of programs provided through income support is a factor in achieving that objective. Therefore, Committee members were pleased to receive information about the

department's new information program for income support recipients as announced by the Minister earlier this week.

Members were somewhat disappointed not to see increased funding for library services which provide information, resources and programs for a number of interest groups from daycare classes to Grade 6 students, to students in adult learning programs.

The Committee strongly urges the Minister to explore any opportunities to increase funding and support for community-based library services.

That concludes my opening remarks. Individual Members may also have questions and comments as we proceed. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Nutarak. Before we proceed, I would like to point out that according to Rule 77 (1) Members will have ten minutes to speak on general comments.

And 77 (2) indicates that the subject to the discretion of the Chairperson, a Member may speak more than once to the matter and the discussions that make until every Member that wishes to speak has spoken.

I will open the floor now to general comments. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you. I will make a short comment, as I am part of the Committee in regards to Education. The Minister had talked about a little bit of what is in the budget in terms of the Education Budget in 2003-2004.

But I am pleased to say, I am happy to hear the comments from the Minister in terms of the DEA Budget, although it is quite small. It is encouraging to hear from the Minister that he has not forgotten about the process of funding those groups at the Committee level. And I am pleased to hear that.

On another subject, from what I am hearing in terms of the adult education, perhaps it was last year and perhaps this fall as well. These were areas I was questioning in terms of the adult education programs and an area of more trades programs, for example in the mining industry and this is something I am strongly encouraging. As we know there is a lot of students and as well, adults who are not employed. So, this is an area in which I would like to see improve in terms of getting more support for trades for as well as the mining industry.

As we know, there are many people who are unemployed, for example, in my community in Kugluktuk, but on the other hand, there are more jobs coming out with BHP and other mining companies.

And this is where I would like to ask, how can we improve those areas for employment and continue to support the mining industry? I want to encourage the Minister to keep that in mind to try to get training programs for the mining industry.

For your strategy, in terms of adult education, how effective is that? I would like to hear more about it. The strategy review will be done perhaps in the fall. While you're working on the review, I want to encourage you not to forget about the mining industry, continue working with the mining industry.

Last year, perhaps, as you remember, the Diavik mining company supported the residents in Kugluktuk in terms of training opportunities for jobs, so in those areas, I would like to encourage you to do more on that to find more trades opportunities for the residents.

As we know and we heard the other day, there are other areas in Nunavut where exploration is going on and these are encouraging for those who want to continue their education and perhaps get a trade down the line.

I also want to comment on the schools. For example, in Kugluktuk, our Inuinnaqtut language is not being used as much as before. We also have two writing systems in Innuinaqtut.

We want to keep in mind that we have students that are learning the new system, where they use Qs and Rs. These are being taught in the schools. On the other hand, there are some students that have been raising questions about the new writing system.

They are not comfortable using the new writing system. Mr. Minister, you and I have visited the school before. These concerns of using the new writing system came up. Keep our elders informed on the writing system.

Those are just some of my comments and I wanted to let you know that I will be raising questions on those issues. Thank you, Mr. Chairman.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. Very briefly, there are few employment opportunities available in the communities and also there are trades programs that are not available in the communities.

If we had these trades programs taught in the communities it would definitely help in acquiring employment. There are training opportunities out there that they can learn. Country food is an example where they can learn trades in foods and other employment.

There are students who attend Nunavut Arctic College who are paid through income support for the students loans program and that isn't nearly enough to cover the expenses that they have to pay for their family and children. So, I would like for the Minister to consider the funding that the adults receive to attend school.

There is some people out there who are unilingual who are very qualified to train people in their traditional fields and I myself am not familiar with the programs that you have but I think its important that we provide income support for the students.

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

Mr. Tootoo: Thank you, Mr. Chairman. I'm glad to have an opportunity to speak to the Minister and his staff. I know there are some good things in the budget and there are some disappointing things in there as well and I think probably one of the biggest disappointments and concerns that I have echoed by the chair of the committee is that committee Members are concerned that education system is not meeting the needs of our students.

This is an issue that I've heard from students, I've heard from parents, that this is a concern of theirs and every time I know what they are supposed to do but when the Minister makes statements and announcements about how the departments and education is doing all the good things out there, what a wonderful system we have and I think that there needs to be an acknowledgement by the department that there are problems with our system and they need to take steps to try and identify and then solve those problems because until we do that, we're not doing our young people any favours.

There are people out there saying that our system set their children up for failure before they even get started. That's not fair for them. I had one individual who told me that in their community, ever since they had high school there, they've very rarely had anyone who could go right from grade 12 in Nunavut and get into a university down south.

There are even some diplomas issued by the Department of Education to grade 12 students that aren't really accepted by our college. They ask students to go and take upgrading or other programs or tests to make sure that they're at the level required for some of the post secondary education offered by the college.

I think that the department has to get out of that ostrich mentality of saying what a wonderful system we have. There is lots of good things about our system, don't get me wrong. But there are some serious problems with it too and as long as we continue to ignore those problems, we're not going to solve them and we're not doing the young people out there any favours either.

If we want to stop the revolving door of people who are coming up here to Nunavut from the south to fulfill top jobs within the government and other organizations, the only way to do that is to make sure that we have a quality education provided to our young people so that they can further their education in a post secondary level in universities or colleges in the south to be at the same level of education, same quality of education as any student in any jurisdictions in southern Canada.

I really think that this is something that the department has to acknowledge and face and say hey lot of it's what we inherited, no one is blaming you guys but you're not going to run away and make something better by ignoring it and I think that, you know, that really needs to be done.

It talks about our graduation levels are continuing to be steady as enrolments are up and like I said, I had received a copy of a letter from a student who had graduated and felt that her diploma was not good enough. It was not good enough for her to go to post-secondary education in the South. We have to find ways to stop that from happening. It is nice to see in here that they have increased funding also for the District Education Authorities.

One of the promises made by departmental officials when we wanted to dissolve the Divisional Boards of Education and this was a flag that they waved to all of the District Education Authority's as if they would get more control and authority over the education in their communities. There is a lot of District Education Authority's still waiting for that.

We have seen actions and Legislation before the House that seems to diminish the powers of the District Education Authority's and things seem to be being sucked back into the bureaucracy.

And those are concerns that the District Education Authority's have and I have this. I really believe that when they said that that is what they were going to do and I am sure all of the District Education Authority's feel the same way.

Again, the issue of forced growth, it says here enrolments are up, but I think this is the first budget address and the first Minister's comments on a budget that does not say anything about new teaching positions.

I think that is an issue that needs to be dealt with. Our teachers are out there doing the best they can with what they have to work with and I tip my hat to every single one of them.

But you can only do so much when they have overcrowded classrooms; it is the teachers who feel that they cannot do their job because there are just too many people in the classroom.

And also part of that is the attention that needs towards special needs students within the system that demand a lot more time and distract the teacher from doing their job for the rest of the students.

I would still love to see that they do and re-legislate class size and give our teachers something that they can actually work and feel like they are doing what they want to do in the classrooms.

Sometimes and not all of the times, but sometimes they feel like they are just maintaining control and you know, I do not think that that is proper either. I think we need to make sure that they are happy in their work environment, that they can feel like they are accomplishing their job adequately.

Another thing mentioned in here and I can assume from the wording that says that including school operations for this money being increased here to maintain at acceptable levels.

Basically, I look forward to asking questions on that, but it is just the status quo and every year, I think now as they are saying, we need more than the status quo. Education is supposed to be one of the top two priorities of this government and it would be nice to see more put into it.

One of the other things that I look forward to questioning the Ministers on is the \$2 million set aside for language of instruction as for curriculum development. Is there enough for curriculum development? Or is it just a token amount to get started or is it supplementing additional work that has already been in process?

We need to develop a curriculum in Inuktitut then in English that is going to be at the same level as the English curriculum. Students should be able to go back and forth from one to the other without a difference.

That's not the case today. The two other things that I would like to mention, Mr. Chairman, before my time runs out, is the increased support for FANS.

It's great that there's an increase in there but the fact that it's beneficiaries only, it would have been nice to see something that was in there for all the students in Nunavut. This is a public government, so that would have been nice to see.

Also, student housing, especially here in Iqaluit, there's a shortage of student housing. We heard last year about a student who had to go back to her home community because she didn't have a place to live. There were no married accommodations for her and her family.

I know there's a student out there with a family of nine that doesn't have a place to live, so this is an area that needs to be looked at and addressed in the future. My times up so, I'll stop there for now. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. At this time I will ask Mr. Iqaqrialu to speak for ten minutes. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. The Minister of the Department of Education's job, I recognize that it's a very hard job to do. I would like to say that, as people of Nunavut, our language and our culture cannot be left behind.

I heard one of the Members saying a little while ago, never mind the culture and our language. I would like to say that we have to retain our language and culture because it's part of our lives.

The people of Nunavut don't have a school in Nunavut that caters only to our language and our culture. What we have is a school system that is in English and French and the curriculum is already developed.

The problem I feel in the education system is they're not exactly sure where their culture is at the present time. That's probably why the students are not up to par with the education system in Nunavut.

I really appreciate the people who work for the Department of Education and I would support them with the work that they are trying to do. That is the reason why I talk about the education system, to run smoother in the Government of Nunavut.

Nobody has thought of our culture and language. That's probably the reason why the students are not learning our culture as much as they should be.

The people of Nunavut should try to acquire a school that only caters to our culture and language and also to continue with the regular classroom activities like they are doing at this present time.

If it's only going to be academic our culture and language will probably be lost and that is the reason for this recommendation.

If we want both the Inuktitut and the English curriculum applicable and if this legislation is to be properly taught at an acceptable level, then we will have to pay for both the present education system and in the future, perhaps establish a school in the Inuit way teaching Inuit culture and language. There would be less strife in the educational arena if all languages are taught in each specific language at a particular funded school.

I know that it would be very expensive but it has to be implemented. We conducted a fact finding mission to Greenland and I was very impressed because their language is the primary language and culture is very important in the school system and once they have completed their secondary education then they are able to take on post-secondary courses in other languages, European languages.

They feel that it is very important for the people of Greenland to learn their culture and language first before they take on other fields. Their curriculum is geared towards their culture, language and their island. They are in a better position because they are not losing their language and their culture.

There are many people who work in Greenland and they use only their language in the government system and we can attain that as well here in Nunavut by providing our students with relevant language and culture courses before they are taught in other ways.

In this present reality, English and French are more prominent in our school system in Nunavut than our own Inuktitut culture and language. We will continue to lose our culture, our language and our young people unless we promote Inuit language, culture, history and geography in our own curriculum.

I know that would require a lot of new funding allocations for teaching Inuit culture but we will have to ensure that the entire scope of Inuit life is provided adequately. Education already compromises a large portion of our operational budget, but we will have to ensure that what made us Inuit is also taught in our schools.

I taught school children for 7 years in my community, between the ages of 6 and 7 and I taught them the traditional values and ways of our ancestors and it was such a heart moving experience because there are a lot of students who would like to be taught their Inuit culture and our language.

However, there is nothing substantive nor relevant being taught by the Department of Education about Nunavut. We are never of the same mind and everyone has their own preferences. There are students who want English only academic education but there are others who wish for nothing more than learning about their own geography, history, culture and Inuit culture and language being taught in their school, not something from thousands of miles away. They do not want to lose their language.

Somebody mentioned it earlier that we just concentrate on ensuring that our children get the highest quality of education in our schools and that courses like the Inuit culture or language should not be taught, but I feel very strongly that it should be taught in the schools and that way, our youth will be able to go to other institutions on par with other students.

I find it narrow-minded to state that, not to mention that it is also very prejudicial and hurtful to make that kind of statement in this legislature, especially for Inuit in the smaller communities. This just highlights the fact that we can never really agree on what should be taught in schools but this is our school system.

If the Minister and his staff could understand the type of curriculum ideas that are being promoted by the Inuit in the communities, then we would be in a good position to teach our students in the Inuit culture and language.

This would make our educational curriculum complete, with relevant Inuit- background, history, geography and other life skills courses along with the North American English curriculum courses.

It is only when all languages and cultures have their own share of the curriculum taught, will the disagreements subside. My thoughts on this matter are not depleted, but I see that I am running out of time. Those are my comments at this time, Mr. Chairman. Thank you.

Chairperson (interpretation): Thank you. If there is no more. Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. I'm a bit surprised to see you there, but you fit right in.

I'll keep my comments brief, they won't be ten minutes. After about four or five times of doing this after four or five years, it's hard not to come up with the same old clichés about education in Nunavut.

To date, since we've had grade 12 in our community of Baker Lake, I could be wrong but I think I'm correct in assuming that we haven't had one high school student go onto a university education.

I don't know why. They come over here, they go to Nunavut Arctic College and they're very successful. I don't know why students aren't pursuing a post-secondary education outside of Nunavut, which I think they should do.

I just want to dwell on the Greenland experience. I was over there and I observed the education system over there and they've been at it for probably 100 years more than us. What fascinates me is how little hang up there is when it comes to language.

I talked to some young people. They speak Greenlandic, they speak Danish and now they are incorporating learning English in grade 4 whereas, before it used to be in grade 9. It's amazing when you see young people and even people in our age group speaking two or three languages and not getting hung up about it. It's amazing and it made me really envious, especially with my mother being a French Canadian and being French, I've totally lost the language.

This brings me to where I'm getting here with this little conversation, that I probably have more of a chance to learn French in Nunavut today than I would Inuktitut. We've got a territory of 85 percent who speak Inuktitut; we unilingual people don't really have much opportunity to learn the language outside the home, which I think is a tragedy.

I'm sure the Department of Education is doing something about it. But it shouldn't be the Department of Education's responsibility to provide Inuktitut classes for us unilingual southerners. A lot of people say, well, you should learn it at home. Well we all know what it's like to learn stuff at home sometimes today, even for the younger people, let alone us older people.

What I'm getting to here, is, education is sort of a full thing. I don't think it's the Department of Education's responsibility to teach everything in the school. That's just my humble opinion. Like I say, language of instruction, I still can't see why we're not there with the Inuktitut language by teaching it in the schools from kindergarten to grade 12. It should be mandatory, no matter where you're from or what nationality you are, and

it should be taught by qualified teachers and you shouldn't graduate from high school without it.

I firmly believe that it should be in there. If you're from down south, I don't want to say forced, but you should be made to take Inuktitut lessons from kindergarten to grade 12. Like I said, the Greenland experience, no one gets hung up on speaking three languages, where we do seem to get hung up on speaking one.

There's nothing wrong with learning a couple of languages, but then again, it should be the responsibility of the whole territory not just Department of Education. There are other organizations out there and we know them well, so that's where I'm coming from with that.

Culture in the school, well yes, we have to teach it but at the end of the day, you've got to go to university and you've got to be able to function in a society in both worlds. We can't shelter ourselves up here from the southern society because it's too dominant and we have to deal with it everyday.

I go on about Baker Lake. Well you've been to Baker Lake. The elders formed and operated and went out and looked for money to open up an Inuit heritage centre. They did that by themselves. There was no Government of the Northwest Territories money and there was no Government of Nunavut money.

They went out there because they wanted to maintain the culture of Baker Lake by opening their own Inuit Heritage Center. And through about five years of hard work and soliciting policies through the Federal Governments, they opened it up for five years ago and I am sure most of you have been in there.

Now, on that part of it, we today have in there working a unilingual female Inuk running that facility all day. Now, how many Departments in this Government can boast that an unilingual female Inuk running the facility in a Heritage Center?

I do not think that is hard to find, find out. And Winnie Owinniak trained under Dave Webster for a few years and she is doing an excellent job. And that is an example of a community doing something.

And you know I am going here and a lot of people might not like what I am saying. Now, there is another unilingual elder in Baker Lake called Jacob Ikinnuit. He was on APTN the last three or four weeks.

He has a building outside the school and it is open all day when he is not out pursuing his traditional lifestyle of hunting and fishing and making camps for finding caribou and fish for fifty or sixty people in town. And he is an elder, he is 72 years old.

And anybody, anybody, I welcome you to go into that facility, it is not fancy, but anybody in my community, Inuit or Qallunaq can go in there and learn about the Inuit

culture, but you better know how to speak Inuktitut because that is the only way that you are going to get taught it.

But you can go in there and there are always kids in there. There are always adults in there and there are always elders working on cultural things. Anything you want to know about Inuit culture, he will tell you. He will train you.

And that is what I am saying. I am fortunate to have committed individuals and the Government does not fund this facility either, it is done through him with some help through Brighter Futures money. And it is a cultural school.

We have a few small cultural activities in our community that instil pride and teach the Inuit culture and the kids in the schools go over to these facilities during school hours.

So, what I am saying is teaching the Inuit culture in a community like mine is a community issue also. Not just the Department of Education issue or the Department of Culture, Language, Elders and Youth issue. It is a community issue and I think they have been given the resources through various funding partners to be able to provide this and I think it is working out really, really well.

No, I do not think that the Department of Education should be providing all of the cultural aspects in our territory, but I will argue that with my counterparts any day, but what I am saying, the cultural part of it should be a community issue. I am getting off the education thing here, but I am not.

It is a whole life experience; it is just not an eight to five experience, learning culture. It is not. It is not a nine to five experience, it is a life experience. And like, when you come to Baker Lake, if you come Baker Lake during that session, you will see it.

It is not fancy, but the message gets across and that is what I basically ask to say about education and culture. Why our kids fail in school, it kills me, it kills me. I watch kids grow up. They get to Kindergarten to Grade 6, 85-95% attendance.

And some of these starts knocking off and then they get into that Alberta curriculum and kids that I see every day, my neighbour's kids and my relatives kids. They are good kids, they are good kids, and they are not punks that you see on TV.

They are not dropping out of school because they are not conducive to society or they, you know what I am saying? They are dropping out because they do not have the skills to finish high school and become productive.

You know, I do not want to say the wrong thing, but it kills me when I see these kids and I try to encourage them to stay in school and they are my neighbour's kids and my friends kids.

And when they get to Grade 9, 10, 11 and 12, they are out. And they are wondering the streets at night and they are trying, you know, they are lost and they are asking themselves, well, where is my function in society?

You know, when they need a job, they do not tell me they need more culture, they say, Glen, I need a job. Where am I going to get a job? And I come from the fourth largest community in Nunavut with an unemployment rate of 40-45-50% and at the end of the day when these kids drop out of school and they don't have room for them in Arctic College, they are in my office saying, Glen I need a job, I need training. They don't tell me they need more culture. They tell me I need a job. I need a house.

What I'm saying is, how do we keep this group of kids everywhere, I think I can speak for most communities, in every community, there is this group between 9, 10, 11, and that age group between 15 and whatever 20.

One culture is telling them to get an education, complete school, get a university degree and become a productive tax payer and the other culture is telling them if you do not learn to be a hunter, fisherman and everything else involved, they are caught between this.

If they can not do one properly and what is happening is they are growing up and not being good in either culture. This is where the identity problems are starting to come in. I don't know where we start to attack the problem. I don't think it is just an education problem, I think it is the whole community's issue and where we attack it, I don't know.

Whether it is health and social services, education, CLEY, the federal government, the territorial government but we got to maintain that we take this group and the groups are getting bigger and bigger.

You know what it is like out there. Jobs are getting more technical and I haven't seen this government in the last four years, downgrade any of the job descriptions where we can start filling these positions with lesser skilled people.

In your Member's Statement today, you spoke in regards to doing over five or six hundred jobs descriptions to make it easier to get into the work force. At the end of the day, we know who does the hiring in the government, and is this really lip service, is this really going to actually happen?

How many unilingual Inuit do we have working in the government? That is my question. I don't want you to answer it. You can't answer it. So you know what I'm saying, that is just a statement and I'll say this again next year and I am just stating that. You don't have to answer me Peter; it's just my frustration over the last four years. Are we making any progress here?

I know the graduation numbers are going up but on the other hand, you know, the drop out rate, is that going up also? I don't know those rates but you know we'll probably eventually get them.

So, I'm not looking at the Department of Education to be the be-all and end-all, for all of Nunavut. That's our issue to deal with. So, on the upside, I'm very pleased, when I do tours and I see the beautiful facilities that we're building in Nunavut.

This would not have happened with the NWT. I'll say that to this day. When we were with the NWT, we got left behind on the capital infrastructure. But now it's nice to see, we're actually starting to see new schools in Arviat, pretty well every community in Nunavut is getting what they want when it comes to education facilities.

So, I commend the department on that. The department has acknowledged that we need new facilities so you have done probably the best job in the history of this territory in regards to replacing existing old facilities everywhere.

I go and see Clyde River, there is a new school and I'm out of time and when we get into those sections I will ask it. I thought my comments were going to be brief but I'm sorry. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. McLean. You were the last on the list for general comments. I was going to stop you initially but you made sense, so I decided to give you more time.

I'm sorry. Mr. Anawak.

Hon. Jack Anawak (interpretation): Thank you. I'm sorry; I'm late as I was at a doctor's appointment. Regarding the issue of education, are we at general comments?

The Department of Education is to be commended for their hard work and dedication. There are some programs that they are working on that might reflect cultural aspects and to try and incorporate the Inuit culture. So the statement I would like to say is regarding the language issue, there's always been a push for more schooling in Inuktitut and I know the Minister will work hard work to ensure that we get more Inuit teachers.

If he can work with the Department of Culture, Language, Elders and Youth, to ensure we get more funds for the territory. And with the Ministers' statement previously, Sheila Copps, made a statement regarding Aboriginal People's language initiative.

She made a statement about funding in Winnipeg and I just wanted to comment that he work with the Department of Culture, Language, Elders and Youth to try and funnel more funds into the territory from the various projects in the Federal Government and also to ensure that he continue to train more Inuit to become teachers.

As well, to open up more opportunities for elders to be trainers and teachers in the communities even if they are unilingual. I won't have too many questions to the Department of Education but just wanted to state that he should work hard with the Department of Culture, Language, Elders and Youth to ensure that more funds are funnelled from the Federal Government.

It is evident that our concerns should be made a priority and with the division of Nunavut, Inuit make up a majority of the population, and with that in mind, I think the Federal Government needs to recognize and acknowledge that Nunavut is very unique. Those are all the general comments I have for now. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Anawak. If there are questions I will give them an opportunity to ask. I will now give Mr. Tootoo and opportunity to speak.

Mr. Tootoo: Thank you, Mr. Chairman. I think our Honourable colleague from Kugluktuk would like to say a few more things as well when I'm done. Just getting into and adding to some of the things that some of the other Members have raised, I think it's important that we take a serious look at the student retention rates in the schools. The issue of funding and how the schools are funded, I've been raising that for a number of years now.

I think the way the system runs right now, it's funded per/capita, same type of per/capita formula that we're using as an argument for the Federal Government saying it doesn't work. For us, it's the same kind of system that we're funding our schools on. I think there are some problems there.

When you look at scenarios where you have increased responsibilities passed on to some of the administrators in those schools, to have more teaching as well and cut down on the time the teachers have to prepare for things like that and not only have problems with retaining students but retaining teachers. There's been quite an increase with turn-over rates within the teachers throughout Nunavut.

One comment I want to make going back to the Minister's opening comments, where he said the increase in the department, primarily to cover salary costs, due to the negotiated collective agreement with the teachers, caused the greatest increase in there.

I don't think you would find one teacher out there to say that they are overpaid. They probably still feel that they deserve more than what they're getting given what they've had to deal with over the last five or six years as far as increased work loads and the way that they've been treated.

I think the people who were here for the money are gone and the teachers that we have are teachers that like being here, this is their home, and they want to be here. I think, the concerns over the underlying connotations that could be taken from comments like that, it's just an indication of how the relationships may have been.

One of the other things that I remember back in 1999, when I was campaigning, I met with the then Deputy Minister of Education and he and I both agreed that we have to do a better job of teaching in the two languages that are in our schools today.

Mr. McLean indicated in his comments making mandatory courses, if they're in Inuktitut stream, then there should be a mandatory English component and if you're in the English stream, there should be a mandatory Inuktitut component to that.

Having said that, those components have to be structured, you can't just go in and wing it. You need to have structure and this is what we're going to teach at this grade, this grade, this grade, right throughout the whole year. Just like teachers do lesson plans right now for all the other programs that they do.

As far as curriculum development goes, I think the materials and resources have to be there to do that properly, otherwise it's just the same old lip service that that we got from the Government of the Northwest Territories saying we'll give you a little bit of money, go teach your Inuktitut program with no real resources to go along with it.

I think that's something that has to be looked at as well. One of the other things that was mentioned was Inuit Qaujimajatuqangit. That's one of the goals, integrating Inuit Qaujimajatuqangit into the curriculum. I think that is fine to say go and integrate it into your school but that's probably difficult, given a lot of our teachers aren't from Nunavut. The administrators, I would say, the majority aren't from Nunavut.

Maybe they need some help to hear what exactly it is that you want us to integrate into our school. It's all fine to say go and integrate Inuit Qaujimajatuqangit but what is it? Someone mentioned in the House, during this sitting, to some people it's just a skidoo trip or a picnic or something like that. But there's more to it and I think the department has to do a better job of letting the schools know exactly what they mean by that to give them some parameters to work with in.

Another thing that the chairman mentioned is the students having a problem with acquiring the right number and the right kinds of credits to enable them to continue on in their education. I am just wondering if a student chooses and decides to further their education in a specific field at a southern university, will the courses they need be offered in their community.

There was a response given the other day, maybe they didn't know, they decided not to take the right courses but in all cases are those courses that they may want to take or need to take offered in the school in their community that they're going in so I think that that's something that needs to be looked at.

As far as the drop out rate goes, they talked about earlier about the per capita funding; basically I've been an advocate of trying to say we need to look at going back to program funding, to fund programs like trades, different trades programs. I know when I went to school the only thing that kept me as long as it did is they had building instruction

program, shop program, they had a music program but I couldn't carry a tune for that handle for that one. It wasn't me but for some people who'll keep them in school. Those are the things I think that we need to try to identify for these people, these young people who are falling through the cracks because the system there isn't suitable to them.

It's like Mr. McLean said, they're just not asked. There are a lot of kids out there, a lot of people out there who could be excellent carpenters, excellent trades people but they're never given the opportunity in the high school to realize that.

They say well you can't do the academic well then I'm no good. That's what they think. They don't realize they could go into shop programs and excel and then they can go on and take a trade and become a journey person and be a productive member of society instead of dropping out and potentially just end up being a burden on our social program. I really believe that that is a direction that the Department of Education has to look in the future.

I just want to reiterate from my Member's Statement again the displeasure at the status quo, library services, although there was a note passed to the Minister earlier today saying that there is something that will be done. I'm looking forward to identifying exactly where that is in the main estimates but I think that pretty much covers what I have. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. My apologies Mr. Minister but I'm allowing the Members to give their general comments. Mr. Haviyok.

Mr. Haviyok: Thank you, Mr. Chairman. I just want to touch on teacher education. You can correct me if I'm wrong. I'm sure you have an agreement with one of the universities, McGill University, about training Inuinnaqtun for students to become teachers and in that agreement, if for some reason, I'll use this as an example, if for some reason one of the students fail and they said you have to wait for three years to get back to try again to become a teacher.

I'm sure the Minister remembers that last year, I talked to him about this issue at one point; I can't remember exactly when, but why is it three years? Why can't students who want to continue the following year?

So, you won't be forgetting as to what she's done about six months ago or something. Instead of waiting for 3 years, why is that 3 year waiting period there but I will ask that question.

I just want to point it out now because it's a thing that needs to be talked about to McGill University because of your agreement but once we get to that I want to get some clearer suggestions as to where this department's going to be going with that agreement that you have. I know it's a good agreement but there are some things that need to be worked on.

Another thing that I want to touch on is the high school students' option. I remember when I was going to school in Inuvik, we had a choice to go either in the, for example, like taking classes in this, let us take typing or home economics, a trade where you do the carpentry. I cannot remember what you call it, industrial or something like that.

I think that is what they are called, but anyways, how can we put these back in the school system? Like my colleague said, not all of us here are academically inclined. So we need to look at that option.

It is interesting that Member has brought up by my constituents, maybe that is the route to go to try and keep them interested in going to the schools and in that way, when they want to go to the carpentry or when they go to the other options they want to show these skills and they could find out for themselves, this is what I would be interested in. Maybe this is what I want to do in the future.

So, those are the two I just want to mention and I will be trying to keep an eye out for those as we go along. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Haviyok. I will give Mr. Tootoo another chance to air his comments.

Mr. Tootoo: Thank you, Mr. Chairman. I always forget something. So, it is just a brief thing and I just want to clarify what my colleague is saying that not everyone is academically inclined.

I am not at all indicating that that person is not smart or stupid. Those individuals just have different strengths and different skills and are just as smart as anyone else. I have got people calling me to say some of the smartest people they know have little or no education.

You know, we have to have a system that is adaptable to identify and capitalize on the strengths of the people who are within that system and I think that is what I really point out in that comment.

The other thing that I forgot to mention, I cannot believe that I forgot to mention it. Identifying problems within the system and there is something that I have spoken on a number of times in this House in the past is, look at assessment testing.

If we do not know how, in the system that we use is the Alberta system. Granted, not all of the students take the Alberta system, but for those that go through the English first language program and as the Minister had indicated in this House it is the Alberta tests that they take and have to pass.

Well, let us use that test, and then, for example, in the college are they prepared to provide it and do it for free? It would have been no cost at all to our cash crop Department of Education or the Government.

You know and why not, it is maybe, we should not have to be worried about the results, you know, that they are not going to be exactly what we want them to be. But at least, you know the kinds of arguments made for it, well, this is not appropriate, that is not appropriate for this reason or that reason.

But at least it gives us an indication as to where we are and like I said, we have to do that, so we know where we are at. And that is in certain segments throughout our system, it is the Alberta system, it follows right from Kindergarten to Grade 12.

And so those are tests or no tests, it is, Mr. Chairman, they are just to assess basic mathematics skills and math is numbers, it does not matter what language you are speaking and basic language arts or basic language arts skills, reading and writing skills.

So I think, even though an argument can be made that this is not going to give us the results we want because of different factors, but at least it gives us an indication.

And I think we should not be afraid to do that. We have to start somewhere. Like I said, by hiding and by not facing and looking at it, we're not acknowledging that that problem is there. Those results can be used as a management tool by the department to help identify, the results aren't what we want here, they're at this level, some of them may be higher, I don't know, but if they're not, how come, what could be causing that.

And be able to hopefully break down an area where we could identify where some of these problems are and then try to tackle and solve them instead of just trying to go out there now and without really knowing, we're just trying to go out and do everything we can that we have the money to deal with.

I think that those kinds of results could help target more effectively the resources, the scarce resources that the department has. Thank you, Mr. Chairman.

Chairperson (interpretation): I have no one on my list at this point. General comments. Are there any further general comments? Minister Kilabuk, do you have any comments?

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Just before we go on to the question period, I wanted to clarify something Mr. Chairman, if it's alright with you, I'd like to clarify a couple of things.

Chairperson (interpretation): Thank you, Minister Kilabuk. I don't have anyone else on my list for general comments. You can go ahead.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I would like to clarify a couple of things. We know that we've heard comments within the last couple of years from the parents that they have a concern why their students or their children couldn't enter the university level, post secondary education.

They were questioning why the students didn't have enough credits to attend university. Mr. Chairman, you heard in the House when there was a question raised, sometimes the students are graduating grade 12 without acquiring the required credits; that is not true. The students who finish grade 12 finish everything that they need to learn in high school.

It's up to the student, after they graduate from high school, there are different courses that they can take in school and the credits that they need are up to 100 percent. They require the necessary credits to attend university.

When the student decides which subject to take in university, if they don't have those credits for that particular program that they want to take, that's why they are not able to attend if they don't have the credits. And if they're going to be going to university, or college, the subjects that they decide might be the area where they don't have the credit, the high school graduation diplomas that they receive is up to academic standards.

Although they have finished grade 12 in high school, the subjects that they take in university might not have the necessary credits to attend the university.

The Department of Education is open to everything. It was mentioned that we are keeping things from the public. That is not the case at all. We're very open to the general public and we have worked with our staff and different organizations and interest groups in education and I just want to clarify that we're not hiding anything. We're keeping everything out in the open. Thank you.

Chairperson (interpretation): Thank you. We don't have a quorum. Perhaps we'll take a ten minute break.

>>Committee recessed at 17:30 p.m. and resumed at 17:45 p.m.

Chairperson (interpretation): Thank you. We have a quorum. Back to where we left off on 9-5, Directorate and Main Estimates. Education Branch Summary. Main Estimates, 2003-2004.

We are trying to use the page numbers. 9-5, Education Branch Summary. Education Branch Summary Directorate. Page 9-5, Total Operations and Maintenance, \$886,000, agreed? Mr. Nutarak.

Mr. Nutarak (interpretation): On the top, Compensation and Benefits, it has increased since last year, where and why did it increase? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. The increase this year from last year is \$720,000. That increase is in the area of Inuit Qaujimagatugangit inclusion.

Chairperson (interpretation): Thank you, Minister Kilabuk. Okay, 9-5, Total Operations and Maintenance, \$886,000, Havioyak.

Mr. Havioyak: Thank you. If you could stop me if I am saying something different from this area in Directorate. I talked about it earlier; maybe it is someplace else, maybe in Policy Budgets, two different Policies that might be mentioned here.

I will just read the line here. Minister's mandate includes Legislative Planning the development of Legislation Policy, and we have another Policy and Planning on this side. I am not sure which one to ask, but I just want to ask here about the policies that you have and an agreement with the McGill University. I am not sure where to ask it.

I talked about an agreement in the three year period, that I have to wait three years to reapply. I am just wondering why this is I know last year I asked why is it this way? Can we to renegotiate this area?

Can you update me on that, if it is in this area that is, you can correct me again if it is someplace else here. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It is not here within this Directorate, but it is under the criteria for attending post-secondary education. So, we can get into that as we reach the figures listed in the main estimates. Thank you, Mr. Chair.

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

Mr. Havioyak: Where did you say that it was, point this out please? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We will give this to the Association of Universities perhaps but I will outline the specific provision later on. We will write a letter outlining this issue to McGill University.

What I mean is, we have written them about this matter and have relayed our intent to review this agreement. Thank you.

Chairperson (interpretation): Anything else? Mr. Havioyak. Is that it? Mr. Anawak.

Mr. Anawak (interpretation): Thank you, Mr. Chairman. The Minister stated that there is an increase of 116 thousand dollars in the compensation and benefits area. He stated too that it is for inclusion of Inuit Qaujimagatugangit. Is it just in his departmental headquarters or is this for all of Nunavut or outside of that? I would appreciate some clarification. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It's to do with our department here in Iqaluit in respect to the Inuit Qaujimagatuqangit. It's within the department.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, in the department's business plan and I'm not going to ask a question on that but there is all kinds of information on the overview of the education levels, more people out there have more education now then they did over 10 years ago or whatever.

Enrolment rates and high school graduation rates and things like that, but there is absolutely no mention or reference at all in there to the assessment of students, assessment of teachers or programs and this record is in the strategic planning and development area, it talks about objectives and standards of all the programs and services that the Minister is responsible for.

I'm just wondering if the Minister could let us know what efforts are being done in the areas of assessment. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. To the Member's question about assessments and reviewing our practices.

I could give him a little bit of information on what the practices are. The grade 12 testing that we do and we pick out some students at random and do testing on them in our work environment but it's just random testing.

We have worked with someone here in Iqaluit to deal with resolving these issues. We had a meeting with certain individuals and we have had to work together on the testing procedures to be used and how we're going to do a testing procedure.

We're not refusing assessment testing but we just want to know the purpose of this testing and whether to use the same testing procedures throughout Nunavut. Thank you, Mr. Chairman.

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

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

Chairperson (interpretation): Thank you, Mr. Nutarak. There's a motion on the floor to report progress. All in favour. The motion is carried and is not debatable. I will now rise and report progress. The Speaker can return now.

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

Item 21: Report of Committee of the Whole

Chairperson (interpretation): Mr. Speaker, your Committee has been considering Bill 24, Bill 30 and would like to report that Bill 24 is ready for third reading. I move that the report of the Committee of the Whole be concurred with. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Chairman. There is a motion on the floor. Is there a seconder? Ms. Thompson. All those in favour. All those opposed. The motion is carried. Item 22. Third Reading of Bills.

Item 23. Orders of the Day. Mr. Quirke.

Item 23: Orders of the Day

Clerk: Thank you, Mr. Speaker.

Orders of the Day for Friday, March 14th:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Reports of Standing and Special Committees
13. Reports of Committees on the Review of Bills
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First Reading of Bills
17. Motions

18. First Reading of Bills

19. Second Reading of Bills

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

- Bill 22
- Bill 30
- Minister's Statement 126 - 1(6)

21. Report of Committee of the Whole

22. Third Reading of Bills

- Bill 23
- Bill 24

23. Orders of the Day

Thank you.

Speaker: Thank you, Mr. Clerk. This House stands adjourned until Friday, March 14th, 10:00 a.m.

Sergeant-at-Arms.

>>*House adjourned at 17:59 p.m.*

