



**Nunavut Canada**

**LEGISLATIVE ASSEMBLY OF NUNAVUT**

**1st Session**

**2nd Assembly**

**HANSARD**

Official Report

**DAY 11**

**Wednesday May 26, 2004**

**Pages 430 – 503**

**Iqaluit**

**Speaker: The Honourable Jobie Nutarak, M.L.A.**

## Legislative Assembly of Nunavut

### *Speaker*

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**Steve Mapsalak**  
(Akulliq)

**Peter Kattuk**  
(Hudson Bay)

**Hon. Peter Kilabuk**  
(Pangnirtung)

**Hon. Louis Tapardjuk**  
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Elders and Youth; Minister of  
Human Resources*

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(Iqaluit Centre)

*Minister of Community and  
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Responsible for the Nunavut  
Housing Corporation*

**David Alagalak**  
(Arviat)

**Hon. Ed Picco**  
(Iqaluit East)  
*Minister of Education; Minister  
Responsible for Nunavut Arctic  
College; Minister Responsible,  
Homelessness and Immigration*

**Tagak Curley**  
(Rankin Inlet North)

**Hon. Leona Aglukkaq**  
(Nattilik)  
*Minister of Finance; Government  
House Leader*

**Hon. Paul Okalik**  
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*Premier; Minister of Justice;  
Minister of Executive and  
Intergovernmental Affairs*

**Hon. Levinia Brown**  
(Rankin Inlet South-Whale  
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*Deputy Premier; Minister of  
Health and Social Services;  
Minister Responsible for the  
Status of Women*

**Hon. David Simailak**  
(Baker Lake)  
*Minister of Economic  
Development and Transportation;  
Minister of Energy; Minister  
Responsible for Qulliq Energy  
Corporation*

**Joe Allen Evyagotailak**  
(Kugluktuk)

**Hon. Olayuk Akesuk**  
(South Baffin)  
*Minister of Environment;  
Minister Responsible for the  
Workers' Compensation Board*

**Keith Peterson**  
(Cambridge Bay)

**Patterk Netser**  
(Nanulik)

**James Arreak**  
(Uqqummiut)

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**Iqaluit, Nunavut  
Wednesday, May 26, 2004**

**Members Present:**

Honourable Leona Aglukkaq, Honourable Olayuk Akesuk, Mr. David Alagalak, Mr. James Arreak, Honourable Levinia Brown, Mr. Tagak Curley, Mr. Joe Allan Evyagotailak, Mr. Peter Kattuk, Honourable Peter Kilabuk, Mr. Steve Mapsalak, Mr. Patterk Netser, Honourable Jobie Nutarak, Honourable Paul Okalik, Mr. Keith Peterson, Honourable Edward Picco, Honourable David Simailak, Honourable Louis Tapardjuk, Mr. Hunter Tootoo.

**Item 1: Opening Prayer**

**Speaker** (interpretation): Let us pray.

>>*Prayer*

**Speaker** (interpretation): Going to the orders of the day. Item 2. Ministers' statements. Mr. Picco.

**Item 2: Ministers' Statements****Minister's Statement 021 – 2(1): Student Accommodations in Cambridge Bay for NAC**

**Hon. Ed Picco:** Thank you, Mr. Speaker. The Department of Education and Nunavut Arctic College have worked together to develop a capital plan that best presents the educational needs of the college within Nunavut.

The plan takes into consideration requests from communities for new community learning centres, or replacement facilities, as well the need for additional student accommodations. Mr. Speaker, I want to assure you that the Department of Education and Nunavut Arctic College are exploring ways to ensure that capital dollars are spent effectively and efficiently to meet educational facility needs in our communities.

Having said that, I am pleased to announce today to the House that a decision was recently made to award the contract to build new student accommodations in Cambridge Bay for Nunavut Arctic College, and construction is planned for spring of this year, 2004. Providing better accommodations will improve the quality of life of our students and allow the local campus in Cambridge to attract more students to Cambridge Bay. Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you. Ministers' statements. Mr. Kilabuk.

**Minister's Statement 022 – 2(1): Public Housing Rent Scale**

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. I stand today to talk about ongoing promotional and educational activities that the Nunavut Housing Corporation is providing at the community level regarding the public housing rent scale.

We are now in the second year of the revised public housing rent scale that was introduced in January 2003. Starting this month, and for the next several months, a series of simple one-page bulletins highlighting components of the rent scale will be circulated by our community partners, the local housing organizations in the communities.

These one-pagers will be included in monthly rent-assessment mailings, posted in the housing organization offices, displayed on community bulletin boards around the community, as well as the possibility of appearances on local radio to get our message out to the tenants.

The first one, and the timely one as well, refers to students and rent. It clearly states that full-time students are not assessed rent. This includes students who are on their summer break. Over the coming months we will be communicating about rent for seniors and youth, cost-of-living deductions, the net-versus-gross income provision, and more.

Our objective is simple: we will ensure that all public housing tenants are fully aware of all positive aspects and advantages as a result of the new rent scale. Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you. Ministers' statements. Mr. Premier.

**Minister's Statement 023 – 2(1): Nunavut Victims' Assistance Fund**

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. I rise today to speak on Nunavut's victims' assistance fund.

As we all know, when a crime is committed the victim of that crime often feels vulnerable and needs help. While the justice system focuses on the offender, the Department of Justice wants to ensure that the victims of crime receive support as well.

Last year, in April 2003, the Department of Justice established the victims' assistance committee, composed of three beneficiaries from across Nunavut. The purpose of the victims' assistance committee is to administer the victims' assistance fund. While the Department of Justice made an initial contribution to the fund, its principle source of funding comes from surcharges added to fines by the court.

(Interpretation ends.) Mr. Speaker, I am pleased to announce that this year I have approved total funding of almost \$33,000 for eight community-based projects that will help various groups throughout Nunavut provide programs to assist victims of crime.



The victims' assistance fund is used for community-based projects and activities which support or benefit victims of crime through:

1. training geared towards sensitizing and informing community resource workers as to the needs and circumstances of victims of crime;
2. direct services which assist victims of crime through crisis response, personal support, follow-up assistance, and victim information;
3. public awareness and information on the rights and responsibilities of victims, available services, the criminal justice system and its procedures, and any issues relating to victims of crime; or
4. research and distribution of information about services to victims and the needs and concerns of victims

I would like to encourage groups concerned with victims' issues to develop their own initiatives and apply for funding. Another call for proposals will be made later this fall.

(Interpretation.) The Department of Justice is working hard to develop community justice initiatives at the local level. We recognize that it is often the communities themselves that offer some of the best initiatives. It is our hope that by working together we can continue to improve the delivery of justice programs for the benefit of all Nunavumiut. Thank you, Mr. Chairman.

**Speaker** (interpretation): Thank you. Ministers' statements, Minister Hon. David Simailak.

### **Minister's Statement 024 – 2(1): Nunavut Power — Progress in Financial Management**

**Hon. David Simailak:** Thank you, Mr. Speaker. Over the last week members of this Assembly have expressed their concern over the Auditor General's report on Nunavut Power. Mr. Speaker, I share my colleagues' deep concern.

Much has been accomplished since the 2002-03 fiscal year to improve the operations of the Corporation. I would like to highlight the improvements that have been made to date, and what we are doing in the future.

Financial controls have been tightened, and better reporting to the board is now in place. At its March meeting, the board decided to follow the GN's Financial Administration Act, financial administration manual, government travel policies, vehicle-use policies, and contracting and purchasing policies, including the NNI policy.

To assist in long-term planning, the Corporation implemented a new billing system in April that will allow for bills to be printed in English, French, and Inuktitut, and will provide enhanced financial data over time.

>>*Applause*

The cornerstone of any corporation is the structure of its board. I am confident in the abilities of each of our board members. Recently they struck an audit committee to oversee the Corporation's finances. However, many new board members will be recruited over the next several months. They will be in place by the fall of 2004. Experience, skill, and technical knowledge will be top criteria for board selection. An aggressive recruitment campaign will seek the best candidates.

Decentralization is complete and our staffing is stable. Stability starts at the top; that is why an experienced deputy minister was appointed by Premier Hon. Paul Okalik in March as the new president. In addition, three new designated accounting staff now work in headquarters. Senior management personnel have permanently moved to headquarters to reduce duty travel requirements. And to be consistent with government, the excessive management bonus regime has been eliminated and the GN's excluded employees handbook has been adopted.

In order to insure the financial viability and stability of the Corporation we must take further steps. That is why I set the following objectives for the Corporation:

Nunavut Power will enhance its efforts in collections. An independent body will be sought so that customers can resolve disputes over billing. Independence will insure that this process will be fair, confidential, and will provide timely responses to customer concerns. The decisions of this body will be final and binding.

The Corporation will work toward bringing staff-housing policies and benefits in line with Government of Nunavut policies.

The Government of Nunavut's Department of Human Resources' Training and Development Division will be asked to assist in providing training in areas such as financial management and professional development for Corporation staff.

The Corporation staff will be required to provide timely and accurate financial statements and projections to the board of directors and the Financial Management Board on a monthly basis. Officials at the Corporation will identify its future revenue requirements to remain financially viable. Once this is determined, I will be seeking the advice of my cabinet colleagues on a general rate application and refer that application to the Utilities Rate Review Council.

I look forward to providing an update to members on progress during the next sitting in the fall. "Ma'na, Uqaqti."

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' statements. Orders of the day. Item 3. Members' statements. Okalik.

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

#### **Member's Statement 096 – 2(1): Signing of the New Qikiqtani Hospital**

**Hon. Paul Okalik:** “Qujannamiik, Uqaqti.” This morning we witnessed a signing of a contract for the construction of the Qikiqtani General Hospital. The signing is yet another step in the completion of this long process and I am glad to see that progress is being made in the right direction.

We did not just start this project today. A lot of work and debate took place over the past 20 years on this very important project. It was recently supposed to be completed when the whole issue of healthcare was being delivered to the Northwest Territories from Ottawa. And as we all know, that did not happen. As a result, we inherited this problem and had to address the replacement of the current facility which had reached its best before date. We look forward to the day when we have the modern technology and amenities that our constituents deserve from our healthcare system here in Nunavut.

I want to thank the good people that signed the contract today and look forward to seeing them complete this very important project in our riding. Before I conclude my statement today, I would be remiss if I did not acknowledge the good and hard work of the former minister of health, my colleague for Iqaluit East, Honourable Ed. Picco. I doubt that we would have reached today's signing if it had not been for the dedication of Mr. Picco who continued as minister of health to make sure that this project reached its fruition.

In his time, Mr. Picco would usher me into his office and explain the problems that he was having with his particular project, whether it would be cleaning up the contaminated site that the hospital was supposed to be located at or the many issues that the city raised with his office. All throughout though, Mr. Picco never wavered and moved forward and made sure that this project was going to be completed during our terms.

To conclude, Mr. Speaker, when we see this hospital completed during our term, I would ask the favour of my new minister of health, that we recognize the preoccupation of Minister Picco for the good news; perhaps the new maternity ward of the hospital to be named in his honour. “Qujannamiik, Uqaqti.”

**Speaker** (interpretation): Thank you. Members' statements. Mr. Mapsalak.

#### **Member's Statement 097 – 2(1): Repulse Bay Fishing Derby**

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I would like to apologize, first of all, because I was not able to be here yesterday. And if I had made it, I would have

kept my eyes shut the whole time because I was snow blind. I would also like to say thank you to Paul Kalujak for giving me sunglasses; I can keep my eyes open today.

I would like to touch on a subject that took place in Repulse Bay. We had a fishing derby in Repulse Bay, and I am sure that everybody enjoyed the event. I would like to name the people who won the fishing derby for the first time.

For the largest fish, and one of the oldest, Paniaq Siusangnark won a brand new ski-doo, a Grand Touring 380, and also \$1,000 over and above that. For the second one Andrew Tegumiar got two plane tickets to go from Repulse Bay, with Kivalliq Air, anywhere, plus \$800 cash. For the third prize Mona Tigumiaq got a 9.9 outboard motor and \$50. The fourth one got sewing material, Debbie Siusangnark, plus \$400. And for the fifth prize Betty Ingnerdjuk got an electric sewing machine, some sewing material, and \$200 cash. The sixth prize went to Moni Tegumiar who got the canvas plus \$200, and for seventh prize Joe Jr. Angotingoar got \$1,000. And the eighth prize went to Andrew Tegumiar who won in two categories plus \$500. For the ninth prize Agatha Ululiyarnat, who is my sister, got \$300, and the tenth prize went to Mary Tinashlu with a \$200 prize; that was for the elders and for 18-and-under. Terry Qaunnaq got a bicycle, and Kelly Tupardjuk got \$150. Anna Lusa won \$50 and Kelly Tukurdjuk got a sleeping bag. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Members' statements. Mr. Peterson.

### **Member's Statements 098 – 2(1): Support for Nunavut Association of Municipalities**

**Mr. Peterson:** Thank you, Mr. Speaker. I rise today to highlight the important work performed by the Federation of Canadian Municipalities, our country's national municipal lobbying advocacy organization.

The FCM represents over 1000 communities of all sizes across Canada, including many in Nunavut. Over 22 million Canadians live in communities that the federation represents.

The Nunavut Association of Municipalities holds a seat on the FCM board of directors. The Nunavut Association of Municipalities position on FCM allows it to bring forward many municipal issues that are of great concern to Nunavummiut. Nunavut Association of Municipalities has raised such concerns as a \$350 million municipal infrastructure deficit, our threatened environment, and our quality and standard of life compared to fellow citizens in southern Canada.

FCM understands many of the issues in Nunavut and lobbies the federal government to address them. We saw last year when Ottawa used a basic allocation formula recommended by the Nunavut Association of Municipalities to determine how provinces and territories would receive monies from the infrastructure program. Per capita

allocations simply do not work for jurisdictions with small populations such as those in northern Canada.

FCM is also helping Nunavut with our lobby efforts in Ottawa for an economic development agreement and a devolution agreement.

Both the FCM and the Nunavut Association of Municipalities recognize that helping the Government of Nunavut to achieve success with these two issues will result in long-term benefits for our municipalities.

FCM is holding its annual conference this upcoming weekend, from May 28 to 31, 2004. The Nunavut Association of Municipalities and several of our mayors are going to attend to represent our municipalities. I would like the House to join with me in expressing our support for the hard work they are doing on behalf of all Nunavummiut. Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you. Members' statements. Mr. Alagalak.

#### **Member's Statements 099 – 2(1): Petroleum Products Price**

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. I rise today in the House to be able to give you an example. I will be speaking in English.

(Interpretation ends.) It is true that Nunavummiut have a right to know now of the true prices of petroleum products in Nunavut because a lot of contractors in Nunavut rely on true prices of enterprise, including prices of petroleum products, to arrive at their big price of most contracts in Nunavut. We are now into two months of our fiscal year and the news of what our government is doing to advise Nunavummiut about fuel prices has not come yet. I think the day is now that the minister responsible for government services needs to tell Nunavummiut of his story, at least his prediction on fuel prices.

Mr. Speaker, I would like to ask the House if I would be allowed to have a second statement.

**Speaker** (interpretation): We will have to go through all of the members' statements first before we come back to you. We will have to be on a different subject. Members' statements. Mr. Kattuk.

#### **Member's Statement 100 – 2(1): Sanikiluaq McGill Graduates**

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. I rise today to congratulate the people of Sanikiluaq; there was a graduation of teachers in Sanikiluaq on April 30. Seven graduated from my riding and got their diplomas, bachelors' degrees, from McGill University during that celebration. This included Lucy Isabelle Takatak, Kaalai Alariaq,

Marna Rumble, Mary Qavviq, Diane Qavviq, and Lisa Qavviq. I would like to congratulate these graduates and hope that they achieve what they want. We also had the Premier and Mr. Picco attending this ceremony in Sanikiluaq and also some representatives from Nunavut Arctic College and McGill University. I would like to ask the members of this House to congratulate these seven individuals. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' statements. Mr. Picco.

### **Member's Statements 101 – 2(1): Signing of Labrador Land Claims Agreement**

**Hon. Ed Picco:** Excuse me, "Uqaqti." "Uqaqti, Qujannamiik." (interpretation): First of all, I will be speaking in Labradorian. In Labrador, the people of Labrador signed their land claims agreement. The people of Nunavut congratulate the people from Labrador.

Today, as our neighbours from Labrador vote for the ratification of their first land claim, I would like to take this first opportunity to wish the Labrador Inuit Association the very best in their vote and an excellent turnout today for that vote. "Qujannamiik, Uqaqti."

>>Applause

**Speaker** (interpretation): Thank you. Members' statements. Hon. Peter Kilabuk.

### **Member's Statements 102 – 2(1): Birthday Greetings**

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. Well, we will have to apologize sometimes because we are not able to be here with our families. Today I would like to apologize that I am not in Pangnirtung. It is my wife's birthday and the only way that I can send her those birthday greetings is by air.

Also, it is the Premier's birthday. I wish you the best.

I rise today to wish Rosy Kilabuk, my wife, a very good day. Thank you.

>>Applause

**Speaker** (interpretation): Thank you. Members' statements. Ms. Aglukkaq.

### **Member's Statement 103 – 2(1): Opening of Taloyoak Elders' Facility**

**Hon. Leona Aglukkaq** (interpretation): Thank you, Mr. Speaker. I would like to inform members of this House and Nunavumiut that on May 17, Taloyoakmiut opened an elders' facility. This is a very important event for the community.

(Interpretation ends.) The facility will be used for a range of activities initiated by our elders such as sewing classes, story telling, drum making, drum dancing, and promoting the Inuit culture. The elders now have a permanent place to call their own.

I would also like to acknowledge the person who cut the ribbon. The ribbon was cut by Bibian Matniq who is the oldest living person in Nunavut at 104 years old.

>> *Applause*

I believe this is a fitting tribute to our elders, and I am happy to see that they will have a permanent facility in Taloyoak. I would also like to acknowledge the contribution from the Department of Culture, Language, Elders and Youth for this important project. Without Culture, Language, Elders and Youth's support, we would not have been able to have a place for elders to call their own. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Members' statements. Mr. Tootoo.

#### **Member's Statement 104 – 2(1): Development in the Legislative Assembly**

**Mr. Tootoo:** Thank you, Mr. Speaker. I rise today to mark a number of solemn and serious milestones in a development of our jurisdiction.

It's been less than 2000 days since Nunavut formally came into being. Since that auspicious date we have achieved a number of noteworthy milestones along our journey. Last year, this Legislative Assembly passed its one hundredth piece of legislation since the jurisdiction's creation. Earlier this year, a second general election successfully took place for those of us in this room today.

Today a long awaited and much needed hospital project for the Baffin took another step forward towards reality, thanks to the efforts of many members of this House, as the Premier indicated, especially the former Minister of Health and Social Services, the man with many milestones, the illustrious, the eloquent, the vocal, the lyrical, Mr. Ed Picco.

It is with a great sense of gravity that I draw the attention of the Legislative Assembly to a milestone that is marked today. I am referring to a matter that until now, a few minutes ago, from Mr. Kilabuk, like so many other things was treated by this government as a matter of top secrecy.

Mr. Speaker, I can now reveal that our Premier turned 40 today.

>> *Applause*

Well, I know that this milestone in a man's life is not always welcome. It is nonetheless a matter of inevitability. This also might explain his irritability that has been showing over

the last week-and-a-half as well, as he moves toward this milestone in his life. I would suggest to the Premier that he take comfort in three things today.

Firstly, it was on May 26, 1896 that the last czar of Russia was crowned. If I remember my history correctly, Czar Nicolas and his entire family subsequently lost their lives in a hail of gunfire during the Russian Revolution.

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

**Speaker** (interpretation): The member is seeking unanimous consent to conclude his statement. Any nays? There are no nays. Please proceed.

**Mr. Tootoo:** Thank you, Mr. Speaker. I'm sure that while our Premier sometimes looks upon members of this side of the House in a similar light, I, for one, hope that his political career does not come to such an end.

Secondly Mr. Speaker, the Premier shares the same birthday as another notable figure, Mr. Hank Williams Junior.

>>Laughter

Although some people might associate the Premier with Hank's 1993 album, *Out of Left Field*, I am sure that he himself prefers the 1983 work, *Man of Steel*.

Finally, from now until the end of time, the Premier can take comfort in the fact that he is still younger than Brad Pitt, considerably younger than Mr. Picco, and barely younger than myself..

Mr. Speaker, at this time I would like to make a special and unusual request. I'd like to ask the lyrical Mr. Picco if he could lead us in a singing of *Happy Birthday*.

>>Laughter

for our Premier. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' statements. Mr. Akesuk.

### **Member's Statement 105 – 2(1): Jewellery-Making Graduates**

**Mr. Akesuk** (interpretation): Thank you, Mr. Speaker. One of my constituents last fall had some training in jewellery making and made brooches and jewellery, whether it be earrings or not. The other constituency community that I have, Kimmirut, had some jewellery training. That's a very small community, and there are not too many job opportunities created there.



Therefore, these graduates will now have some money-making tools. They use their own local stones and they also utilize the bones of the animals that they harvest. The jewellery that they make is very beautiful. They also do some cuttings, and they are beautiful.

If you are interested in purchasing these items, I am willing to assist you. I would like to congratulate these individuals who took this training program. I know that it's going to support them in the future in their careers.

Perhaps the Department of Education and the other communities can look for other money-making opportunities. I'm sure that our government will provide those training opportunities to Nunavummiut. I would like to thank the government for providing this kind of training opportunity to help these individuals make money.

The graduates are: Mary Akavak, Eegeestiak Ikidluaq, Terry Ituluk, Nigiukulu Nungtsituq, Nakasuk Michael, Nikki Michael, Simiga Aqpik, Timotii Pitseolak, and Padlu Pitseolak. These individuals graduated, and I would like to congratulate them and thank them for taking the training program and for being successful.

Their jewellery has already been sent down to Boston, and there is also a display in Ottawa. They were also in the trade show here in Nunavut where they displayed the jewellery that they made. If you're interested in seeing these items, you can come and see the jewellery in my office. Thank you, Mr. Speaker.

**Speaker** (interpretation): Members' statements. Members can only make one statement to one topic. Mr. Alagalak, you can complete your statement.

### **Member's Statement 106 – 2(1): Signing Ceremony**

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. This is a different topic from the one I raised earlier. (Interpretation ends.) I just want you to know that the statement I'm making is different.

During this morning's signing ceremony for the new hospital in Iqaluit, I was disappointed in not seeing all three members of the Legislative Assembly who were invited to this be recognized for their great effort to have the hospital built in Iqaluit. (Interpretation.) I felt a little bit uncomfortable because we have been hearing about this hospital for quite some time, and these members for Iqaluit have worked very hard, and they were not even mentioned during the signing ceremony.

According to Inuit traditions, they should have been recognized, and I just want to state that I do not want to see this happen again. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' statements. When Mr. Tootoo made his statement, he wanted Mr. Picco to lead us in singing. Mr. Picco, would you lead us in the singing?

**Hon. Ed Picco:** I did not mind not being mentioned this morning. I had to attend to the college students. At 10:30, I had to leave and go to Arctic College to be with the journeymen carpenters who were doing the Red Seal inter-provincial at the workshop.

I will start off with Inuktitut and then in English. I would like the members to join with me, Mr. Speaker.

>>*Birth day song in Inuktitut*

>>*Birth day song in English*

Mr. Speaker, I would like to conclude by just saying that I hope that I look as good as Paul when I turn 40. Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you. Members' statements. Back to the orders of the day. Item 4. Returns to oral questions. Ms. Aglukkaq.

#### **Item 4: Returns to Oral Questions**

##### **Return to Oral Question 079 – 2(1): Medivac RFP Award to Kivalliq Air**

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. Return to oral question asked by Mr. Curley on May 21. On April 3 of 2003, cabinet approved the recommendation from the Department of Health and Social Services to award the medivac contract to Kivalliq Air. Thank you, Mr. Speaker.

**Speaker** (interpretation): Back to orders of the day. Item 5. Item 6. Oral Questions. Mr. Alagalak.

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

##### **Question 103 – 2(1): Purchase of Fuel for Nunavut**

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. I will be speaking in English. (Interpretation ends.) My question is to Peter Kilabuk, minister responsible for government services. The issue is related to the question raised by the member for Cambridge Bay, Mr. Peterson, on May 17, 2004.

It is known now, without a doubt, the fuel price will not rise for the next couple of years. If the minister responsible for government services now purchasing fuel for Nunavumiut for this year's resupply (Interpretation.) That is my first question, Mr. Speaker. Thank you.

**Speaker:** Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. I apologize, I did not quite understand his question. Could he rephrase it, please? Thank you.

**Speaker** (interpretation): Mr. Alagalak.

**Mr. Alagalak** (interpretation): Mr. Speaker, my question is: have you identified, Mr. Kilabuk, or have you purchased boat fuel to be shipped to Nunavut that is to be used for this coming fiscal year? Thank you.

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

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. Yes, we are now in the process of purchasing boat fuel, and we are also planning when they can ship and transport the fuel to Qikiqtaaluk, Kivalliq, and Kitikmeot. Thank you, Mr. Speaker.

**Speaker** (interpretation): Supplementary question.

**Mr. Alagalak:** Thank you, Mr. Speaker. (interpretation): Would the price be different from the last year's supply? Can you elaborate for us Mr. Kilabuk? Thank you.

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

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. Let me clarify. First of all, we are now at the stage of purchasing the fuel. We are looking at the lowest cost because the fuel prices in the world are still going up, especially within these past few months.

If we look at Nunavut, for example, our fuel price is a lot lower than the Vancouver fuel prices, but we try to purchase fuel to last for a whole year. The price of fuel in the world has been going up. We are still researching how we can purchase fuel that is not too expensive. Thank you.

**Speaker** (interpretation): Second supplementary, Mr. Alagalak.

**Mr. Alagalak** (interpretation): Thank you, Mr. Speaker. You have stated that the fuel prices of the world are still going up. Could that be used as an indicator that the fuel prices in Nunavut will go up? Thank you, Mr. Speaker.

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

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. It is evident now since the world prices of fuel are still going up that I am sure we will have to increase the fuel in Nunavut. But before we increase the price of fuel, we as a cabinet will have to deal with that, and I think members of the Legislative Assembly will also have to deal with that.

The Petroleum Division is now looking at the prices of fuel worldwide since we have been experiencing sky-rocketing fuel prices. That is why the Iraq countries are very unsettled right now, and North Americans are in great need of fuel, and we cannot go over and beyond the boat.

That is why the prices of fuel have been going up. Also, Mr. Speaker, I would like to clarify that many families thought that these prices were not going to go up, but we are paying close attention to it. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral questions. Mr. Mapsalak.

### **Question 104 – 2(1): Consider Purchasing Aviation Fuel for Some Communities**

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the minister responsible for petroleum products.

As we all know, there are high levels of mining exploration in Nunavut, and they use quite a large sum of fuel, the aviation fuel that is used by the helicopters.

I was wondering if the minister has considered, through the communities that experience high levels of mining and oil exploration.... I was wondering if the minister can consider putting aviation fuel or helicopter fuel in the communities.

The reason why I am asking that question is that what we hear is that they said that they would supply and purchase the fuel, but they are unable to do that because aviation fuel is so expensive. Would the minister commit to setting up aviation fuel for the communities?

**Speaker**: Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. The mining companies have been struggling with this until today. The main reason for the struggle is that the government orders fuel for the community to use for the whole year. Someone would look at it to make sure they order enough fuel to last the whole year for the community.

For the mining companies.... I also would like to state to my colleagues here: before December our Petroleum Division.... If they could estimate as to how much fuel they could purchase or use. If there is space at the community level where there are storage tanks then we can purchase more fuel.

Mr. Speaker, our priority is community needs. Thank you.

**Speaker** (interpretation): Supplementary. Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. My concern is that there are many oil drums that come to the communities, and they are all over the land. Sometimes

they are not quite empty when they are left on the land. I am asking you to.... Especially for the potential mining areas. Thank you, Mr. Speaker.

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

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. Yes. For the petroleum products, we know that if we are going to be needing fuel for the summer.... We let them know that we are available to make sure that there is enough fuel.

Yes, we are concerned about the oil drums as well. We will be getting more direction from the evidence. Thank you, Mr. Speaker.

**Speaker** (interpretation): Oral questions. Mr. Curley.

### **Question 105 – 2(1): Use of the Old Health Facility**

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. I would like to ask the minister of health about the health centre that is going to be built in Rankin Inlet and the nursing station that is going to be empty when the new health centre is built.

The hamlets would like to take this on as the office for the hamlet. The hamlet council has asked for the nursing station to be given to the hamlet. Thank you.

**Speaker** (interpretation): Ms. Brown, minister for health.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. Thank you, Tagak. We have been dealing with this issue for a number of years now; I was a councillor on the council. Yes, I know it is getting too small for the size of Rankin Inlet. I will take this as notice. I will look into it. Thank you.

**Speaker** (interpretation): Supplementary. Mr. Curley.

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. I would like to ask another question to the minister. We know that the government health staff wanted to use the nursing station. I am sure that you are able to work with your cabinet, that if Rankin Inlet is trying to get a new hamlet office it is going to take many many years. It is becoming an emergency that the hamlet needs a new office. They would like the old nursing station to be given to the hamlet for this purpose. Thank you, Mr. Speaker.

**Speaker** (interpretation): Ms. Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. Yes, we have to look at this very carefully because the hamlet office is getting too small. I will try my best to look into this, and I will let you know once I find out what is happening on this issue. Thank you.

**Speaker** (interpretation): Thank you. Oral questions. Mr. Netser.

### **Question 106 – 2(1): Federal Funding for Access Roads – Coral Harbour**

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. Today I would like to ask the Minister of Community and Government Services....

I will speak in English. (Interpretation ends.) The hamlet of Coral Harbour has been very proactive in its effort to build access roads across Southampton Island to make land accessible for hunting, fishing, tourism, and other traditional activities. Government of Nunavut funding for the completion of access roads would be consistent with the cabinet's commitment to work towards economic development in non-decentralized communities.

Members are aware that the minister has been lobbying the federal government for funding for access roads in Nunavut under various infrastructure funds. Can the minister tell me if federal funding has been secured for access roads in Coral Harbour?  
“Qujannamiik, Uqaqti.”

**Speaker**: Mr. Kilabuk.

**Hon. Peter Kilabuk**: Thank you, Mr. Speaker. Unfortunately, at this time I cannot indicate to my colleague if dollars have been assigned to Coral Harbour because the negotiations for the second part of the wish list is still being worked out. Thank you, Mr. Speaker.

**Speaker** (interpretation): Supplementary. Mr. Netser.

**Mr. Netser**: Thank you, Mr. Speaker. When will we see the results of the wish list that he was just mentioning about? “Qujannamiik,” Mr. Speaker.

**Speaker**: Kilabuk.

**Hon. Peter Kilabuk**: Thank you, Mr. Speaker. As most of these projects are isolated, we are trying to fit in the projects that we can under the programs. I will commit to providing more detailed information to my colleague about the efforts of community and government services in means of the different federal programs to give him a better indication as to when and under which program we may be able to visit the request from Coral Harbour. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral questions. Mr. Tootoo.

**Question 107 – 2(1): Married Accommodations for Students in Iqaluit**

**Mr. Tootoo:** Thank you, Mr. Speaker. My question is for the Minister of Education. In his minister's statement the minister made a reference to student accommodations being built in Cambridge Bay. As you recall, Mr. Speaker, we stayed in those accommodations when we had our session there a few years ago, and that is when I came onto the drawing board.

I know that the minister is quite aware that something has probably been going on almost as long as the hospital here, and that is a requirement that we need to have more married accommodations built for the college here in Iqaluit. As you recall, Mr. Speaker, last year, or a year-and-a-half ago, I raised the same issue where there was students that had to withdraw from the program they were taking because there was not any accommodations for them and their families.

So, I would like to ask the Minister of Education if he could give an indication as to when we can hope to see married accommodations for the college begin here in Iqaluit. Thank you, Mr. Speaker.

**Speaker** (interpretation): Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. The process for developing the Nunavut Arctic College student accommodations here in Iqaluit, and indeed in the Department of Education as a whole, is based on the five-year capital plan.

Work is underway right now with regards to the planning for the student accommodations here in Iqaluit, designs, programs, and so on. At the present time, based on the Cambridge Bay design.... We will be able to use that design and that would, again, cut down on the costs. So, the process is underway and the plans are being looked at right now. Thank you, Mr. Speaker.

**Speaker** (interpretation): Supplementary. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. If memory serves me correct, I believe the minister himself.... We got that put on a capital plan back in government of the Northwest Territories days and now he mentions that it is on the capital plan. Is it on the capital plan? And when can we expect to see some work begin on that? Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. The Member is correct. The program for the replacement of accommodations for the students in Iqaluit, who come from all over

Nunavut, has been in the plans of the government of the Northwest Territories in between 1996 and 1997. We had that put in the five-year capital plan, and it was deferred on several occasions.

I am happy to say that the design program now is in place for these accommodations and right now, there are different pressures facing us. We are leasing, right now, 36 units for married accommodations in Iqaluit, a tremendous cost to the government. The idea would be to take these lease costs for the 36 units and be able to use those dollars in financing and helping us with the expedient process regarding the student accommodations in Iqaluit.

One of the issues that we are dealing with right now is a lot of married students cannot be accommodated because there are no accommodations for them. Thank you, Mr. Speaker.

**Speaker** (interpretation): Second supplementary. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. I would like to thank the minister for that explanation. But, can he indicate if those accommodations are in fact on the department's capital plan? Thank you, Mr. Speaker.

**Speaker** (interpretation): Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. It is in the supplementary capital plan for the Department of Education. As I said earlier, the leases that are in place could end and those monies used to put the accommodations in place. I would hope that we would have the accommodations available to the students sometime in 2007 and 2008. Hopefully, we would be able to fast-track that plan over the next several months. The capital budget is the tool we use to help bring these issues forward.

So, at that time we will have an opportunity to look at where we are. At the same time, the 36 units that we are leasing.... A lot of them are in the white-row housing units right now, and we know that there is a schedule in place for the owner of those units to build new accommodations. We would be in the position in a couple years of having those accommodations. Because of that situation we need to fast-track the planning for these new college accommodations here in Iqaluit. Thank you, Mr. Speaker.

**Speaker** (interpretation): Last supplementary. Mr. Tootoo.

**Mr. Tootoo:** Yes. Thank you, Mr. Speaker. I would like to thank the minister for skipping ahead to my point. He has pointed out that there is a schedule for new construction that is going to start this year that will result in the demolition of some of the units that government or the college currently leases right now for students.

Have the minister's officials within the department consulted with the lease holder to determine exactly when the units that the college has for students are scheduled to be



demolished? And will you use that information in determining a new time frame for building the new accommodations? Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. There is a shortage of units for housing units, as everyone knows, in the capital, here in Iqaluit. And if you don't have the accommodations available then you're limited in the number of programs that you can run. So the plan is underway and that includes consultation with our lease holders that we have in place.

I would hope that, again, by October we would have more firm information. Not from where we're leasing right now, but on the planning process itself to see if we could move forward. One of the ways of moving this project forward faster is to be able to access the planning device from the Cambridge Bay student facilities that we talked about today. That model seems to be actually quite good and economical for us to bring forward.

So, I would hope that process in itself would help us be expedient. And, consultations with the lease holders that we're leasing from right now will be part of that expedient process. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral questions. Mr. Peterson.

### **Question 108 – 2(1): Difference Between Victims and Complainants**

**Mr. Peterson:** Thank you, Mr. Speaker. My question is for the Minister of Justice. I was reading the minister's statement today and I'm very pleased that there is a program called Nunavut Victim's Assistance Fund.

I have a question for the minister. It kind of intrigued me because when I was the chairman of the Kitikmeot Law Centre I had dealings with the Nunavut Legal Services Board. I would call the people victims, but the lawyers and the legal services board would call them complainants. So I'm wondering if the minister could define for me, what's the difference between victims and complainants. Could he clear that up for me? Thank you, Mr. Speaker.

**Speaker** (interpretation): Premier Okalik.

**Hon. Paul Okalik:** Thank you, Mr. Speaker. That is a difficult question to answer because it could be both a complainant and it could be a victim.

But, in this instance we're dealing with victims of crime that have been harmed by criminal activity. That is what we're focusing on for this fund. Complainants could be people that could be doing their work and may not necessarily be the victims of crime but they witness criminal activity happening, in an establishment for instance, and they'll file a complaint with the RCMP.

That is how they could be treated as a complainant. At the same time they could be victims of criminal activity as well. So it could be both. Thank you, Mr. Speaker.

**Speaker** (interpretation): Supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker and thank you, minister, for clearing that up for me. I think in most minds around Nunavut, especially in our community, we refer to them as victims.

But, I raise another question Mr. Speaker. It is well known that Nunavut has one of the highest rates of crime against persons in Canada. So, of course that means a high number of victims. I noted when I was the chair on the board that there seemed to be a lot of funding available for legal-aid for those accused of crimes. So, I'm wondering how much money is available to help victims to get counselling and things like that once they go through the ordeal. Thank you, Mr. Speaker.

**Speaker** (interpretation): Premier Okalik.

**Hon. Paul Okalik:** Thank you, Mr. Speaker. I agree that it is often victims of crime who are forgotten.

There are a number of programs in place. The federal government, through the prosecution office, have people that counsel victims and assist them when going through the court process. At the same time what this fund does is fund the programs and support victims after those events have taken place. So, that's where we're trying to assist these victims.

The fund currently is just over \$200,000. There was a lack of money when we first assumed office, so as a part of our initiative to support victims we increased the fund through our budgetary process a couple of years ago. So, the fund is there for any individuals or groups that may want to apply for assistance through this program.

We ask for proposals from communities and groups each year, and as I said, we awarded some this year and look forward to more submissions in the fall. "Qujannamiik, Uqaqti."

**Speaker** (interpretation): Second supplementary. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. A lot of the victims of crimes are very young folks. Young girls as young as 12, 14 are being sexually assaulted, raped; women right across Nunavut.

It is a tragic thing when that happens to communities. When that kind of stuff happens, it is terrible stuff. I have seen it up close and I heard a lot of the victims when I sat on a jury, and they said some nasty stuff. Those folks are traumatized at a very young age, a lot of them young girls. So, they need counselling almost immediately, and they need it

for long-term. They need it for maybe 10, 15, 20 years as they grow up and become adults.

I am just wondering if the minister is willing to commit to increasing his budget through some budgetary process, give more money, make more money for the long term and provide ongoing housing for victims of these types of crimes in Nunavut. Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Justice, Mr. Premier.

**Hon. Paul Okalik:** “Qujannamiik, Uqaqti.” Yes, I stated also in my statement that the fund is also supposed to be self-containing with the fines being issued by the courts when they go through the court process, when they sentence individuals. So, there is some money that is ongoing that continues to flow into the fund.

The program is based on initiatives at the community level. Our response is from the submissions put forward by community groups, and if certain groups want to put forward long-term proposals I am more than willing to look at them.

Currently, we awarded \$33,000 and we could award more in the future. But, it is a community-driven initiative and it is a very positive program for victims that are often forgotten. “Qujannamiik, Uqaqti.”

**Speaker** (interpretation): Your last supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I agree with the minister. It is a worthwhile program; it is very necessary and it is very important. I am glad that it became into being last April 2003.

So, that is great. I just know out there there is a lot of resources required for this kind of activity. I want to stress upon every member in this House, and the minister, that we are going to have to find the resources to help a lot of people in Nunavut.

I hope that hamlet councils, justice committees, and wellness centres out in the various communities in Nunavut can access those programs because it has become a bureaucratic process that makes it difficult to get access to funds, because they need it urgently.

So, I would like to thank the minister for his announcement of the funds and ask if you will ensure that the funds are not held up in any unnecessary bureaucratic red tape. Thank you, Mr. Speaker.

**Speaker** (interpretation): Mr. Premier.

**Hon. Paul Okalik:** “Qujannamiik, Uqaqti.” One of the main reasons that I want to make this statement is that I would want to make all communities aware of this program so that they can take advantage of it, particularly for victims of crime.

So, I am very pleased that the member expressed his strong interest towards this particular program. I look forward to more submissions in the coming fall. It is a very efficient committee. There are only a few members that are from Nunavut and that has also been submitted to the victims of crime, so they are well aware of the consequences. I thank them for their good work on this particular proposal. "Qujannamiik, Uqaqti."

**Speaker** (interpretation): Thank you. Oral questions. Mr. Kattuk.

**Question 109 – 2(1): Concern on Fuel Supply Ships**

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the minister responsible for petroleum products.

First of all, as a preamble: we are concerned in Sanikiluaq about what is going to be happening this summer. We have heard that in some part of Ontario they are going to be opening a mine, and the fuel supply ships will be passing the Belcher Islands, back and forth, and they will be a year's supply of fuel.

I would like to ask the minister about these fuel supply ships and if he is aware of whether there is going to be a spill contingency plan. I would first of all like to ask the minister if he is aware of these resupply ships that will be passing through the Belcher Islands.

**Speaker** (interpretation): The Minister of Community and Government Services.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. The mine companies probably made their own arrangements to have those ships pass by the islands. I would like to tell the member that I am not aware of what is happening in that area.

**Speaker** (interpretation): Mr. Kattuk. Second supplementary.

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. I would like to ask the minister if there is a spill contingency plan. There are going to be a lot of supply ships going back and forth through the islands. Thank you, Mr. Speaker.

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

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. I feel like I am in the dark here. I will look into this situation, and I will be looking into the information as to where the mine is situated, and how many ships are going to be passing through the islands. Thank you.

**Speaker** (interpretation): Second supplementary. Mr. Kattuk.

**Mr. Kattuk** (interpretation): Thank you, Mr. Speaker. I would like to thank the minister. But again, I would like to give a headset to the minister of transportation as I will be directing to him this question sometime in the future.

**Speaker** (interpretation): Thank you. Oral questions. Mr. Curley.

### **Question 110 – 2(1): Recognition of the Inuktitut Language**

**Mr. Curley** (interpretation): Thank you, Mr. Speaker. I would like to direct this question to the Minister of Culture, Language, Elders and Youth.

This question is in regards to the use of the Inuktitut language in the workplace. As we are well aware, the Inuktitut language is not officially recognized. I would think that we would place an importance on the Inuktitut language if it was included in the Official Languages Act.

I would like to ask the minister: when we are going to recognize Inuktitut as an official language?

**Speaker** (interpretation): The Minister of Culture, Language, Elders and Youth. Mr. Tapardjuk.

**Hon. Louis Tapardjuk** (interpretation): Thank you, Mr. Speaker. That is very true. If it is okay with you, I would like to make a statement on this issue tomorrow on what kind of plans we have on the languages. I will be making a minister's statement tomorrow. I would like to defer this item until then. I would like to make my statement tomorrow and then elaborate further on the member's question, if it is okay with the member. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The minister will take it as notice. Oral questions. Mr. Mapsalak.

### **Question 111 – 2(1): Concern about Medical Board Home**

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health and Social Services. As a preamble, it is in regards to my Keewatin colleagues.

I usually go visit the medical boarding home, and one time I went there, to the boarding home in Winnipeg, to see if there was somebody there from Repulse Bay. There, a lot of boarders complained about the food. So, what I did was go in there and invite that resident to go out to a local restaurant.

When I went there it was a very hostile environment; you could not go in there until you were admitted. If they do not see you they will not open the door for you. And once you are in, you go to the receptionist, they ask who you are visiting, and you cannot just go in

there. After you have identified the person you are going to be visiting you have to show an I.D.. The only reason why they speeded up the process was because I was a member of the Legislative Assembly. That time, it did not do any good and the only way that they would admit me to the visiting area was to take my ID; they told me that I could get it back on my way out. When I did finally get in they gave me a big tag and it said visitor on it, very visible and very big letters. So, I went in, and I went to the cafeteria in there, and I was stopped again and I was told that I could not go in there.

I am not the only one who went into that situation. A lot of the people from Kivalliq who visit that boarding home go through that process. I think that the ministers should go in there personally and rectify the problem. It is a very hostile environment for both the patients and the visitors.

I would like to ask the minister if she would take the time to check out the boarding homes. Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Health and Social Services. Ms. Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. I am so sorry. I am very unhappy to hear that you were treated as such because it is a new boarding home. We will have to include “Inuit Qaujimagatuqangit” in these boarding homes in these southern institutions. I will definitely have to go and visit the boarding home and I will direct my staff to look into it and rectify the problem.

**Speaker** (interpretation): Supplementary. Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I thank you for assuring me that you will be looking into the situation because of course, we would like to have a welcome environment for both the patients and the visitors. I would like to ask the minister if she will be going there shortly, or when.

**Speaker** (interpretation): Ms. Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. I will be going down there in the very near future.

**Speaker** (interpretation): Your Second supplementary. Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I think the chairman of the Standing Committee on Health and Education.... Would he or she be able to accompany you when you're going to be going down south to check out the medical homes?

**Speaker** (interpretation): Ms. Brown.

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. I will ask the chairman of Health and Education.

**Speaker** (interpretation): Thank you. Oral questions. Mr. Tootoo.

**Question 112 – 2(1): Keeping Tenants Informed of Rental Scale**

**Mr. Tootoo:** Thank you, Mr. Speaker. My question is to the minister responsible for the Housing Corporation.

In the minister's statement earlier today on the rent scale he made a note informing members of the ongoing promotional and educational activities of the corporation.

I know that the minister is quite aware of the work that the task force on housing did in the last Assembly. I was a member on that task force. One of the recommendations that the task force made was to do exactly that: educate the tenants and the homeowners in the public housing units on the whole idea of the rents and costs.

I'd like to ask the minister if there are any steps being taken not only to provide promotional information on the rent scales, but is the corporation taken any action on providing information to tenants in public housing units as to what the actual costs of those units are? Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister responsible for the Housing Corporation, Mr. Kilabuk.

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. We will be keeping the tenants informed, including how much it costs to maintain and operate a home and also on the rent scales.

Again, in my minister's statement I didn't go into detail, but we are also going to be including other plans. Following the completion, we will be putting them out to the public, including your question. Thank you.

**Speaker** (interpretation): Supplementary, Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Speaker. I know from my previous experience with the Corporation and also just talking to friends throughout the territories that have gone from social housing into home ownership, especially under the access program and other home ownership programs, one thing that the majority of those individuals were not aware of were all the additional costs of maintaining your own house.

So, I would like to ask the minister: would they look at considering breaking out monthly costs? I know that when the task force was in place the average cost at the time was just under \$1,700 a month to maintain public housing units. The majority, I think 80 percent of the cases, were only collected \$32.

Would the minister look at on a regular basis providing tenants with what they actually pay, what the housing authority, the Housing Corporation, actually pays for those units in the way of power and other utilities and maintenance? Thank you, Mr. Speaker.

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

**Hon. Peter Kilabuk** (interpretation): Thank you, Mr. Speaker. In regards to the question and getting the information out to the tenants, it will be a good incentive for us to start. It will be a learning experience to the people who might be thinking about becoming homeowners. That way they will be informed on how much it costs to maintain and operate a home. I will get that information out through the local housing authorities. Thank you.

**Speaker** (interpretation): Second supplementary, Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Speaker. I think that would go a long way in helping prepare individuals for home ownership, make them realize that there are other costs involved other than just paying their rent every month.

I know that through the housing authority here in Iqaluit and the housing associations in the communities they receive bills from the hamlets for water and sewer for each unit, and also from the Power Corporation for each unit.

I am just wondering.... I know in some cases, sometimes due to the condition of the unit.... And there are many other reasons why some of those utilities may be extremely high. Look at trying to find some cost savings: showing what the average should be for a unit compared to actuals and come up with a possible action plan to try and promote the conservation of power and other utilities throughout the public housing units. Thank you, Mr. Speaker.

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

**Hon. Peter Kilabuk**: As a matter of fact, that has been an issue of discussion with my staff at the Nunavut Housing Corporation. But, at the same time I don't think that I am really pushing the Nunavut Housing Corporation. That is the units and the condition ratings that we can further use to apply more appropriate rents to our tenants under the housing organizations. We will definitely continue to improve our relations with our tenants.

As more information comes available, I will be more than willing to sharing these with my colleagues. Thank you.

**Speaker** (interpretation): Your last supplementary. Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Speaker. The minister talked about condition ratings for the units. I am just wondering if he could explain: is there, in the public housing units, a



minimum requirement for units before they are treated and work done quickly, to rectify any deficiencies within those units so it brings up the condition rating to a satisfactory level?

Is there a satisfactory level for condition ratings when it comes to public housing units?  
Thank you, Mr. Speaker.

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

**Hon. Peter Kilabuk:** Thank you, Mr. Speaker. I will be very honest. That is a real challenge for the Nunavut Housing Corporation and their partners, the local housing organizations. There is definitely some additional funding that is needed in the communities with our aging inventory of housing.

So, this is an issue that we continue to try and deal with at the Housing Corporation, and also in trying to look for other sources of funding, both through the federal government, territorial, and other possible partners.

The status, as it is today.... We do really have a shortage of funding to appropriately bring some of these units up to standards. Thank you, Mr. Speaker.

**Speaker** (interpretation): Oral questions. Mr. Peterson.

### **Question 113 – 2(1): Announcement of Program Funding**

**Mr. Peterson:** Thank you, Mr. Speaker. My question is for the Minister of Education.

I noticed in the media early this week, I am sure that the minister knows as well, that there is an announcement out of the NWT that they received \$15,000,000 from Aboriginal Skills and Employment Partnerships.

I think I remember the Nunavut mine focus group was working on a proposal early this year.

It comes under the Department of Education. I'm wondering if the minister could update us on Nunavut's proposal to this program in Ottawa. Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Education, Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. I really can't comment on what the Northwest Territories was successful in achieving through a program for the federal government. My understanding of the analysis was that it was something that was in place for the Northwest Territories government.

Under the Labour Market Development Agreement, the LMDA, there has been quite a few things that we have been doing also as a government. I indicated to the member in

the past that we actually met with the mine training focus group when I was in Cambridge Bay about five weeks ago.

There has been quite a bit of work put into inter-training under the Labour Market Development Agreement, the LMDA. There was over 229 people throughout Nunavut, trainees, working under that program.

No, my understanding is that program is 100 percent funded by the federal government, and I'm not sure if that same program is linked with the announcement in the Northwest Territories. Thank you, Mr. Speaker.

**Speaker** (interpretation): Supplementary question, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I don't think it is the same program.

This program was announced, I think, up in Inuvik last October or November. I think it is the program that's accessible to all groups across Canada, but my understanding is they will only accept one proposal from each northern jurisdiction, that being the Yukon, Northwest Territories, Nunavut.

I'm wondering if our government is preparing a proposal to this fund in Ottawa. So, could we get an update on it? Thank you, Mr. Speaker.

**Speaker** (interpretation): Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. Just for clarification: I believe the program that the member is speaking about was announced in October by the federal government, as the member has indicated. There was a first call for proposals in November, and I believe the fund has about \$85 million in total that is available to the different stakeholders, as the member has mentioned.

The Department of Education, along with other departments in the Government of Nunavut and Nunavut agencies, has been coordinating efforts to determine how best to access the fund that has been announced, and that's the \$85 million. The working-group was made up of a representative of federal government and the territorial government, Inuit organizations, as well as the private sector. A concept paper has been submitted and is being refined with guidance from the Aboriginal Skills and Employment Partnership programs.

I also understand that the Kivalliq Inuit Association and the Baffin Fisheries Coalition have also submitted proposals to the program.

And the member is correct, we have also submitted a refined Nunavut-wide mine training proposal to the program and that will be actually submitted shortly, if it has not already been submitted. Thank you, Mr. Speaker.

**Speaker** (interpretation): Second supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. There is another proposal that was submitted as well, and that's through the Kitikmeot Employment and Training Partners, on behalf of the Kitikmeot Inuit Association in, obviously, the Kitikmeot.

So, there is four competing proposals and the federal program will only approve one. Are we going to have to get together, sort it out how that funding is going to work? And, I'm wondering if the minister has any ideas on how that might come out, to ensure that we do get one proposal approved.

The funding is limited. The limit is \$85 million, but they are approving it already. If we don't get our applications in there and support it, it is likely that the funds that they have available are likely to be approved without a Nunavut proposal. Thank you, Mr. Speaker.

**Speaker** (interpretation): Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Speaker. I agree with the member. There is only \$85 million that is available under this program developed for aboriginal communities in Canada.

Of the \$85 million, it is my understanding, with the recent announcement in the Northwest Territories for the pipeline project, I think that is what the member is talking about, as well as for Voisey's Bay in Labrador.... We're not sure how much money will be available to other aboriginal groups in the country, including here in Nunavut.

That's why we have an interdepartmental as well as an outside agency group working on it. We have the proposals ready to go. Now, with the recent federal election called, once again, we're not sure how that will be brought forward.

What I will commit to the member is to bring actual updates on where we are with the proposal call as well as with the applicatory process that we're involved in and move that forward. The Nunavut Mine Training Focus Group is the major player in this program proposal on behalf and for the people of Nunavut, with the cooperation of the Government of Nunavut. Thank you, Mr. Speaker.

**Speaker** (interpretation): Are you finished? Thank you. Oral questions. Mr. Peterson.

#### **Question 114 – 2(1): Increase in the Government's Debt**

**Mr. Peterson:** Thank you, Mr. Speaker. I'm learning from my colleague. I was going to save this question for tomorrow but I'll ask it today. It's for the Minister of Finance. As the Minister of Finance knows, I like to read the Auditor General's report at night to help me fall asleep.

>>Laughter

What else is there to do in Iqaluit, right?

The Auditor General's report indicated that last year our debt was \$136 million, and then in the Minister of Finance's budget speech last week she mentioned it increased to \$143 million, leaving the balance with only \$57 million dollars or so before we hit the debt wall.

So, I'm wondering, Mr. Speaker.... The question is: what accounted for the \$7 million increase in debt over last year, and what did the borrowing achieve? Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Finance, Ms. Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. In terms of the Auditor General's report, there was indications of further debt that were incurred and it relates to not just one item.

We've had to address emergency issues related to the municipality fire in Repulse Bay, the school fire here in Iqaluit, and I believe there was also a firehall fire in one of the other communities in Baffin.

So, there were a number of activities that occurred that we had to address under the capital projects. So, the majority of that was related to unexpected incidents. Thank you, Mr. Speaker.

**Speaker** (interpretation): Supplementary, Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I'm very pleased to know that the money went to good use because we do need our community halls and schools and hamlet offices, of course. We've got to support the hamlets.

The Auditor General's report also indicated that the government may not even know what its complete debt position is. Apparently they have lots of credit cards, with different balances every month. So, there's that debt and then there are other debts.

So, I'm wondering what the Minister of Finance is doing, or directing her staff to do, to consolidate the debts so we know what the complete picture of our debt is in Nunavut. Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Finance, Ms. Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. Yes, the Auditor General's report indicated that.

There are a number of things that the department is doing to address a number of reporting requirements. One is the issue around reporting public accounts, the delay in reporting that, different types of report structures.

The department is looking at different ways of accounting finances, but that takes time to address. We are exploring what accounting system is best. I know most jurisdictions are now looking at an accrual-based system.

But for Nunavut, we have been in operation for five years. We're trying to develop our system as we go along, and issues like this come up that recommend further reviews. So, it's an ongoing initiative of government to try and streamline systems, or better address reporting, meeting the requirements.

So, in terms of at what type of system we are looking, I believe that we are looking at one that is an accrual system, but that is ongoing. Thank you, Mr. Speaker.

**Speaker** (interpretation): Second supplementary. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. Our debt limit is \$200 million. We're at 143, so we are \$57 million away, and the federal government is not giving any new money to the Department of Finance. The only reason why we got extra money this year was the last year's debt was increased.

So, I would suggest to the Minister of Finance: we are getting very close to critical conditions if we do not have new money come in, because we are reaching our debt limit.

So, I am wondering if the Minister of Finance could comment on whether she is going to be approaching the federal government to look for an increase for our \$200 million debt limit with the federal government. Thank you, Mr. Speaker.

**Speaker:** Ms Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. The member is correct in terms of what is available, in the debt limit of the 200 million figure. We did receive additional funding through the census, but we also received additional funding in the recent federal budget this last year, about \$19 million.

In terms of ongoing discussions with the federal government, we continue to try and present our case to increase the funding or the formula funding for Nunavut. We recognize that the formula only meets a developed territory for immediate operations and maintenance services. It does not address the immediate infrastructure needs for the territory, and I mentioned that in my budget address. Those are ongoing initiatives with the government, and we try and educate the federal folks to recognize that we are in need of major infrastructure investment in the North. Not only that, but also in the area of economic development throughout the North. So, that is ongoing.

One of the other areas that we addressed was to seek further funding for housing. So, it is ongoing. After this session ends in June, I had plans to go down and meet the federal officials. But of course, elections have been called, so I will now wait until that election is over. Thank you, Mr. Speaker.

**Speaker** (interpretation): Your Last supplementary. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Speaker. I was reading the public accounts, it is another report that I read late at night in Iqaluit, the other night, and there is \$77 million guaranteed to the Nunavut Power Corporation.

As we heard the minister responsible for the Power Corporation, he mentioned they have done assessments of the plant capacities in each community and they have prepared a capital investment plan.

So, I am wondering if the Minister of Finance can assure us that no more debt guarantees will be required for Nunavut Power Corporation for expansion in the future. Or, if it cannot, can she give us an indication of how much she is going to have to guarantee for the Power Corporation to place equipment for expansion in the future in the communities? Thank you, Mr. Speaker.

**Speaker** (interpretation): Ms. Aglukkaq.

**Hon. Leona Aglukkaq:** Thank you, Mr. Speaker. It is difficult to guarantee that incidence will not happen.

In terms of the Power Corporation's situation.... I mean, the Power Corporation's been in place in Nunavut for the last two or three years. We have had five years of development, they have had less than that time. They have had to set up offices as well in Baker Lake and decentralize operations. But at the same time, they have had to deal with situations that were unexpected, where there was a fire in Sanikiluaq, and that created an emergency for the Power Corporation.

So, with all due respect to my colleagues that are responsible for finance, there are other issues, aside from the report that are outlined that I've not highlighted, that caused challenges for the Corporation to address. My colleague mentioned today that they are taking corrective measures to address the Auditor General's report at the same time as we build the Corporation.

So, in terms of addressing your question to guarantee that there will be no further debt, I can't guarantee that, nor can I guarantee that for this government. There are situations that occur that we have no control of. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Time for Oral Questions is over. Back to the orders of the day. Item 7. Item 8. Returns to written questions. Mr. Clerk.

### Item 8: Returns to Written Questions

**Clerk:** Thank you, Mr. Speaker. I wish to table a response to written question 003 – 2(1) on behalf of the Minister of Health and Social Services. Thank you.

#### Return to Written Question 003 – 2(1): Physician Services

1. Full time physicians between April 1, 2003 and March 31, 2004:
  - Baffin: 6
  - Kivalliq: 1
  - Kitikmeot: 1
  
  - There was one physician in Baffin on a regular one-month-on, one-month-off contract: Dr. Paul Stubbing. Two physicians who had worked in Baffin for two or more years resigned in the spring of 2003.
2. Number of physicians hired to provide services between April 1, 2003 and March 31, 2004 who are still employed:
  - Baffin: 6
  - Kivalliq: 1
  - Kitikmeot: 1
3. What percentage of physicians are compensated by fee-for-service versus physicians compensated through base pay contracts as of April 1, 2004?
  - As of April 1, 2004, none of the physicians working in Nunavut are remunerated on a fee-for-service basis, except specialist physicians from Ottawa who come to Baffin to do 4-5 day clinics.
  - There were two private practice family physicians in Iqaluit, Dr. Paul Stubbing and Dr. Peggy Netscher, until the last two years; Dr. Stubbing closed his private practice in March 2002 and Dr. Netscher closed her private practice on December 1, 2003. Both are now employed by the department on part-time contracts.
4. Has the Department of Health and Social Services held any discussions with the NWT Medical Association regarding contract terms for physicians in Nunavut since April 1, 2004?
  - No. The NWTMA is the official bargaining agent for physicians in NWT and Nunavut, but to date, has not been active in Nunavut. Full-time physicians in Nunavut have been encouraged to obtain membership in NWTMA and to date, four of them have joined.
5. Will the terms of compensation for full-time physicians in Nunavut be reviewed?

- Yes. The medical director is currently in the last stages of developing a new pay package for full- and part-time physicians in Nunavut, and for the specialists who provide services in Nunavut and in the major referral centres of Ottawa, Winnipeg, Edmonton and Yellowknife. Discussions have already occurred with the physicians in Baffin, are scheduled for Kivalliq for next week, and the proposal has been sent to the physician in Cambridge Bay.
6. Options being considered to reduce the turnover of physicians and to promote longer terms of service:
- Designation of a physician recruiter for the territory to work with the medical director; this was implemented May 1, 2004.
  - Recruiting visits to universities with training programs which emphasize rural medicine: University of Ottawa (February 2004); University of Manitoba (March 2004); planned for Memorial University of Newfoundland, Dalhousie University, and the Northern Ontario Medical School.
  - For the first time, Physician Services has a significant recruiting budget of approximately \$100,000 for 2004-05.
  - Increased physician positions in all regions to reduce physician stress and on-call burden, both of which have been cited by many physicians who have left the territory as being major factors in their decisions to not stay long term.
  - A new contract arrangement which puts a premium on contracts of one year or longer and has retention bonuses to reward physicians who stay for more than one year; establishment of chief-of-staff positions in Rankin and Cambridge Bay will help with planning for the new health centres and provide more support for the physicians working in both of those regions.
  - Reviewing the possibility of return-of-service contracts for international medical graduates who qualify and agree to 5-7 years of service.

**Speaker** (interpretation): Item 9 of our orders of the day. Item 10. Item 11. Item 12. Item 13. Item 14. Tabling of documents. Mr. Peterson.

#### **Item 14: Tabled Documents**

##### **Tabled Document 020 – 2(1): Resolutions Passed by the Nunavut Association of Municipalities**

**Mr. Peterson:** Thank you, Mr. Speaker. It is with pride that I table the resolutions that were passed by the Nunavut Association of Municipalities during their 2004 annual general meeting. I encourage my colleagues to take some time to read these well prepared



resolutions. I urge the government to take action on these measures. Thank you, Mr. Speaker.

**Speaker** (interpretation): Tabling of documents. Mr. Picco.

**Tabled Document 021 – 2(1): Income Support Information**

**Hon. Ed Picco:** Thank you, Mr. Speaker. It gives me great pleasure to table the Department of Education's communication package on the income support program. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Tabling of documents. Ms. Brown.

**Tabled Document 022 – 2(1): Request for Quote: Sanikiluaq Charter Airline Requirements**

**Hon. Levinia Brown** (interpretation): Thank you, Mr. Speaker. I wish to table the following document: *A Request for Quotes: Sanikiluaq Charter Airline Requirements*. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of documents. Mr. Peterson.

**Tabled Document 023 – 2(1): Letter to Levinia Brown**

**Mr. Peterson:** Thank you, Mr. Speaker. I have two documents related to the same topic. I would like to table a letter that I wrote to the Hon. Levinia Brown, the Minister of Health and Social Services, on April 26, 2004 concerning the issue of a childrens' advocate for Nunavut. It is now one month later and I still have not had a reply from the minister on this issue, even though it is one that I have raised a number of times in different capacities.

**Tabled Document 024 – 2(1): Childrens' Advocate – Nunavut Association of Municipalities**

The second document is a package of materials prepared by the Nunavut Association of Municipalities relating to the establishment of a childrens' advocate in Nunavut. Thank you, Mr. Speaker.

**Speaker** (interpretation): Item 15. Item 16. Item 17. Item 18. Item 19. Item 20. Consideration in Committee of the Whole of bills and other matters, Bill 2 – Appropriation (O&M) Act, 2004-2005.

Mr. Netser will be the Chair in Committee of the Whole. We will take a ten-minute break.

Sergeant-at-arms.

>>*House recessed at 15:22 and resumed at 15:51*

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

**Chairman** (Mr. Netser): The committee will come to order. In Committee of the Whole we have the following item to deal with: Bill 2. What is the wish of the committee? Mr. Evyagotailak.

**Mr. Evyagotailak:** We wish to continue with the review of the main estimates for the Department of Education. Once we are finished the review we could then go back to the Department of Health and Social Services. Thank you, Mr. Chair.

**Chairman:** Thank you, Mr. Evyagotailak. Does the committee agree that we continue with the main estimates for the Department of Education, then following the conclusion of Education that we continue with the main estimates for health and social services? Are you agreed?

**Some Members:** Agreed.

**Chairman:** Good. Thank you. Minister Picco, will you introduce your officials. Thank you, Minister Picco.

Just a minute. I ask you not to wish the Premier happy birthday anymore today. Thank you.

>>*Laughter*

Minister Picco, please, for the record, introduce your officials.

**Hon. Ed Picco:** Thank you, Mr. Chair. For the record, joining me at the witness table today: on my immediate right is the deputy minister of the Department of Education, Ms. Pam Hine. And, on my immediate left, the director of corporate services, with expertise in the area of finance for the Department of Education, Cathy Stinson. Thank you, Mr. Chair.

**Chairman:** Thank you, Minister Picco. We will begin on page G-7, and we will continue with questions on page G-7. I have Mr. Tootoo as first on the list. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chair. Before the minister was saved by the clock yesterday, I had some more questions to go on.

Yesterday I finished off by asking the Chairman on the makeup of the committee, and members didn't have the opportunity to suggest names. He had indicated that he was going to be having this advisory group, or committee, or whatever you refer to it as.

This education advisory council to the minister was going to be inclusive, and he was going to only include his act for submission from the Federation of Nunavut Teachers, also to the early childhood educators, and instructors from the college.

I am just wondering if the minister would be inviting any representation from the district education authorities. Hopefully under the new act they would have a huge role to play in the implementation and the delivery of what the final outcome is going to be, to be able to have some input on his advisory council. Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik,” Mr. Tootoo. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The idea of the advisory council to the minister, when I first discussed this with the department when I was first appointed, was to be able to bring some experience, to the senior levels of government, of people that were physically in the classroom and working with our children as well as working with the students. When I say students I mean students in general.

That is why when I was looking at the advisory council, I was trying to put under the advisory council teachers, adult educators, Arctic College instructors, and early childhood education instructors so that I would have the full range of the educational programs that are delivered by the Government of Nunavut or the Department of Education. That was the process.

In that regard I have sent out call letters to the different organizations, including the FNT, asking for people to submit their names to be on the advisory council. Interest in the council itself has been overwhelming since we first announced it and indeed, I have been contracted by many instructors and teachers and so on, especially at the high school level in particular, to be on the Minister’s Advisory Council in Education.

I did not, in itself, have it set up to have elected representatives on the council, which would be, for example, the district education authorities. I was trying to get representation from the teaching or the instructor staff who are actually on the frontlines of education in Nunavut, in the classroom, and so on. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. A couple of things: I guess the minister does not feel that district education authorities are frontline people. They are dealing first-hand, prior to the department, on issues relating to the schools and their communities. Mr. Chairman, I do not know if you recall, I am sure the minister recalls.... One of the drawbacks of the last education act, I think, was the lack of consultation, the lack of adequate input from the district education authorities.

So, again, I would just like to ask the minister if he would reconsider and look at having members of district education authorities’ representation on that advisory council, given the fact in a lot of cases these people are former educators themselves in different aspects,

in a lot of cases have been involved, and they are intimately knowledgeable on the system that they are working within.

I would just like to ask the minister.... Given that, considering what happened last time, we do not want history to repeat itself.... If the minister would reconsider and take that into consideration.... Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik,” Mr. Tootoo. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The member’s words are well taken. Again, when I was looking at the idea of the advisory council to the minister, who was to deal with issues around curriculum resources and so on.... The district education authorities, I would like them to represent us by community, in our communities. They have a role as advocates for education, and in their role as advocates for education they actually deal with budgets, and so on, in regards to education itself.

I am prepared, though, to reconsider and to look at an opportunity where there may be opportunities for representatives of district education authorities to be on this council or the advisory committee to the minister.

Again, I was trying to keep the committee to a manageable size. I had announced 10, at the beginning, when I did talk about the process having appointees to it. I was trying to have a good breakdown from K-12, trying to have, for example, grade 9,10,11, and 12 teachers, having some K-6 teachers, as I said earlier, early child education instructors, as well as adult educators and college instructors.

So, I would reconsider looking at if there is an opportunity for representation from a district education authority. Thank you, Mr. Chair.

**Chairman:** Thank you, Mr. Minister. Mr. Picco. Anything else? I’m sorry. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chair. I appreciate the minister’s willingness to do that and look forward to him positively considering that in the future because I think it can only help.

If the minister is intending this advisory council to be involved in the development of a new education act and what’s going to be in there then I think that’s a crucial component of that.

The last time, that was one, as I say, of the drawbacks where there was.... It seemed like there was a piece of legislation that was all drafted by employees of the government without any input from anyone on it, really. Like I said, all over the territory the communities that I’ve visited, from as far west as Cambridge Bay to over here and throughout the Kivalliq, were telling me that they wanted to have input and they didn’t feel that they had that opportunity to have input.

In fact I remember talking to teachers and educators that were told that they couldn't say anything about it. So, just having people that work for the department on there would be a concern of mine given what's happened in the past, where employees have been pretty much told to keep their mouths shut from saying anything about the education act.

So, that's one of the reasons why I mentioned that and I think if we want to see it come ahead, then come ahead in a positive manner. Everyone here talked about what an important thing that would be for this government to put forward, and that would be a huge step in ensuring that that does happen.

I thank the minister for reconsidering that. On the district education authorities, the minister said yesterday, and I had a look at the Hansard, that he was going to have a meeting with all the district education authorities in Nunavut, and I'm not sure how. I would just ask for clarification if the minister is planning on bringing representatives from all the district education authorities to one location for a meeting? Or, is he planning on going around and meeting with them individually? Thank you, Mr. Chair.

**Chairman:** Thank you, Mr. Tootoo. Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chair. The member makes some good points about the consultative process that was in place on the other act.

There has been some good work done by the previous Minister of Education for the Government of Nunavut, as well as the committee of the House, at that time. And, I think we'll be able to pick up some of those pieces and move forward.

Part of my role I see this fall, as I announced earlier and as the member has said is in the Hansard, is about meeting with the different chairs of the education councils and authorities. My plan would be this fall to hold different meetings. For example, I would go to Baker Lake or Rankin Inlet and invite the Kivalliq district education authority chairs to join me to discuss some of the issues around the education act, education in general, and so on. We would do the same thing in Kitikmeot as well as here in the Qikiqtani region of Nunavut.

That in itself would probably be a bit easier on the budget of the department, but it would probably be easier to facilitate and deal with the issues of each region as opposed to having everyone in the room talking about the different issues. So, that would be the idea, not to bring everyone into one room but to be able to actually go out of the department with some of my senior people and meet with the different chairs of the district education authorities, discuss some of the common concerns that they have, and deal with some of the issues that had come up in the previous act. Thank you, Mr. Chairman.

**Chairman:** "Qujannamiik," Minister. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Is the minister planning.... I think it was the last education forum, or whatever that we held here maybe three, four years ago in December,

which brought in all of the district education authority representatives from all over the territory. One of the recommendations that body came up with at the time.... One of the strong advocates and persons for that at the time was the late Mr. Harvey who was the mister chairman for the Kugluktuk District Education Authority. He was very adamant at the time that they felt, as did other chairs, they had nowhere to turn, no way of communicating with each other or helping each other out.

In the past the divisional boards of education were there for support, for them to be able to go and seek advice from the department, and that is gone now.

I am just wondering if there are any plans they are looking at for assisting the district education authorities to be able to network and communicate and work cooperatively with each other on similar issues. I wonder if it would be a regional or a territorial basis. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Tootoo. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I guess one of the early indications in the other act that we are working on was a concern from the district education authorities after the integration, the amalgamation, and the disbandment of the regional education boards.

A lot of the district education authorities we are still.... Because of the act that we were running under from the Northwest Territories.... We are still acting on the democracies of that act in a different role because you did not have the regional boards, and that caused some concerns.

The department has district education authority employees, for example, in each region, employees that are targeted and tasked and that is their job, to be collaborating with the district education authorities. And, that would give us an opportunity with the department to work on some of the issues of education that Mr. Harvey had talked about.

At the same time, the new education act should reflect the realities of the year 2004 and on where there are no education boards in place. I think that in itself, then, would be able to facilitate some of the communication issues that we just talked about, as well as what Mr. Tootoo has raised. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Curley.

**Mr. Curley** (interpretation): Mr. Chairman, I would like to know how the policy is on the writing system. It was a concern of the first Assembly. It was getting confusing at that time on which they would be using. I would like to ask how the policy is. Thank you.

**Chairman** (interpretation): Thank you, Mr. Curley. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I had some discussions on the issue around standardization, or the policy around the standardization, and the usage of Inuktitut.

I believe the Minister of the Department of Culture, Language, Elders and Youth, for example, will be giving a statement tomorrow on the language itself and some of the uses.

Indeed, as minister responsible for the Department of Education I met with the language commissioner very shortly after my appointment to talk about the standardization process.

I guess the short answer would be, if the Government of Nunavut follows the standardization, the standard practice of writing in Inuktitut that is in the orthography that is in place right now.... There are some issues around the different naming of communities, locations, as a standard and that we dealt with in the cabinet, for example, as it is in Inuinnaqtun. And so that is the type of thing that is in place.

The standard orthography that has been produced is what we are using. Using “qa” and so on, using the final “naaniit” final, that is the standard that is in place. However, there are issues around the different ways certain words and phrases and terms were used in different parts of Nunavut, for example, in the Kitikmeot when we are talking about some of the ways, the old way of writing in Inuinnaqtun.

There has been some movement by the government to accept what the elders have asked for in those ridings. So, they wouldn't follow the original, or the standard, orthography, but they would be there using “Inuit Qaujimagatuqangit” to implement what the elders have asked for in those communities.

So, I hope that helps the member's question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Curley.

**Mr. Curley** (interpretation): Yes, that is going to be a lot of help. At times it was getting confusing at the first Assembly.

We would like to keep the writing system, especially syllabics, because they are in the computer, and we have here now.... And, if we.... It would be the same in Kitikmeot that we have to protect the writing system.

It should be in the policy within the school system because our culture will disappear if we don't have a system of writing. And at the last Assembly there was confusion when they wanted to standardize the Inuktitut writing system.

And think, if we are going to standardize syllabics, even though our dialects are different, our dialects differ, like Nattilimmiutaq, Pallirmiut, we cannot lose our dialects. Like how in English you have different dialects as well, but it is standardized.



If we do have a policy.... We could do better to have a policy. I feel that our lives will continue, and this is good to hear. Like for the first Assembly, I would like that the minister make sure that this is being followed.

We have to ask the elders at times; periodically you should utilize the elders and also your committee. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you Mr. Curley. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. There has been a lot of debate over the past several years on how we write Inuktitut or Inuinnaqtun.

Just for a quick example, when Mr. Arvaluk at the time approached the subject, early in April 1999, he threw out a rhetorical question at that time. He said: should we continue to use the syllabics or should we go completely to Roman orthography? I remember the debate or the question really well. And, the overwhelming response from communities where syllabics are used: we want to keep writing in syllabics.

At the same time, we don't want to interfere, for example, with the western Arctic, with communities that are using Inuinnaqtun or Roman orthography. And, I don't think this government or myself as the minister would wade into that debate and try to change something.

What I'm prepared to be doing, and I said it in the House a few times now, is I'll be introducing what we call the language of instruction model. There are three models under the language of instruction: there is the early immersion model; the qulliq model; and the dual language model. Each individual district education authority will have an opportunity on what model they pick. That will itself deal with some of the issues around language and the way we do our language. That in itself would be a policy, Mr. Chairman, so the member would be correct, and we wouldn't be dealing with that at the same time.

Also, on that same debate, and where the member is correct.... For example, I know, myself, just last Sunday when me and the member Mr. Simailak were in church, I was able to sing some of the hymns that were present because they are wrote in Roman orthography. They were also in syllabics, in Inuktitut, and in Roman orthography, and I could follow along and sing the song because I could read the Roman orthography. That in itself is one of the beauties and, I think, one of the good things that you could see that would be expeditious about using Inuinnaqtun.

However, if you have the facility in syllabics, it's just as easy, and it shouldn't be weighed one better than the other. The three language-of-instruction models, the qulliq model, and the early immersion model, as well as the dual language model, will enhance, and would be able to facilitate the usage that Mr. Curley is talking about. Thank you, Mr. Chair.

**Chairman** (interpretation): Thank you, Mr. Minister. Mr. Curley.

**Mr. Curley** (interpretation): Thank you very much for that explanation. Because they complement one another. You can't say that syllabics or orthography is better than the other because I think they compliment one another. I think that way, well, we can all learn how to write orthography or syllabics.

We can all change. The Greenlanders and Labradorians use the orthography system. I think it would be less confusing if we standardized it. A lot of us, when we were dealing with the education act.... There were some people that were saying they would like to just teach them in Inuktitut or to have Inuktitut as the language of instruction.

I would like to tell the minister and his staff that we have to learn English because it's a global language and it would strengthen our culture and our lifestyle. For those of us who still have our culture and for those of us who have our identity, I think a lot of the people out there can say that it has given us more strength.

That's why I say that they complement one another. Those individuals who are in an identity crisis, especially our youth who drop out of school or who are unemployed.... I think that we have to focus on those groups. If you're going to be talking to the parents of these kids.... Because, of course, we're going to leave our children behind. They're going to grow up and they're going to have to be able to cope with the world out there. It's very important that the youth be bilingual and learn both English and Inuktitut. I think that one should not overrule the other.

**Chairman** (interpretation): Thank you, Mr. Curley. Mr. Picco.

**Hon. Ed Picco**: Thank you, Mr. Chairman. I am in agreement with the member. I think that when you look at Inuktitut, and understand how complex and how beautiful the language really is.... I'll just give you an example, as a Qallunaaq: in English, when I say pretty, or beautiful....

I could use that expression to describe you, Mr. Chairman. I could say you are beautiful, you are good, you are a wonderful wonderful.

>>*Laughter*

**Chairman**: Wait, wait, wait! I'm not pretty. Okay, go ahead.

**Hon. Ed Picco**: Thank you, Mr. Chairman. Or, I could describe you as pretty, for example.

In Inuktitut, depending on who you are speaking about or to, you would use different words. For example, if I'm talking about outside and the land, in English, I could say a beautiful sunset, a pretty sunset, a beautiful hill. I could use the same beautiful for a

person, or a dog, or a house. In Inuktitut, that would be kind of goofy to do that. For example, if I was outside and I saw a beautiful sunset I would say “kajjaanaqtuq,” it is beautiful, “kajjaanaqtuq sila.”

In English I would just say beautiful or good. I can only use different words to you. If I saw a beautiful-looking woman or man, for example, I wouldn't be able to say.... Yes, in English I would say, she is really handsome, she's really good looking, or pretty. In Inuktitut you would use the word “piujuq” for a human being, or “inuktiava,” or something like that. “Inuqangittuq.” You know. “Tukiqanngittuq.” You could use the word “kajjaana” for that for outside.

It is the same thing when you look at the different words being used, like “nangiannaqtuq,” or “aliasuktuq,” “aliasuktuq” to me, if I am scared of you or frightened of you. That is what I would say. I would use the same words, the phrasology, if I am afraid of a spirit or a demon. In Inuktitut it is such a wonderful language. You would be able to say, “atsualu aliasuktualuujunga igvingmi,” which would be kind of goofy because you are not a spirit, you are not a “tuungaq.” But in English I would just say, I am frightened, I am scared. So, “nangiannaqtuq.”

There is different words to be used. I think it would be a shame if we lost that. I think the member is correct. We need to be able to implement a bilingual policy, dual-language policy. There is no reason why children growing up in Nunavut cannot be bilingual.

I believe the language of instruction model that we are in the process of unveiling.... And, we have had a lot of consultation on those two models, the earlier version models, the qulliq model and the dual language model. I am quite excited about that, not only as a parent but as a person who lives in Nunavut. “Qujannamiik, Iksivautaaq.”

**Chairman** (interpretation): Thank you. We do get a little scary sometimes, even though you are not a demon. Mr. Curley.

**Mr. Curley** (interpretation): Thank you. I am sure that you will give the proper direction to your staff. I thank you for that. I think it is okay if you don't use your language skills. When you mentioned a bit about the demons.... I have always wanted to know about Voice of Wicca. Is it only here in Iqaluit that we are using that, or was it in all of Nunavut? Was that started by the teachers? First of all I would like to get a response to that.

**Chairman** (interpretation): Mr. Picco.

**Hon. Ed Picco**: Thank you, Mr. Chairman. The member is referring to, I believe it was, an article that was in one of the local papers about some students, some teenagers who were involved in different practices. The newspaper pointed out some of the students were involved in the practice of wicca.

Wicca is a terminology word to describe some of the practices of witchcraft. In the article I believe it talked about the good power of witchcraft and dark side of witchcraft. It is not taught in schools. It is something that children probably saw on TV, or read in magazines, and so on. I can say I think we are at fair contradictions. It is not something that is being facilitated by teachers in a classroom. I think it is something that had just come about in the way we are living today, in the year 2004. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Minister. We are on policy and planning on page G-7. If we can keep to the subject, Mr. Curley.

**Mr. Curley** (interpretation): It is not a policy item, I was just curious about it. The teachers don't teach that kind of subject, do they?

**Chairman** (interpretation): Mr. Minister.

**Hon. Ed Picco**: Thank you, Mr. Chairman. To the best of my knowledge, things like wicca and so on, aren't taught. There may be some teaching instruction in generalities around different religious practices and so on, but it is not a course, I can say to the best of my knowledge. Thank you, Mr. Chairman.

**Chairman**: Thank you. And neither should it be taught in the schools. Mr. Curley.

**Mr. Curley** (interpretation): What kind of policy do you have on religion and saying Lord's Prayer in an educational environment? We do say the opening prayer here. Is that a policy of the Department of Education, or is it under the authority of the district education authority? Thank you.

**Chairman** (interpretation): Mr. Minister.

**Hon. Ed Picco**: Thank you, Mr. Chairman. The Member makes a good point. Under the Canadian Charter of Rights and Freedoms, set out by and subject to reasonable limits.... In Nunavut we have a public school system. It's not a parochial or religious school system.

So, public denomination schools may provide religious instruction and may conduct religious exercises that reflect religious values for the majority of the rate payers or the citizens in that given area. Religious instruction may be provided or conducted in a manner which is respectable of territorial religious values, of all students. So, for example, here in Iqaluit we have enrollments of different students of different religious denominations and values.

You have to respect that in a public school system. If we were running a Catholic school system, then respecting the Catholic school system they would have mass and so on, and those things would be permitted. In a public school system they may have prayers if that's what the majority in a position wanted, and you would try to be conducive and facilitate whatever the best wishes are within that public school system.

Like any other public school system in the country, you wouldn't do anything.... We don't do anything in Nunavut to take away someone's Charter of Rights or Freedoms under the federal statute. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Minister. That's a good point. When we were going to school, (interpretation ends) the Catholic priest came, the Anglican priest, and they taught us. Now they teach sex education and it's little wonder why we have young teenagers getting pregnant nowadays. They pass out condoms now. I think we need to look into the system once again.

(Interpretation.) Thank you. Mr. Curley, do you have any other questions? I'll leave it at that. That's it for now.

We'll go back to G-7. Total, operations and maintenance: \$1,305,000. Do you agree?

**Some Members:** Agreed.

**Chairman:** G-8. Education branch summary. Corporate services, Total, operations and maintenance: \$2,065,000. Agreed?

**Some Members:** Agreed.

**Chairman:** G-10. Education branch summary. Income support. Total, operations and maintenance: \$2,064,000. Agreed?

**Some Members:** Agreed.

**Chairman:** G-11. Education branch summary. Adult learning and post-secondary services. Total, operations and maintenance: \$22,359,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chair. I wonder if the minister could give us a bit more information on the adult learning strategies that Bruce Rigby is working on for the last few months. Could he update us on that, please.

**Chairman** (interpretation): Thank you, Mr. Peterson. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chair. Mr. Rigby, who is a well known resident of Nunavut, and educator and all around nice person, has been working on the adult learning strategy or the ALS for the Department of Education.

The learning strategy will address all adult training needs and requirements for Nunavut for the next 20 years. That in itself is quite a goal. The strategy is focusing on different sectors of the Nunavut economy such as mining, fisheries, tourism, and business.

The first round of consultations on the learning strategy has been completed. A discussion document was released before the end of the last Legislative Assembly and they had strategic stakeholder meetings. And, focus groups are being planned and some have actually taken place.

The member may recall I also attended a meeting in Cambridge Bay. We were looking at some of these issues. The Nunavut Literacy Association and Kim Crockatt and some other groups have had some excellent input on the adult learning strategy discussion paper which is out there, making some good comments on some of the issues that have been raised.

So, the adult learning strategy is work coming forward: a discussion paper has been released; we are soliciting input from different stakeholders and groups. The feedback has been great. There has been some pros as well as some cons on the strategy itself and on the strategy paper, but that is what you would want in the strategy paper or discussion paper, to elicit comments and so on. So, that is occurring. Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik,” Minister. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. Could the minister indicate when we will be seeing some results of the work that Mr. Rigby has been doing basically over the last four months, five months. Can you give us an indication, please?

**Chairman:** I am sorry. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. What we have seen, and I think the members would agree, is that a lot of the post-secondary training that has been delivered has been fragmented. The adult learning strategy will be bringing together the different components about learning.

I would hope to be in a position in October to be able to bring something firm to the members and to table in the Assembly for further movement. The adult learning strategy is at a parallel track, a parallel course with what we are doing on the prevocational training side, that is carpenters, electricians, and so on. So, we would be in a position, I would hope, in October to be able to say this is where we are going with the prevocational and the adult learning side.

The adult learning strategy is also inclusive of ABE or the adult basic education programs that are put in place for a lot of our students. So, it is quite multi-faceted and multi-tasked. So, the short answer would be: in sometime in October I would be in a position, I would hope, to be able to put something before the House and then have more discussions and to wrap up the strategy. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Minister. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. Now that you mention that, we should find ways to get our kids in school, keep in school right from kindergarten through to grade 12 and then hopefully into post-secondary. But, we seem to be directing a lot of money at adults who have dropped out of school early, whether it is in grade 3, or grade 10, or whatever grade you dropped out.

I am wondering if the minister of the department has calculated what the long-term cost is of a student, on the government, who drops out of school like in grade 8 or 9. Has that calculation ever been done? Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik,” Mr. Peterson. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. When, shortly after being appointed as minister, I was meeting with my senior officials, one of the answers that I wanted to find and move forward on was how to address the issue that the member is just discussing, the very high dropout rate and what would be the social, the economic effect of that in Nunavut.

I do not have any firm numbers on that. I believe not until they tell us that those costs are enormous when we have, for every 100 children entering Kindergarten, only 25 actually graduate grade 12. So many more students will not graduate grade 12. They will be 23 or 24 and go back into the education system.

That is why the makeup of the students in Nunavut is considerably different than what we see in the south. We usually have someone graduating grade 12, 16 or 17 years old, and going automatically to college or university. The majority of our students in college and university are older students. Many of them have children. They are in common-law relationships or married, and there is a different makeup. Many of them have to go, as the member said, through basic upgrading programs to be able to get into a college program because of that drop-out rate.

So, one of the things we'd like to be able to do, and I did a statement in the House last week, is work toward cutting that rate, the K-12 dropout rate, and increasing on the other side, the post-secondary side, some of the graduates. I believe that we need to lay the ground work for that now and to start working on that, so that in three and four years we'll actually see that rate start to come down. But, that is going to be an ongoing process. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Minister. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. It is a sad thing to see 30-35 kids start kindergarten and if you track them through your community to grade 12 there are one or two graduates, which seems to be happening in Cambridge Bay quite a bit, no fault of the

educators. They work hard to try keep the kids in school. But, we know, once they drop out, at some point they are going to come back to try to get into Arctic College or go for adult basic education. So, there is going to be a cost to the government if they don't stay in school. They have to get an education.

I was wondering if the minister could expand a little bit on the grants and contributions. It is a \$40 million chunk of money there. I'm wondering if he could give us more details on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Peterson. Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. If the member would allow me, I'll just go through the cost categories.

In the main estimates, another \$20,383,000 for grants and contributions; \$5.6 or \$5.7 million is allocated to student financial assistance. And that's grants made to individuals to support their attendance at the post-secondary institution.

College contributions, that's the grants from the Department of Education and the government which support Nunavut Arctic College and provides for the operational and maintenance costs at the community and regional level, that's \$14.528 million.

We also have some money in the literacy program fund of one hundred thousand as we as... One hundred forty-eight thousand, which is part of the trades program, delivering for a total of \$20,383,000 under the grants and contributions. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Minister Picco. Do you have any further questions Mr. Peterson?

**Mr. Peterson:** Thank you, Mr. Chairman. Are we running this information off page G-12? Is that correct?

**Chairman** (interpretation): Mr. Minister.

**Hon. Ed Picco:** Yes, that is correct. Yes.

**Chairman** (interpretation): Thank you. Mr. Peterson.

**Mr. Peterson:** Okay, then I could ask questions on G-12. Correct?

**Chairman** (interpretation): That is correct. Yes. Go ahead.

**Mr. Peterson:** Thank you, Mr. Chairman. On student financial assistance.... The other day we were asked to approve an increase, a supplementary appropriation increase of, I think it was, \$1.9 million to help students to further their post-secondary education. I think that we asked the minister if he is anticipating any increases again this year, and



I'm wondering if he could tell us whether there will be an increase to students. Will there be an increase in costs? Will we be asked to provide additional funds over and above what we approved in this Supplementary Appropriation Bill? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Peterson. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The \$1.965 million dollars that was put into the FANS or financial allowance for Nunavut students is, I believe, a fair number.

I can't say at this time if there is going to be more uptakes on the program. The increase was because of uptakes on the program. There were more students accessing FANS. And, our projections are that this amount should be suitable, contingent on the number of student enrolled. Again, this fall more students may be enrolled in different programs. So, we believe it is a fair number. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Minister. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. I understand that the policy that we use for FANS is one we inherited from the Northwest Territories. I am wondering if the minister could indicate whether his department will be presenting legislation or revising the legislation to better reflect the need of Nunavut students. Thank you, Mr. Chairman.

**Chairman** (interpretation): Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I am just looking at some of the numbers under the FANS amount. The student financial assistance program itself has been looked at over the last few years. For example, the living allowance we looked at, and reviewed and upgraded in 2001.

There may be some opportunities within the current framework to look at the program itself. That is something that we are looking at in the department itself. We are looking at how we are moving forward in the different areas that we talked about and reformed regarding the education system at the department that I have spoken about in the House.... Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Minister. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. I am wondering if the minister could tell us if all Nunavut students who apply to the FANS are eligible for the same amounts of funding, for the tuition, and accommodations, and travel. Thank you, Mr. Chairman.

**Chairman:** Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. Yes, they are equal, depending on what program the student themselves would fall under when they are making their applicatory process. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Picco. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. I understand from my reading of the FANS that there is an ethnicity component to the FANS. In other words, non-Inuit students who apply for the programs don't get the same amount of funding as the Inuit students. That is regardless of whether they were born and raised in Nunavut and gone through Kindergarten to grade 12. They are still lumped in with the non-Inuit students that come from down south who applied for the FANS Program.

I am wondering if the minister could comment, if there will be any changes in that regard. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The supplementary grant is only available to Inuit Nunavut beneficiaries. That has been in place since April 1, 1999. Of course it has been in place in the Northwest Territories.

The idea of having an extra grant based on the situations many of the beneficiaries find themselves in.... They are coming from smaller communities and they don't have the luxury in many cases that some of the non-aboriginal students have, where they actually have parents working and so on.

As the minister responsible, one of the things we are looking at is the different programs under the department and what is available. In many jurisdictions, not just Nunavut, we try to give a leg-up to students who may not have that opportunity. That is what we are seeing here in this program, itself. So the supplementary grant is provided only to students who are Inuk within Nunavut.

There have been some concerns raised by residents and students who are non-beneficiaries, that they were not getting the same type of grant. That is a policy decision that needs to be, I guess, reviewed again by the department as they move forward. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Picco. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. I understand what the minister is saying. We, as the government, we invest heavily in education. We start educating our kids from Kindergarten all the way through to grade 12.

As a public government we represent all the kids in our schools regardless of who happens to be their parents. We want these young kids to stay in school, go off to university, college, tech-school, whatever, and come back and contribute meaningfully to the development of Nunavut. We should make the programs accessible to all of them.

I am wondering if the minister could comment, or tell us what the extra amount is every month that a beneficiary student would get. Thank you.

**Chairman:** Thank you, Mr. Peterson. Mr. Picco.

**Hon. Ed Picco:** I'm just trying to find if I've got the actual numbers here. If the member is asking me how much a non-Inuk student gets and how much an Inuk student gets if they were in the same program and in the same location, taking the same classes.... Is that the question? Thank you.

**Chairman:** Mr. Peterson, is that the question?

**Mr. Peterson:** If I was an Inuit student, how much extra would I get if I was going to the University of Alberta or the University of Toronto? How much extra a month would I get for going to university in one of those cities? Thank you, Mr. Chairman.

**Chairman:** Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The Inuk beneficiary student who is receiving the financial assistance from Nunavut under the FANS Program could apply, as I said earlier, for the supplementary allowance or benefit. They would get that. They would also get the living allowance available for them based on, again, their location. That would depend on where they were. For example, if it was in the North it may be different than what you would be getting in Halifax. The actual amount would depend on the situation of the student.

I think when you look at the program that is in place, the Government of Nunavut is mandated under the Land Claims to support Article 23, and I believe the programs that we have put in place support our Inuit beneficiary students and the processes for Article 23.

At the same time, we realize as a public government there are rules and regulations in place, and so on. But this is a program of the Government of Nunavut, and as I indicated earlier it's something that we're looking at, me as minister, who have just been in the position for the last couple of months, to see what happens here and to see how we move forward and so on. But, I believe it does support the policy of Article 23, and it does support the needs of our Inuit beneficiary students who are furthering their secondary education. Thank you, Mr. Chairman.

**Chairman (interpretation):** Thank you, Mr. Minister. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. Those are all valid points that the minister made. But, there are non-Inuit students that probably, I'm sure there are a few out there, require as much help as an Inuit student.

Years and years ago I went off to university. I got help from the government of the Northwest Territories. It was appreciated quite a bit by myself, but I still had to supplement my monthly living. I had to get part-time jobs. I had to work in the summer. It was tough to get through, but at the end of it all I came back to the Northwest Territories and Nunavut. I was able to put my education to use. I hope I have anyway. Someone around here might disagree with me.

We have to encourage our young people, give them every opportunity, and assist those Inuit and non-Inuit students wherever possible with extra monies to encourage them to come back to Nunavut once they get their education. And then when they get back here, find a way to help them find employment, whether it is with the government or with other organizations. I think we should keep that in mind.

I wonder.... My next question will be on the Nunavut Arctic College budget. As I read your report the other day, that you tabled, your annual funding was decreased by \$800,000 over the last fiscal year. I'm wondering if you could explain why there is a decrease in the funding for Nunavut Arctic College, if we want to help our adults and our students to get an education. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Peterson. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. Just quickly, on the issue on the students.... Nunavut, by far.... When we look at the monies that we put into students whether they are non-beneficiary students or beneficiary students, it is above and beyond what you see in Newfoundland, Nova Scotia, or New Brunswick. We give them return tickets back and forth. They get basic grants that are forgivable and so on and so forth.

So, there is a good system in place, and I think we should be cognitive of that fact.

The issue around the college itself.... That stems out of some of the things we've already talked about in the House, on the budget makeup or the framework that was put in place. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Picco. Mr. Peterson.

**Mr. Peterson:** Thanks. I read in the old Nunavut Arctic College Annual Report for 2002-03 that they were writing off \$600-\$700,000 in uncollectible grants and contributions. It was sitting there for the longest time.

I'll give you a precise amount here. I highlighted it. It was...

Quit trying to hide under your desk. It is the wrong desk, too. It is over there. It is not under your desk.

>>Laughter

While there was a board of governors that approved the write-off of \$652,000 in 2002-03.... I'm wondering if you're asking us to approve \$14,528,000 or is going to be.... You have financial controls in place now to ensure that the money will be put to proper use, and they won't be looking at allowances for bad debt or write offs? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Peterson. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. My understanding is.... Now the president of Nunavut Arctic College, Mr. Mac Clendenning, is available to enter the room and be just next to me while we are issuing some of these statements on Nunavut Arctic College. So, with the members' indulgence, I'll ask Mr. Clendenning to come forward. At the same time, while he's coming forward, I think I'll talk about some of these write-offs.

As an example, Mr. Peterson is a former businessperson. If Mr. Peterson, in his former business life, on a budget of \$14 million had a 10 percent write-off of bad debts, that would be \$1.4 million. If Mr. Peterson, in his former life, had a 5 percent write-off of bad debts, he would be very happy.

It's not extraneous to look at the amount that we are talking about here on the actual amount forgiven, and, I believe, part of these forgiven students loans, and sometimes on debts that the college is talking about. So, I believe that would be the answer to the questions.

Now that Mr. Clendenning is next to me, if we could, Mr. Chairman, with your indulgence, ask Mr. Peterson to just state his question again. We'll have Mr. Clendenning review that issue. And as a furtherance to that, I should say that the college has done some things to tighten up the financial control. We actually have a position in place now, a financial officer for the college, based in Arviat, who is doing an excellent job for us and on some of the other issues.

So, with that I'll ask if I could have Mr. Peterson to repeat his question for the benefit of Mr. Clendenning. Thank you, Mr. Chairman.

**Chairman** (interpretation): Mr. Clendenning, sitting beside the Minister. I guess it's okay. Mr. Clendenning. Go ahead.

**Mr. Clendenning:** Mr. Chairman, I wonder if I could ask the member to repeat the questions, please.

**Chairman:** Mr. Peterson.

**Mr. Peterson:** Is this like a hockey game where I get more time added? Thank you, Mr. Chairman. I was asking the minister.... I was reading the 2002-03 annual report and

under accounts receivable there is an allowance for bad debts for 2002-03, \$652,168. I do not know what it is for. It could be for grants and contributions. But, we will be asked to approve \$14,528,000.

My concern would be whether you have sufficient financial controls. Do you have a bursar or purser in place for those top accountants who look after and track the funds and make sure that it is properly used? Thank you, Mr. Chairman.

**Chairman:** Point of order for Mr. Curley.

### Point of Order

**Mr. Curley:** My point of order is that I believe we just went through the corporate services, which deals with all of these accounting responsibilities and so on. The only small item that refers to the Arctic College is \$100,000, not a \$14 million item or something that impacts on Arctic College. I am speaking to the Chair.

**Chairman** (interpretation): It is under E-12, under college contribution. (Interpretation ends.) Mr. Clendenning can answer the question.

**Mr. Clendenning:** Thank you, Mr. Chairman. The money that was written off in 2002 as a bad debt, but.... The accommodation of old outstanding receivables, accommodation of the tuition fees or monies that were due from third parties that have been outstanding for a considerable amount of time.... They had not been able to collect them at the time when the auditor did the audits.

Because they were outstanding for so long, they recommended that the amount be written off and the amount that was written off for that particular year, \$652,000 dollars, was for accounts that were outstanding for two or three years before that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Clendenning. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. So, could Mr. Clendenning indicate: were they public monies or were they third party funds that were written off or could not clear? There were not public monies from the Government of Nunavut that we approved under appropriations. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Peterson. Please, bear with me. (Interpretation ends.) His time is up, so, I am going to limit you to that last question, Mr. Peterson. You can answer that. Mr. Curley will be next. "Qujannamiik."

**Mr. Clendenning:** Thank you, Mr. Chairman. As I said earlier, it was a combination of accounts receivable for tuition fees as well as for some third party contracts that we had completed, but that money has not been collected.

There is also a problem with our accounts receivable system in the year 2001, when we were switching from one accounts receivable system to another. In the two years, the system has not been reconciled.

So, there is a possibility that some of this money had been collected but had not been properly credited to the accounts receivable. It was because of the fact that we were not able to crack it that the auditors were not able to confirm that is what happened. They recommended that we write it off. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Clendenning. Mr. Curley.

**Mr. Curley** (interpretation): Thank you. The item that we are talking about, because it is important and.... Even if there were people that did not go out to college, when they get older I am sure that they would like to go back to school. It doesn't matter what colour you are, even if you are Inuk, black or white it is very important that these people go back to school. If a person quits school when they're a teenager, if they want to go back to school when they become adults.... If you are black, or white, or yellow, if you're Inuk, we're going to help them.

This is what I wanted to say. In the schools.... Adults go back to school when they start thinking about their future. Even when they become adults, they want to go back to school because they want to be part of Nunavut and help in Nunavut and get jobs.

We have to be open for all of them. I am going to ask the minister: when kids go to school and when they're not bilingual, which of these finish their high school? Which ones do graduate? Is it an Inuk who is bilingual, or is it unilingual Inuit? Which of them finish high school? What is the status of this? Thank you.

**Chairman** (interpretation): Thank you. Mr. Minister.

**Hon. Ed Picco**: Thank you, Mr. Chairman. I'm just going to see if I can get the breakdown on the grade 12 graduates by ethnicity. Bear with us for just one second. I do have that number somewhere. Mr. Chairman, if I may, I may ask the deputy minister just to step back into the chair next to me. She may have that number for us. I don't have that number with me right now. We will get that number.

Oh, I do have it. Let me see. Alright. I'll do the graduate numbers. In 1996, there were 58 graduates and that's in the Northwest Territories as a whole. There were no Inuit graduates. In 1999, I'll flash ahead three years, the total graduates in 1999 was 128; 104 were Inuk. In 2000, there were 134; 118 were Inuk. In 2001, there were 128; 103 were Inuk. In 2002, there 131 graduates; 117 were Inuk. And, in the year 2003, there were 138 graduates of grade 12, and the Inuk graduates were 116. So, I think that's a pretty good number. I hope that's the information that the member was looking for.

I can also add that as a high school graduation requirement, the students who were receiving a grade 12 diploma must have passed at least one department exam, either

English 30 or English 33. And, that would be the Alberta exam at that time; when we get to the grades 10, 11, and 12 we're using the Alberta curriculum. Thank you, Mr. Chair.

**Chairman:** Thank you, Mr. Picco. Mr. Curley.

**Mr. Curley** (interpretation): For the adults that went to the adult learning.... When they go back to school or if they're going to be going to trade school, under the item that we're talking about, the question that I asked.... That I see, people who do not finish school, when they go back to school we have to pay their fees.

I feel the minister.... The kids that tend to quit school from K-12.... I feel that when they become bilingual they are able to finish their grade 12. Is that a fact, minister?

**Chairman** (interpretation): Thank you. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I believe the member is correct. If it is okay I would elaborate more on this. I think what the member is stating is correct. Thank you.

**Chairman** (interpretation): Thank you. Mr. Curley.

**Mr. Curley** (interpretation): I will ask again about non-Inuit from K-12. Is the statistic.... Do they all graduate? Do the majority of them graduate from grade 12?

**Chairman** (interpretation): Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I don't have any numbers in front of me that indicate what the percentage is of non-aboriginal students that would enter Kindergarten and would graduate Grade 12. What that number would be, would it be 80 percent or 90 percent.... We know in a total of 100 students that enter Kindergarten, we graduate 25. So, in a lot of the ways it is about a 75 percent attrition rate at the school level. Many of those students go back to school in various forms of adult basic education, and so on.

What I have been talking about over the last several weeks is how do we stem that kind? How do we change the number and lower that attrition rate? So, I don't know what percentage of that is Inuk or non-Inuk. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Curley.

**Mr. Curley** (interpretation): What I understood the first time around from the response is that we have to give more financial support to the Inuit. My question is regarding the non-Inuit: do they have problems in learning the English language from K-12?

**Chairman** (interpretation): Thank you. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. Again, when you are looking on the academic side it would depend on the first language of the student. If the first language of the



student was English then they would probably have an easier time to learn the English language in that type of curriculum than for the students whose language was a secondary language, was not English, an English-as-a-second-language student, as an example. So, it would depend.

I agree. I think I get the member's point in that he is bringing us into an area where supporting them.... More support, I guess, was given to Inuit students because of some of the differences that we are dealing with.

On the other question, if I may, I think that is what the member is saying in support of the department. I would agree with that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Curley.

**Mr. Curley** (interpretation): A supplementary question. When we go to school from Kindergarten to grade 12, we learn English and we also learn our culture. So for the non-Inuit, which culture are they taught?

**Chairman** (interpretation): Mr. Picco.

**Hon. Ed Picco**: Thank you, Mr. Chairman. It would depend on where the child was and what the predominant language of instruction was at that time. That is why we talked about the language of instruction. Let me use an example. If a student was in a smaller community in Nunavut, let's say...

**Chairman**: Point of order from Mr. Tootoo.

### Point of Order

**Mr. Tootoo**: Thank you, Mr. Chairman. A point of order that the questions that are coming out, and the responses, fall either under curriculum and school services or school operations. I think it might be a more appropriate use of time to address those questions to that section in the budget and not underneath adult and post-secondary services. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Tootoo. We are on page G-11. Adult learning and post-secondary services. We will be getting into school services curriculum in school services a few pages down the road. Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Chairman. I had a couple of questions just on the student financial assistance that's on there.

The minister indicated earlier, and I just want to ask for clarification, that the money we approved in the Supplementary Appropriation Bill went strictly for an increase in the number of students accessing the program.

Now, my recollection is that was part of the rationale for the increase. But, also there was an increase made to the living allowance under the supplementary grant that also made up some of that increase. I'd just like to ask if the minister could clarify that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Tootoo. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The \$1.965 million increase went directly to the FANS budget and was a result of some of the things that we did talk about. For example, a more increased student uptake on the programs and some of the other costs associated with the program itself.

So, the member is correct. The \$1.965 million went directly from the supplementary that we approved in the House, that line item, just that line item in the Department of Education's budget, to the financial assistance for Nunavut students, or the FANS program. Thank you, Mr. Chairman.

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

**Mr. Tootoo:** Thank you, Mr. Chair. I know it went there. What I was asking is, what was the breakdown for that? My understanding is that some of that increase was, as the minister indicated earlier, a direct result of increased usage of students applying for the program. Some of it was also a result of an increase to the living allowances under the supplementary grant that was approved, I think last year, in this House. So, I would just like to ask him if he can clarify exactly where that increase went. Thank you, Mr. Chair.

**Chairman** (interpretation): Thank you, Mr. Tootoo. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The member is correct. The total increase of \$1.965 million voted by the supplementary went to the FANS program. And, it went to FANS programs, of course, for different categories within the FANS.

We had increased the amount of the living allowance under FANS by 20 percent, so some of that increase would have also accounted for that increase in the FANS. As well, that was one of the other major areas, which we said was the more students accessing FANS. That would mean more students who would be on financial assistance for Nunavut, whether in post-secondary in Nunavut or in the south. For example, if they were at Arctic College, then they're at Nunavut Arctic College, or indeed attending university in south. Thank you, Mr. Chairman.

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

**Mr. Tootoo:** Thank you, Mr. Chairman. Does the minister have any idea of how much of it went toward that 20 percent increase in the living allowances for under the supplementary grant? How much of his total budget, of the FANS budget, went for that? Thank you, Mr. Chair.

**Chairman:** Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chair. Well, the individual rates increased. So, it would be difficult to say out of the total FANS amount that's in the budget what portion of the \$1.965 million it was, but the rates increased by 20 percent. So, as an example, the rates increased from \$675 a month to \$825 a month. That's not very much, I know, but it was part of the 20 percent increase that was put in place.

Some of the impacts we believe, I should add for the record, of the living increased allowance amount.... We saw a decline in dropout rates from 18 percent to less than 10 percent. We're seeing students are staying in programs longer, and we're also seeing a 31 percent increase in the number of students accessing the grants program, during the fall of last year, of 2003.

So, I think that point is important to note: we've probably noticed around the same time, between 2002-03, an increase of about 3.5 percent of students. Thank you, Mr. Chairman.

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

**Mr. Tootoo:** Thank you, Mr. Chairman. Another question just to have on the record for clarity reasons.... I know earlier this month it was mentioned that all of the money was distributed equally to all of the students, and I think that is what my colleague, Mr. Peterson, was trying to get at from the minister.... Under the supplementary grant that the minister indicated is available for beneficiary students.... The amount that they qualify for, unless it has changed, my understanding is.... For books, they get up to \$400 a month and anywhere from \$825 to over \$1,500, depending on a number of different factors: whether they live on their own or have any other dependents. That is the additional amount under the supplementary grant that beneficiaries receive over non-beneficiaries under the program. Is that correct? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Tootoo. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. No, the member is correct. What the member is saying is correct. Just on another note, on some of the differences in allowance for Inuit students, or for beneficiary students.... The supplementary grant, which is only provided to students who are Inuit, is an initiative of Article 23, and we are mandated under the Land Claims to do that.

I think that helps us facilitate some of the training options that we have heard from our constituents, to be able to increase those numbers. We cannot increase a lot of the Inuit employment numbers if people are not finishing some of their post-secondary schooling.

So, having a program like the supplementary grant in place falls under the category of Article 23, and I think that is a good initiative of the government. Thank you, Mr. Chairman.

>>Applause

**Chairman** (interpretation): Thank you, Mr. Picco. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. For the record, for some of my colleagues across the floor there, I think it is a good initiative too. But, over the last couple of weeks, some of the comments that have been made, that I actually heard from constituents.... It was not clear to people that.... Some comments were made that seemed like everyone is treated equally. We know that is not the case, for all of the other reasons that the minister talked about.

So, I am just asking, for the record, to have some clarity so that everyone understands how the program works and why it is in place. I just wanted to raise that question for the information of some of the people across the floor that seem to have a problem with it.

Mr. Chairman, the other question I have is under the Northwest Territories program, before division, and that is, again, something that Mr. Peterson brought up. I will also use myself as an example. I was eligible for the supplementary grant because I was born in the territory. My brother, the same blood as me, same mother, same father, was not eligible because he was not born in the territory.

I also know that there are people who were under that program under the Northwest Territories that were.... I believe the clause in that allowed for a long-term non-native northerner, you know that.... There might be some people that are non-beneficiaries that lived up here all their life, more than one generation, who were not able to access additional funding and got penalized like just off a plane; they have been here a few years and are trying to access funding.

I am just wondering if the ministers were aware that was in place under the old regime. Would they look at trying to look at doing something for some of those people that find themselves in the same boat here in Nunavut, after division? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I want to make it perfectly clear. You know the Government of Nunavut is a public government and we are here to represent all residents of Nunavut.

Now, after saying that, under Article 23 there is a mandate for this government to be able to fill some of the employment requirements, and having the supplementary program in place is a good one, like the member is saying. So, I think it is a good program to have in place.

In the second part, every student in Nunavut who goes on to post-secondary education is entitled to some support from the Financial Assistance for Nunavut Students program,

making a loan or in the case of beneficiary students you can get extra support that we just talked about.

Eighty percent of the Financial Assistance for Nunavut Students is taken up by Inuit students, beneficiary students. Eighty percent of the people receiving financial assistance for Nunavut students are Inuit, 80 percent.

If you return.... If you are not an aboriginal student and you go south and you receive \$50,000 worth of loans from the Government of Nunavut to continue your studies in the south, you come back to Nunavut and you put in an X number of years, it could be three or five, depending what the situation is, and your grant, your loan, is completely written off. Very few jurisdictions in this country do that. That is something that we should keep in mind.

I know, for example, that if a person who has brothers and sisters.... Putting children through school and university in the south, they have got loans in the sixties, seventies, and eighty thousands of dollars.

Every person here has.... Our Premier talks about coming back from doing his legal studies and having to pay off his student loans. He didn't get everything free. He had to work for it. And it is the same with many of our Inuit students in the south. They do get an extra leg-up, under Article 23 with the supplementary basic grant. I have no problem with that. But lots of students like the Premier, and he could speak for himself, have to pay back loans.

So, I think it is very important to raise that point. There are some issues as the member has stated and Mr. Tootoo has stated. There are some issues around what is available and what is not available.

What I can say on that is the new start on April 1, 1999.... I know going back 17 years ago, when I was an adult educator starting in 1987, I used to facilitate and do applications for students who wanted to take the supplementary program and grants under the old Northwest Territories system that the member asked about. I can tell you right now, it wasn't as lucrative as what we have in Nunavut, but the basic concept and premise was in place then, and it is still what we have in Nunavut today.

And so, for parents and people that have been in Nunavut for 15 or 20 years, and have children that are taught in school or whatever their background was.... Many of them were familiar with that program because it is the same program we have now; the only difference is, there are some extra incentives in there for Nunavut residents. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Picco. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. I'd still like an answer to my last question. Thank you.

**Chairman:** He would like an answer to his last question, Mr. Picco.

**Hon. Ed Picco:** Do we want to do that, Mr. Chairman? I think I started off by saying that the member is correct. I agree with him, yes.

**Chairman** (interpretation): He answered your question, Mr. Tootoo.

**Mr. Tootoo:** He went off on his little rant and he forgot my question, I guess, Mr. Chairman.

I guess what I asked the minister is if they decided on looking at providing additional support to recognize students that have lived here all their lives, and were born here, raised here, and this is their home, at providing additional support for them as opposed to whether they are beneficiary or non-beneficiary students. That was what my question was, Mr. Chairman, and that the one I'd like an answer for. Thank you.

**Chairman** (interpretation): Minister Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. As I said earlier, under the Department of Education, we're reviewing all the programs and services under the department, and that is something that I would take into consideration. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Picco. Mr. Tootoo do you have further questions?

**Mr. Tootoo:** No, thank you, that's it. Thanks.

**Chairman** (interpretation): Mr. Curley.

**Mr. Curley:** Mr. Chairman, I just want to ask this question clearly. This program does not discriminate against non-Inuit?

**Chairman** (interpretation): That is correct. Mr. Picco.

**Hon. Ed Picco:** No, Mr. Chairman, I don't see how you would say that it discriminates. There are extra incentives, the supplementary amount that is available to beneficiaries, but that helps us meet the requirement of Article 23. Thank you, Mr. Chairman.

**Chairman:** Moving right along here, finally.

Education branch summary, G-11. Adult learning and post-secondary services. Total, operations and maintenance: \$23,359,000. Agreed?

**Some Members:** Agreed.

**Chairman** (interpretation): Thank you. G-14. Education branch summary. I'm sorry. \$34,339,000. Total, operations and maintenance: \$34,339,000. Mr. Curley.

**Mr. Curley** (interpretation): I would like to ask.... It's part of income support program delivery in all of the three regions, the issue that was brought up in regards to child tax credits, because that was part of the claw-back from the income support. I think the new minister had stated that there will be no more claw-backs. I was wondering if that's going to be the case. Thank you.

**Chairman** (interpretation): Thank you. Mr. Picco.

**Hon. Ed Picco**: Thank you, Mr. Chairman. If I may, with permission of the Chair.... I would ask that Mr. Clendenning, I thank him very much for his assistance on the Nunavut Arctic College file, and the director of income support for the Government of Nunavut, Ms. Sandy Teiman, that many of the members recognize and know, join me at the table so that we'll be able to facilitate some of the questions under income support. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Clendenning. We've already dealt with income support, just earlier. We've already dealt with the income support portion, back on G-10; you've already approved it. I'm sorry. Okay. Ms. Teiman.

**Hon. Ed Picco**: Thank you, Mr. Chairman. I would just like to take this opportunity to welcome Ms. Teiman to the table.

Under the question on the claw-back from the member, that is discussion that we're having right now with the Department of Finance, how we look at the issue around the National Child Benefit. I know it's an issue that the member has, I think, raised in the past, and it's something that we're looking into. Thank you.

**Chairman** (interpretation): Thank you, Mr. Picco. Ms. Teiman. Mr. Curley. I'm sorry.

**Mr. Curley** (interpretation): I just wanted that on the record because it's in the delivery, I was unable to speak to that issue. That's it. Thank you.

**Chairman** (interpretation): We are practising. Please bear with us. Mr. Tootoo.

**Mr. Tootoo**: Thank you, Mr. Chairman. I know that the minister is intimately aware of some of the challenges faced by our daycare system, our childcare and early childhood development system.

I would just like to ask the minister if he could explain why there is a decrease from the initial main estimates last year, of \$300,000, roughly, in early childhood programs and daycare contributions. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Tootoo. Mr. Minister.

**Hon. Ed Picco:** Thank you, Mr. Chairman. While there is a small decrease in that line item, the same budgets that the facilities across Nunavut receive will not decrease. There is no decrease in the amount of funding allocated to the member daycares. In the line there is a small reduction, but it does not impact on the daycares themselves. Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik.” Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. It says it is for daycare contributions so I am just wondering, if that is not what it is, what it is used for? Thank you, Mr. Chairman.

**Chairman:** Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. Based on the closures of some of the facilities that were being funded before. That recorded some of those facilities as well as the restructuring of some of the childcare spaces. There is a reduction that will not have an impact on our member daycares, and we will be able to maintain the grants and contributions budget for 2004-05 for those daycares. Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik.” Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. Does the daycare feel that that is enough? In its initial year the daycare raised concerns over the lack of funding. They are saying that they need more funding. Or, is this enough? I would like to ask the minister. Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik.” Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. A daycare is not a.... I do not know of any daycare that has a profit-making price. Daycares are very high on overhead, and the core contribution that the daycare receives in operations and maintenance funding from the Department Education, in this case, like every other jurisdiction in this country, is usually done enough. Most daycares had to be able to move in a position where they do fundraising and so on. I do not think we are any different from any other jurisdiction when we look at that.

However, after saying that, the concern being raised by some of the daycares and by the member is correct.... Is that the amount of the operations and maintenance funding.... One of the things that we have talked about when I met with the member daycares, for example, here, was a look at the way we are funding for the formula that we put in place for the operations and maintenance for the daycares. Should it be based on the number of students that they have in place, and so on? Should it be based on the actual cost of running the facility?



So, those are the type of things that I would be hoping to put into play in the coming months when we look at our budget for our next fiscal equation, or fiscal year. Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik.” Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. I am sure the daycares look forward to that next year. In the meantime, I know, as the minister had indicated, that some of them are facing some very difficult times and just struggling to keep the doors open. I know at times they have had to close and send the children home because they do not have the staff to be able to look after the children that are there. And, the minister said that it is a very small decrease.

Could there not have been an effort to at least leave it the same as it was, and then increase the... If it has been given out by formula, at least leave the funding the same as the previous year, of the seventeen-seventy-three, and increase that \$300,000 to daycares who might need it in a matter of keeping their doors open or closed a few days a week, which you know in any case could affect anywhere from 10 to 30 from going home.

So, I am just wondering if there is an effort to look at doing that on behalf of the minister and the department. Thank you, Mr. Chairman.

**Chairman:** “Qujannamiik.” Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I appreciate the member’s comment. It is a \$188,000 reduction, in the line item. It will not impact the member daycares. They will not receive less funding than they received last year. That is a guarantee.

What I am saying is that we need to be able to look at the overall budget of the department. There are some reductions in some areas. But there are some increases in other areas.

I would hope to be able to even these out and be able to restructure and restate the budget requirements for member daycares funded under the allocation process. That is, how do we allocate the monies and how do we do the formula. We’ve spoken a little bit about that.

So, there is a reduction, or there is less money in the grants and contributions area, but there is no impact on the member daycares. Thank you, Mr. Chairman.

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

**Mr. Tootoo:** Thank you, Mr. Chairman. Moving onto the next line item, again there is a decrease in funding of \$400,000 in the early childhood programs and Healthy Children Initiatives.

I would just like to ask the minister if he could explain why that decrease is there. There was no requirement for that money? Or, is it just fiscal restraints that led to the cuts? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Tootoo. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. The member is correct. It is a result of some of the issues we're dealing with within the department, the \$400,000 reduction in that line item. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chair. I would just like to ask, is it due to fiscal restraints, of having to take some across-the-board cuts, that that amount is decreased? Is that what the minister is indicating? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Picco.

**Hon. Ed Picco:** Yes. Thank you. Yes.

**Chairman:** Yes, Mr. Tootoo.

**Mr. Tootoo:** Thank you, Mr. Chairman. That's good. I just wanted to have that on the record. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. On page G-14, look at line item "Fees and payments: \$23,621,000." I'm wondering if the minister could give us a breakdown of how much of that is income support and if he could tell us by region. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chair. The social assistance payments, or income support payments, are \$22,814,000. In other income support programs, if I may, under "Daycare user subsidies: \$505,000," "Community capacity building," which is \$1.5 million. "Senior fossil-fuel subsidy: \$130,000," and the "Building codes and compliance" issue area of \$889,000. Under the social assistance administration is \$1.6 million. I hope that helps answer the member's question.

On a regional breakdown, for Qikiqtani social assistance payments, is \$12.825 million. Kivalliq, social assistance payments of \$5.653 million, and the Kitikmeot is \$4.336 million, for a total of \$22.814 million in direct social assistance payments. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chair. I'm wondering if the minister could tell us when you increased the budget for income support by 10 percent. Did your department go region by region, community by community and calculate what the cost of living is in each community? Did you do the food survey in the Co-op Stores and the Northern Stores? Did that kind of work go on? Thank you, Mr. Chairman.

**Chairman:** That's a good point. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. No, it wasn't done that way. Under the income support program, under the food supplement amount, the money for food, we do it by zone, and we have five zones in Nunavut. At the same time, we also get it by the food scale allowance. So, we have a revised food allowance table based on the five zones and based on the amount of family members in a community.

So, under Zone 1, for the member's interest, as an example, there is Bathurst Inlet, Sanikiluaq, and Umingmaktuq. Under Zone 2 there is Arviat, Iqaluit, Kugluktuk, Pangnirtung, Qikiqtarjuaq, and Rankin Inlet. In Zone 3 there is Cambridge Bay, Cape Dorset, Clyde River, Gjoa Haven, Hall Beach, Nanisivik, Pond Inlet, and Whale Cove. In Zone 4, Arctic Bay, Baker Lake, Chesterfield Inlet, Coral Harbour, Igloolik, Kimmirut, Repulse Bay, Resolute Bay, Taloyoak. And under Zone 5 there is Grise Fiord and Kugaaruk. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Picco. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. The reason I am asking.... It seems like a lot of money, I guess it is. In Cambridge Bay in the year 2000, we had to open up the food bank for the first time in the history of our community. And it gets a lot of use. Last year we had a lot of volunteers. One particular week they raised \$18,000 for food for the food bank in our community, and it gets a lot of use.

I am wondering.... If we have a food bank in Cambridge Bay, we have income support, then you would think that there should be enough. Income support should be enough to offset the cost of food without having to open up a food bank. I am wondering, does every community have a food bank? Or is it just three communities in Nunavut? I know that there is the Nunavut food bank.

**Chairman** (interpretation): Mr. Curley.

**Mr. Curley:** I thought the Chairman ruled that the item was not up for discussion. It was on a separate page. As a result of that I had only one question with respect to income support.

What was the point of order, and what was your ruling with respect to my question on income support? So, I would say that should apply to this question.

**Chairman:** Mr. Curley is right. Order, please. Mr. Curley is right, so we will re-write the question. Next. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. So, I can still ask a question on income support? Is that correct, Mr. Chairman? On this page, for the delivery of income support. I am on G-14. I am rookie, so you guys have to help. We are going to go to 6:00 tonight, right?

So, we have opened a food bank in Cambridge Bay, and we have got three or four, probably, across Nunavut. That tells me that maybe the cost of living went up in the communities. We had to find more money to put the income support to help people to purchase the food. If the cost of living is increased in our communities...?

I am just wondering if the minister could comment on that. Thank you, Mr. Chairman.

**Chairman:** Would you please comment on that, Mr. Picco.

**Hon. Ed Picco:** Just very quickly. I don't think we're, I think the government made a good move when we put the 10 percent in. I'd like to be able to put in another 10 percent.

Just for example, for the record.... In the member's community of Cambridge Bay, a family of four only received \$980 a month for groceries. For food, \$985. That's \$200 a week for a family four. I don't know how they are doing it. So, I would disagree with you. I think we really need to be able to look at that.

In some of our communities where there are no job opportunities, in the smaller communities, then you'll see the amounts more. And I'll give you another good example. In Arctic Bay, for example, for a family of four, they only receive \$1,037. Divide that by four, members in the family are getting about \$230 each. That is not very much. How would you buy a grocery for a family of four for \$200 bucks. I can't see it.

So, I would suggest the member is correct: it is probably a bigger need for food banks and so on in our communities. Thank God that a lot of our communities rely on country foods, because if you had to rely on just \$200 on foods you'd never make a go of it.

So, I would expect support from the members in the next budget to look at a bigger increase in the area of income support, and support meaning in doing that, and so on. Thank you, Mr. Chairman.

**Chairman (interpretation):** Thank you. Mr. Peterson.

**Mr. Peterson:** Thank you, Mr. Chairman. The problem we have in our community, the elders told me this, has to do with the firearms legislation. People are having a hard time getting their rifles registered, buying ammunition. They are telling me that they can't.

The younger folks can't get out to hunting so that they can bring home country foods. So, it's a bigger issue.

The elders, again, are too old to go out. And, it's getting too expensive to buy snowmobiles. It takes \$11- 12,000 alone just to buy a snowmobile to get out and do some hunting. But our community has banded together and helped them with the food bank.

I think that we should keep in mind that the cost of living is not going to decrease in Nunavut. It is only going to increase. We have to find ways to help people buy food. And, that's why the income support.... Or, as I mentioned the other day, that the department could work some legislation in there and take some of the income support money and help under right to travel to remote worksites.

The folks can get out there, come to the mines that move to arctic communities on a temporary basis, work, bring back some more disposable income to the communities, and then they could purchase food for their families. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. I already indicated in the House that the plan would be this fall that I would be bringing in some of the changes I'd like to see in the income support program. I would take the member's advice under consideration to see if that is something that we could work on. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Do you have any more, Mr. Peterson?

**Mr. Peterson:** Thank you, Mr. Chairman. I agree that the minister said that in the House, but he also asked me to bring this up for discussion under page G-14. So, for the record, we have discussed it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Curley.

**Mr. Curley** (interpretation): Thank you, Mr. Chairman.

**Chairman** (interpretation): I think the minister.... Would you like to reply?

**Hon. Ed Picco:** Yes, thank you, Mr. Chairman. I believe the member was referring to page G-18 and the issue that he has already dealt with. Thank you.

**Chairman** (interpretation): Thank you. Mr. Curley.

**Mr. Curley** (interpretation): Thank you, Mr. Chairman. I believe it is their federal budget from which there is going to be support for the early childhood and daycares. Do you have communications with the federal government on the early childhood and daycares?

**Chairman** (interpretation): Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. Yes. Indeed, over the last five-and-a-half years, I've been the representative for the Nunavut government under SUFA, which is the Social Union Framework Agreement. When we actually did the discussions, for example, on the National Child Benefit, when that was put into play....

So, I have had an opportunity at that table to talk about issues on a national level when it comes to issues around the children, the daycares, and so on. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Curley.

**Mr. Curley** (interpretation): Thank you, Mr. Chairman. What answers did you get from that federal government? Do you believe that they will be giving you money? Have they made any suggestions that they will be giving more support on this?

**Chairman** (interpretation): Mr. Picco.

**Hon. Ed Picco:** Thank you, Mr. Chairman. When these issues were on the SUFA table.... It is something similar that the Premier has been speaking about on numerous occasions as well as the finance minister. That any of the monies that came out of that special envelope from the federal government are per capita.... A good example, again, is when they introduce money, \$50 million under FAS- FAE programs. When I extrapolate the number from the Government of Nunavut I get about \$50,000.

So, those are the kinds of discussions we have brought forward. We are trying to advocate on behalf and for Nunavut, to do it outside of the per capita envelope. So, that is some of the discussions that we have had. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Curley.

**Mr. Curley** (interpretation): Thank you. Yes, that is good that we heard that the federal government made an announcement on these programs. We will be expecting that to come here to Nunavut.

Mr. Chairman, I think it is almost 6 o'clock. Can you kindly sing for us again?

**Chairman** (interpretation): I have no more names. Are you done? (Interpretation ends.) We have no more names on the list. So, maybe we can quickly do the J-14 before we shut down for the day. Agreed?

**Some Members:** Agreed.

**Chairman:** Okay. Education grant summary. Career and early childhood services. Total, operations and maintenance: \$34,339,000, agreed?

**Some Members:** Agreed.

**Chairman:** “Qujannamiik.” We have exactly two minutes. J-16. Curriculum and school services. Total, operations and maintenance: \$8,412,000. Just a minute, Mr. Curley.

**Mr. Curley:** Yes. Mr. Chairman. (Interpretation.) I did have a question. Earlier on, even though the parents, for their children to have sex education, have to sign a consent form.... I think they do this through the ages of children, for that matter, so the parents have to understand more. A lot of them just sign it without even really knowing what it is for, especially for the adolescents, when they have to start taking sex education in the schools.

I just found out that it is optional. Unilingual parents.... They just go ahead and sign something without really knowing what they are signing. They are able to educate their children at home, the adolescents, and it is optional. Can you explain this to me, about the.... I am not talking about the pros and cons on this, but we should get more understanding on this. Thank you.

**Chairman** (interpretation): Thank you, Tagak. I will recognize the clock and report progress to the Speaker. Thank you, minister, and your officials, for being here today.

**Speaker** (interpretation): Item 21, on our orders of the day. Report of Committee of the Whole. Chair, Mr. Netser

### **Item 21: Report of the Committee of the Whole**

**Chairman** (Mr. Netser): Thank you, Mr. Speaker. Your committee has been considering Bill 2 and the main estimates and would like to report progress. And also, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker** (interpretation): There is a motion on the floor. Secunder? Any seconders? Mr. Curley. The motion is in order. All those in favour? All those opposed? The motion is carried.

Item 22, Third reading of bills. Item 23, Orders of the Day. Ms. Deputy Clerk.

### **Item 23: Orders of the Day**

**Deputy Clerk:** Meeting announcement for tomorrow: meeting of Regular Members' Caucus at ten in the morning, in the Nanuq Committee Room.

(interpretation) Orders of the Day for Wednesday, May 27, 2004:

1. Opening 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 2
21. Report of Committee of the Whole
22. Third Reading of Bills
23. Orders of the Day

Thank you.

**Speaker** (interpretation): Just a reminder that Nunavut Tunngavik Incorporated will be hosting a community feast at 6:30 tonight at Inuksuk High School. There will be door prizes to be won. If you do win a door prize, you will not have to file a disclosure form.

We will see you again at 6:30 this evening. The House stands adjourned until Thursday May 27, 2004, at 13:30.

*Sergeant-at-Arms*

>>*Session Adjourned at 18:00*



