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Speaker: The Hon. Levi Barnabas, M.L.A.

Legislative Assembly of Nunavut

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(Akulliq)

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(Amittuq)
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Table of Contents

Prayer	620
Ministers' Statements	620
Members' Statements	623
Returns to Oral Questions	623
Recognition of Visitors in the Gallery	624
Oral Questions	625
Consideration in Committee of the Whole on Bills and Other Matters....	640
Report of the Committee of the Whole	703
Orders of the Day	703

DAILY REFERENCES

A.		Page
	Tuesday June 1, 1999.....	620

B.

MINISTERS' STATEMENTS

27 - 1 (2) : Nunavut Business Incentive Policy (Thompson).....	620
28 - 1 (2): Sustainable Development's New Inuktitut Name (Kilabuk) ...	622

C.

RETURNS TO ORAL QUESTIONS

8 – 1 (2): Use of Government Facilities by Contractor (Thompson)	623
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D.

ORAL QUESTIONS

166 - 1 (2): Bussing in Iqaluit (Tootoo)	625
167 - 1 (2): Use of Government Facilities by Private Business (Irqittuq)	628
168 - 1 (2): Ambulance Services in Nunavut (McLean)	630
169 - 1 (2): Local Accommodation Policy (Kattuk)	632
170 - 1 (2): Restoration of Construction Sites (Iqaqrialu)	632
171 - 1 (2): Members' Input to Housing Committee (Tootoo)	633
172 - 1(2): Changes to Income Support Policy (Alakannuark)	635
173 - 1 (2): Dog Picked up by Charter a Mystery (Kattuk).....	636
174 - 1 (2): Support for Unilingual Businesspersons (Iqaqrialu)	636
175 - 1 (2): Three Ministers Dealing with Income Support (Nutarak)	637
176 - 1 (2): Artifact Repatriation (O'Brien)	637
177 - 1 (2): Increased Power Rate Effects on Communities (Tootoo)	639

**Iqaluit, Nunavut
Tuesday June 1, 1999**

Members Present

Mr. Ovide Alakannuark, Mr. Olayuk Akesuk, Honourable Jack Anawak, Honourable James Arvaluk, Honourable Levi Barnabas, Honourable Donald Havioyak, Mr. David Iqaqrialu, Mr. Enoki Irqittuq, Mr. Peter Kattuk, Honourable Peter Kilabuk, Mr. Glenn McLean, Honourable Kelvin Ng, Mr. Jobie Nutarak, Mr. Kevin O'Brien, Honourable Paul Okalik, Honourable Edward Picco, Mr. Uriash Puqiqnak, Honourable Manito Thompson, Mr. Hunter Tootoo.

Item 1: Prayer

Speaker (Mr. Barnabas) (interpretation): Good morning. Ms. Thompson, would you please start our session with the opening prayer.

>>Prayer

Speaker (interpretation): Thank you, Ms. Thompson. Going to the Orders of the Day, Ministers' Statements. Ms. Thompson.

Item 2: Ministers' Statements**Ministers' Statement 27 - 1 (2) : Nunavut Business Incentive Policy**

Hon. Manito Thompson (interpretation): Thank you Mr. Speaker. I rise today to provide clarification to both the members and the Nunavut Business community with respect to the Nunavut Business Incentive Policy.

Mr. Speaker, you will note that I called it the Nunavut Business Incentive Policy for it applies to Nunavut businesses only. This policy is applied specifically to the Nunavut Territory only.

(interpretation ends): Mr. Speaker, I believe that this will help create new possibilities within the Nunavut area which may not have been considered viable previously.

Under the original Business Incentive Policy there were instances where Nunavut businesses were unable to compete directly with the well established businesses in both Yellowknife and the Western part of the Territories.

It is my belief that the Nunavut Business Incentive Policy will help level the playing field and create potential in such areas as small scale manufacturing and industry.

There will be opportunities for Nunavut businesses to fill the gaps which were once filled by businesses from the rest of the Northwest Territories where operating costs were, in some cases, much lower.

Mr. Speaker, this creates additional opportunities in our communities which may not have been previously viable.

The original Business Incentive Policy was established by the Government of NWT in 1984. The principle function of this policy was to enable northern firms to compete on an equal footing with southern firms in bidding for goods and services in the North. The high cost of maintaining a business in the North made this a necessity.

Mr. Speaker, by adopting the Nunavut Business Incentive Policy, our intent is to assist Nunavut Businesses to develop and grow. This is a very important factor in ensuring that doing business within Nunavut, benefits the people of Nunavut.

Mr. Speaker, this will result in increased economic activity and employment opportunities at the local level as businesses expand to meet the requirements within Nunavut.

Presently there are 383 approved firms listed in the registry for the Nunavut area.

This number is comprised of: 50 firms in the Kitikmeot, 132 firms in the Keewatin and 201 firms in the Baffin.

The complete list is located on the World Wide Web at: www.kirk.nt.ca/nubip.

Mr. Speaker, let me reassure all members that the Nunavut Business Incentive Policy is in effect for the period of April 1, 1999 to March 31, 2000.

During this transition period a review will be undertaken in order to see how the policy can be tailored to meet the specific requirements of Nunavut and Article 24.

Mr. Speaker, this review will involve NTI and other interested stakeholders in order to ensure that we can obtain maximum input in developing a "made in Nunavut" policy.

Mr. Speaker, as the Minister responsible for Public Works, Telecommunications & Technical Services, I look forward to this review and encourage all interested parties to participate.

This can only lead to greater benefits and economic opportunities in Nunavut.

Thank you Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you Ms. Thompson. Ministers' Statements. Mr. Kilabuk.

Ministers' Statement 28 - 1 (2): Sustainable Development's New Inuktitut Name

Hon. Peter Kilabuk (interpretation): Thank you Mr. Speaker. Mr. Speaker, today I want to unveil our Department's official new Inuktitut name. We have searched long and hard for this name, trying to capture in a single name the diverse functions of our Department.

And many different names for Sustainable Development were put forward. Some names that circulated around included: *Pivalliajulirijikkut*; *Annaumaqatigiit Pilirijingit* and many others.

Today I am pleased to announce, Mr. Speaker, the new official Inuktitut name for our Department: *Ikupigvilirijikkut*. This term comes from old Inuktitut, and is well understood by our elders.

This word, *ikupik*, means: to receive food or assistance to tide you over. We are a Department where the Nunavut residents can access funds, technical information for community based planning, and other programs for our communities.

This name, *Ikupigvilirijikkut*, fits us rather well. And the term is understood by the Kitikmeot, Kivallirmiut and the Qikiqtaalungmiut.

Mr. Speaker, when sports hunting became possible, one of the regulations was that all sports hunting of polar bears would be conducted using only a dogteam. As the Inuit hunters started rebuilding dog teams one of the unexpected results was old Inuktitut terms, not in use for a long time, had to be revived.

This term, *ikupingniq*, has not been used in a while and the majority of the younger generation is not aware of its meaning. I am extremely pleased that we have also reclaimed this term for today's Inuktitut.

Mr. Speaker, I now unveil our Department of Sustainable Development logo to my colleagues: *Ikupiktulirijikkut*. These three circles represent our environment, our economy, and the people. Our department continually strives to integrate and balance these three aspects of Nunavut.

I would like to express my gratitude to our elders, and especially Ollie Ittinuar of Rankin Inlet for suggesting our Inuktitut name and giving us the definition. Thank you Mr. Ittinuar.

Thank you Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you Mr. Kilabuk. Ministers' Statements. Item 3, Members' Statements. Mr. Irqittuq.

Item 3: Members' Statements

Members' Statement 84 - 1 (2): Hall Beach School Addition

Mr. Irqittuq (interpretation): Thank you Mr. Speaker, I woke up in a very good way today. If my wife and children can see me I would like to tell them that I love them.

Today Mr. Speaker, I would like to say on behalf of my community of Hall Beach, that our school was going to get an addition this year but it has been deferred until next year. This is an urgent matter because we are experiencing population growth.

If possible I would like you to deal with this as soon as possible, and I would like the further support from this House, for the students in my community who have only one school which was built back in 1980 or earlier.

We don't even have grade 12. The school was built without a grade 12 classroom and the school is overcrowded. For this upcoming school season there will be 221 students going into our school and there are only ten classrooms, and it is cause a concern because of safety reasons.

In regards to safety and health codes the school will be overcrowded. Mr. Speaker, tomorrow I will be tabling a petition in regards to this issue. Thank you Mr. Speaker.

Speaker (interpretation): Thank you Mr. Irqittuq. Members' Statements. Item 4, Returns to Oral Questions. Ms. Thompson.

Item 4: Returns to Oral Questions

Return 8 - 1 (2): Question 80 - 1 (2): Use of Government Facilities by Contractor

Hon. Manitok Thompson (interpretation): Thank you Mr. Speaker. I have a return to an oral question asked by Mr. Irqittuq on May 25, 1999 regarding use of government facilities by contractors.

There are no Public Works, ...my goodness, my department's name is long...

>> laughter

...Telecommunications & Technical Services facilities being used by any contractors. There is a deal where the contractor building the Hall Beach water reservoir is using Arctic Airport facilities for specialized heavy equipment repairs. In return, they agreed to provide gravel to Arctic Airports for their needs.

Thank you Mr. Speaker.

Speaker (interpretation): Thank you Ms. Thompson. Returns to Oral Questions. Item 5, Recognition of Visitors in the Gallery. Mr. Tootoo.

Item 5: Recognition of Visitors in the Gallery

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, today I would like to recognize someone that has known me longer than I have known him. Someone that is a relative, a very good friend, someone that is very interested in what we are doing. I would like to recognize Mike Illniq, formerly from Arviat and Rankin Inlet and now living here in Iqaluit. Thank you Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you Mr. Tootoo. Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Akesuk.

Mr. Akesuk (interpretation): Thank you Mr. Speaker. I would like to recognize and acknowledge two people who I used to live with in my home community, Saila Adla and Pauloosie Suvega, who now live in Iqaluit.

>>Applause

Speaker (interpretation): Thank you Mr. Akesuk. Welcome to the Assembly. Recognition of Visitors in the Gallery, Mr. Iqittuq.

Mr. Iqittuq (interpretation): Thank you Mr. Speaker. The residents of Hall Beach and Igloolik don't appear to visit Iqaluit ever since I started coming here, so I haven't recognized people from my home community.

However today, I would like to acknowledge a person who used to live in Hall Beach for a long time and his father is very important to us, Ben Arnakjuak, I would like to recognize Mr. Simon Nattaq who is our Sergeant At Arms, please stand up. Thank you.

>>Applause

Speaker (interpretation): Welcome to the Assembly. Recognition of Visitors in the Gallery. Item 6, Oral Questions. Mr. Tootoo.

Item 6: Oral Questions

Question 166 - 1 (2): Bussing in Iqaluit

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, my question is for the Minister responsible for Education. Mr. Speaker, on the 19th I made a members' statement regarding bussing in Iqaluit. On the 25th I asked questions regarding bussing in Iqaluit.

Mr. Speaker, I would like to ask the Minister if he is now aware of any issues relating to the need for bussing here in Iqaluit. Thank you Mr. Speaker.

Speaker (interpretation): Thank you Mr. Tootoo. Minister responsible for Education, Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Speaker. Yes, I am aware of the additional bussing requirements for the coming school year. We are in discussion with the DEA right now and this is a direct responsibility of the Baffin Education Council.

In those discussions, they are to make the funding formula available, when the school figures are finalized in this spring and summer. Also there is a discussion on if the times can be staggered so that existing facilities can be used, or utilized better.

So there are discussions in three areas; one is the staggering of the hours, the other is a requirement for additional funding and the other one is for realigning or changing the routes in Iqaluit for bussing.

These are ongoing discussions, I appreciate the members' question and we will be working on that as hard as we can to resolve it before the next school year. Thank you.

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

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, in light of the Ministers' statements, I am relieved that he is now aware of the issue. In the areas that he addressed as far as the formula funding, it is my understanding that the Baffin Education Council is responsible for it.

However they do receive their funding through the Department of Education and I believe they have been trying to seek additional funds required for the bussing that is needed in Iqaluit.

As far as the numbers being finalized in the fall, Mr. Speaker, based on the current numbers with the new school there will be a requirement for, there will need to be two additional buses, dealing with the numbers that we have existing, numbers that we know already. Never mind the influx that we are expecting to happen in the fall.

Mr. Speaker, the Minister also discussed the option of looking at staggered times. That is already in place Mr. Speaker, all the schools start at different times. I have them here and I can tell you, if you want, but they are already doing that.

Even with the situation as it is right now, Mr. Speaker, there are problems and concerns coming from parents because if they have students in more than one school that start at different times, it creates problems at home.

Mr. Speaker, they have already discussed the routes and in discussions with the contractor, the contractor has indicated that they have looked at every way of doing it, but there is no way of changing the routes to accommodate the existing services.

Mr. Speaker, I would like to ask the Minister to commit to ensuring that there are additional resources supplied through the Baffin Education Council to the DEA of Iqaluit for the additional buses that it will require in the fall. Thank you Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Minister of Education, Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Speaker. The member knows that in the budget session, we cannot commit single handily for additional resources to purchase two more buses that have been identified by the member.

However I will assure the member that my department; I have told my department to work with the education authorities to find the most suitable way to resolve that problem.

One way is to have a discussion with the Baffin Divisional Education Council to find if they have provision in there to be able to combat an unexpected increase or requirement for bussing service for Iqaluit. All of these have been under discussion and I am waiting for my department to give me the most suitable way to resolve that.

That is all I could tell the member right now because I don't want to undermine the authority of the Divisional Boards, Local Education Council, who are having a discussion with my department. I don't want to undermine the best recommendations that they could give me, in the meantime.

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

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, I am not asking the Minister to undermine the process that is underway, but it is my understanding that the DEA, the Baffin Divisional Education Council, has gone through all of this process, they have determined that the only way that they can meet their bussing requirements that are going to be necessary next year, will be with two additional buses.

All these other options have already been looked at, they have been doing it for some time. Mr. Speaker, next fall we are going to have a problem. The new middle school up

there are going to be taking students from all over Iqaluit. 163 of the students of the 177, that we know for sure will be attending that school next year, will require bussing.

The only way to accommodate that, after thorough review by the DEA, by the Education Council, is going to be the requirement to have additional buses.

Mr. Speaker, I would like a commitment from the Minister that if, and I am pretty sure that this will be the only option that is available, that the commitment be there so that we don't have students having to walk in 40 below weather to school next fall and also that we don't have, as we currently have, students being turned away from the buses because there is no room on them. Thank you Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Minister of Education, Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Speaker. I will commit to the member and the residents of Iqaluit that if and when those students qualify under the formula for bussing services, then I will work diligently with the department and the Education Councils to address that issue.

In fact, if the member could give me a couple of hours, my information is from May, and it is June 1 today, I will have the information probably within the hour, up to date information, as my information is from May.

Also I will instruct my staff, because we are participating in the Committee of the Whole, later on, I will instruct my staff in the meantime to have this answer for the member during the Committee of the Whole discussion of the school programs. Thank you.

Speaker (interpretation): Thank you Mr. Arvaluk. Final supplementary Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, I can appreciate the Ministers' remarks and I look forward to addressing this issue along with a few other ones in the Committee of the Whole. Hopefully we can get this problem resolved so that we don't see kids walking in cold weather.

Also I would just like to ask the Minister, he had mentioned if they would qualify based on the funding formula.

Mr. Speaker, I am wondering if the department is going to be looking at whether or not the existing formula meets the needs in the communities and if the department is taking a look at that formula so that it's more accurate.

Speaker (interpretation): Thank you Mr. Tootoo. Minister of Education, Mr. Arvaluk.

Hon. James Arvaluk: Mr. Speaker, all programs and services of the department that were inherited from the GNWT are subject to review. We cannot deem to be 100% satisfied just having GNWT programs that were inherited by Nunavut Government. In

this case, yes, all of that area will be reviewed and recommendations put forth, perhaps some of them to the Cabinet and perhaps the other ones, long term plan requirements will be discussed with the regular members in their Standing Committees through time.

Speaker: Thank you Mr. Arvaluk. Oral Questions. Mr. Iqittuq.

Question 167 - 1 (2): Use of Government Facilities by Private Business

Mr. Iqittuq (interpretation): Thank you Mr. Speaker. Regarding the reply I just received, I have another question on the same subject.

I would like a clear answer. Perhaps I should be asking this to the Minister of Finance, I don't want to embarrass Ms. Thompson, even though it is regarding the same subject that she just replied to.

I would like to ask the Minister of Finance if this government, if I want to, as a private businessman use the government facilities, for example, if I had a contract as a private business and I needed to go repair a piece of equipment, could I just go to the government property to make the repairs using their tools that may not exist elsewhere in the community.

I am asking the government if I can just go to the garage staff and tell them that I can remove the snow for you if I can use your facility and your tools. So I can make an agreement of that kind for Public Works, Telecommunications & Technical Services facilities?

Speaker: Mr. Ng, Minister of Finance.

Hon. Kelvin Ng: Mr. Speaker, the responsibility for GN capital assets rests with the department of Public Works, so I will ask the appropriate Minister to respond. Thank you.

Speaker (interpretation): Thank you, Mr. Ng. Ms. Thompson, Minister for Public Works, Telecommunications & Technical Services.

Hon. Manitok Thompson (interpretation): Thank you Mr. Speaker. Regarding the question being asked by the member for Hall Beach, let me tell him first that I am not embarrassed by his remark, contrary to his suggestion.

I looked into this matter earlier and I looked into whether or not Public Works, Telecommunications & Technical Services made a mistake with the contractor in Hall Beach building the water reservoir. They are not using our facilities.

I asked why they were repairing their heavy equipment in a government facility and that is why I answered the question this morning; that they had made an agreement with the

Arctic Airport facility and in return they would provide gravel to Arctic Airports for their needs.

By the way, the Arctic Airports' facility is not under my Ministerial responsibility but it is up to these two organizations to make agreements for such a service.

I can further respond by saying that I had a short discussion with the Minister responsible for Arctic Airports, Mr. Anawak, this morning, regarding this. I don't know if he has had a chance to communicate what we talked about with his officials yet.

I made my response earlier based on the information that I was able to obtain. There was an agreement between Arctic Airports and the contractor. This facility is not under my responsibility. Thank you Mr. Speaker.

Speaker (interpretation): Oral questions, Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you Mr. Speaker. Mr. Speaker, I have another question along the same line. In the replies provided to me by the Minister, it says that there was an agreement between Arctic Airports and the contractor; that they would provide gravel in return for repairing their heavy equipment in the airport garage.

I don't know, or I have not seen, who requires gravel in Hall Beach although I am from that community. The road between the airport and the community belongs to Arctic Airports and it is in good order. I don't know Mr. Speaker, maybe I should ask this question, who was requiring this gravel from Arctic Airports and where this gravel would be used.

Speaker (interpretation): Thank you Mr. Irqittuq. Ms. Thompson.

Hon. Maniok Thompson (interpretation): Thank you Mr. Speaker. I have no details about how this gravel would be used. Even though our department awarded this contract, Arctic Airports operations are not under my department.

I think that Arctic Airports can be asked where this gravel was going to be used. Once the contract was awarded it is no longer under my Ministerial responsibilities. Perhaps this question should be asked to Mr. Anawak.

Speaker: Thank you Ms. Thompson. The subject is changing here, we were talking about whether the contractor could work in the warehouse, the original question did not talk about moving of gravel to certain places. Oral questions, Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you Mr. Speaker. Mr. Speaker, I just want clarification about that, I am not talking about gravel, but that is mentioned in the reply made by the Minister. My question is whether or not they are going to be looking into the details sometime this week regarding this contract.

Speaker (interpretation): Are you directing this question to the same Minister, Mr. Irqittuq?

Mr. Irqittuq (interpretation): Mr. Speaker. Yes, I wanted to know if this Minister will speak with the Transportation Minister about this.

Speaker (interpretation): Thank you Mr. Irqittuq. Minister responsible for Public Works, Ms. Thompson.

Hon. Maniok Thompson (interpretation): Thank you Mr. Speaker. I understand exactly what the member is talking about and I will have further discussions with him as to what further details he may need.

I can also find out what the gravel is to be used for. I will also be having a discussion with Minister Anawak, and we will give a clear reply to the member and try to give that right away. We will try to give these answers before Friday.

Speaker (interpretation): Thank you Ms. Thompson. Mr. McLean..

Question 168 - 1 (2): Ambulance Services in Nunavut

Mr. McLean: Thank you Mr. Speaker. Yesterday Mr. Speaker, in Committee of the Whole I was so infatuated with the Honourable Ministers' story about the Newfoundland tooth fairy, that I forgot to ask a question.

In regards to ambulance service in Nunavut. Mr. Speaker, my question to the Minister is, is he developing any kind of ambulance policy for the residents of Nunavut. Thank you.

Speaker: Thank you Mr. McLean. Minister of Health, Mr. Picco.

Hon. Ed Picco: Thank you Mr. Speaker. Mr. Speaker, the member is a little bit mistaken, indeed there was no talk about tooth fairies, indeed it was tooth charmers, there is a considerable difference.

On the ambulance policy, Mr. Speaker, depending on operational requirements, for example, in a community like Iqaluit there is an ambulance service provided through the Town itself.

As a specific policy within the department maybe the member could explain or give some clarification on it, is he talking about community based, is he talking about ambulance services for transportation to the airports, exactly what type of ambulance services is the member asking about. Thank you Mr. Speaker.

Speaker: Thank you Mr. Picco. Rephrase your question Mr. McLean, I will allow you the same question.

Mr. McLean: Thank you Mr. Speaker. Mr. Speaker, we all realize that times have changed in Nunavut, and the days of taking our elderly, our sick and our injured people to the airport on the back of snow machines, pickup trucks and in some cases dog teams, that I realize that in the large regional centres like Rankin Inlet, Iqaluit, Cambridge Bay, they have ambulances that take people right to the airplane.

My community is sort of distressed that we don't have that type and level of service that they do have in the large regional centres. Will the Minister please answer me, if Nunavut Government has a policy in regards to providing ambulance services to the rest of us? Thank you.

Speaker: Thank you Mr. McLean. Minister of Health, Mr. Picco.

Hon. Ed Picco: Thank you Mr. Speaker. Mr. Speaker, as the member is aware, indeed in many communities there are contracts at the local health centre with local cartage companies and indeed in some cases with taxi service to take patients to and from the Health Centre to the airport, if there is trouble with a medivac.

Some other communities are a long distance away from the airport. For example in Arctic Bay the airport is 25 kilometres away from the community itself. So under the direction of the department do we have a specific policy for ambulances per community? No.

But under the regional health boards where operational requirements need and dictate an ambulance service or indeed the transportation of patients to the airport to be medivaced, then indeed there is a policy in place for that based on operational requirements of each individual circumstance. Thank you Mr. Speaker.

Speaker: Thank you Mr. Picco. Oral questions, Mr. McLean.

Mr. McLean: Mr. Speaker, I think that I am getting the answer that I want. Is the Nunavut government going to formulate a policy or redefine the policy so that it will provide the same level of service of ambulance delivery, or actual ambulance service for the rest of Nunavut as they do in the large regional centres. Thank you Mr. Speaker.

Speaker: Thank you Mr. McLean. Minister of Health, Minister Picco.

Hon. Ed Picco: Thank you Mr. Speaker. Mr. Speaker, I have had a couple of conversations with the Member on this issue, I know that it is a serious issue, indeed in the larger centres like Cambridge Bay or in Iqaluit or in Rankin Inlet, those three communities out of 26 in Nunavut there is a standardized ambulance care.

So it is something that I will direct the department to review and get back to the member, I know that when we go to Baker Lake next week it will be a topic of concern and at that time have an opportunity to discuss it with the member and his Council there. Thank you Mr. Speaker.

Speaker: Thank you Mr. Picco. Oral questions. Oral questions. Mr. Kattuk.

Question 169 - 1 (2): Local Accommodation Policy

Mr. Kattuk (interpretation): Thank you Mr. Speaker. I was going to ask this question yesterday but we ran out of time. This question will be directed to the Minister of Public Works, Telecommunications & Technical Services, the Honourable Ms. Thompson.

The GNWT had a policy requiring the use local hotels, by contractors, when they were available. They were required to use the local hotel facilities to accommodate their workers who came to work in our community. I wonder if that policy is still in place. Thank you Mr. Speaker.

Speaker (interpretation): Thank you Mr. Kattuk. The Minister of Public Works, Ms. Thompson.

Hon. Maniok Thompson (interpretation): Thank you Mr. Speaker. The policy that was in place with the last government is still in effect so when the contractors are going into a community to work on a project if there is a hotel facility in that community they are required to use that facility in support of the local businesses.

They are prevented from building their own accommodation facility, so the policy is still in place, Mr. Speaker.

Speaker (interpretation): Thank you Ms. Thompson. Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you Mr. Speaker. My question to the same Minister on the same subject. So when there is a contract in the same community, the contractors who are based in the communities, are we still going to see importation of private contractors. Thank you Mr. Speaker.

Speaker (interpretation): Ms. Thompson.

Hon. Maniok Thompson (interpretation): Thank you Mr. Speaker. The contractors I think all know the hiring policy, for example. Communities like Sanikiluaq have the same opportunity to bid on contracts and we can further give a reminder of this issue to contractors.

Speaker (interpretation): Thank you Ms. Thompson. Mr. Iqaqrialu.

Question 170 - 1 (2): Restoration of Construction Sites

Mr. Iqaqrialu (interpretation): Thank you Mr. Speaker. Perhaps this question is directed to the Minister of Transportation. The sites for building construction are drilled using

piles and the access roads that are built near these sites are absolutely ruined. I wonder if those areas are going to be restored following the drilling of piles.

Speaker (interpretation): Thank you Mr. Iqaqrialu. Minister of Transportation, Mr. Anawak.

Hon. Jack Anawak (interpretation): Thank you Mr. Speaker. The community governments such as Hamlets are responsible for that area. I know that many communities are concerned about restoration of access roads and site restoration.

I think that Hamlets should be considering how they should do that. I think the Municipal Governments are in a better position to talk with the member about that rather than my department. Thank you Mr. Speaker.

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

Question 171 - 1 (2): Members' Input to Housing Committee

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, my question is directed to the Minister responsible for Community Government, Housing & Transportation. Mr. Speaker, I am sure that we were all pleased yesterday to hear his announcement of his corrections planning committee.

Mr. Speaker, in numerous occasions and requests in regards to a committee to look at housing in Nunavut, the Minister has indicated on numerous occasions that he will be keeping close consultations with members and seeking input.

Mr. Speaker, this Justice Committee was a nice surprise, but that again was what it was, Mr. Speaker, a surprise. I would like to ask the Minister if he plans on seeking any input from regular members prior to anything happening with the Housing Committee. Thank you Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Minister of Justice, Mr. Anawak.

Hon. Jack Anawak (interpretation): Thank you. In regards to the corrections committee that was struck, I believe that was done way back in October. The Assistant Deputy Minister initiated this process on her own prior to the Nunavut Government coming about. I would like to tell the regular members that yes, regarding input on housing, that's what I said and that's what I am going to do.

Right after this session we are going to start working and I will make sure that I will consult with the regular members even when we are back in our constituency. Thank you.

Speaker: Thank you Mr. Anawak. Oral questions, Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, am I correct in hearing that the Minister is saying that he has not yet started work on this committee to look at housing.

Speaker: Thank you Mr. Tootoo. Minister of Justice, Mr. Anawak.

Hon. Jack Anawak: Thank you Mr. Speaker. Mr. Speaker, I just said that the corrections committee that was already formed was operating long before April 1. On the issue of housing I mentioned a couple of days ago that I was still in discussions with the Minister of Finance on whether we will be looking at two committees because of the possibility that we also have to discuss the issue of staff housing for the Government of Nunavut employees; as well as social housing.

So as I said, there have been discussions ongoing but on the actual issue of the makeup I will be consulting with the regular members before commencing. Thank you.

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

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker, I guess what I have been planning on all along is not only the makeup of this Committee but also actually what the committee will be looking at.

Mr. Speaker, am I correct in hearing that the Minister just stated that once they decide what the committee is going to do, they are going to come and seek input from us as to who we want to see doing, what they've decided the committee is going to look at. Thank you Mr. Speaker.

Speaker (interpretation): Thank you Mr. Tootoo. Minister of Housing, Mr. Anawak.

Hon. Jack Anawak (interpretation): Thank you Mr. Speaker. ...as an Inuk, when we say we want to work together, we mean just that; working together. I am not trying to put hidden meaning into the comments when I say that I am going to work and seek input from the regular members...

Speaker (interpretation): Thank you Mr. Anawak. Sorry, I think the interpreters were on a different channel. Oral questions Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Speaker, I missed the majority of what he said, technical problems I guess. If I could just ask the Minister if he could repeat. Thank you.

Speaker (interpretation): Mr. Anawak. Please repeat.

Hon. Jack Anawak (interpretation): Like I said, I said that I would seek input from the regular members and I am going to follow through on what I said. We haven't put together what the committees are going to be doing and when we start that process, we will be seeking your input. They know a lot more about the housing issues than I do and

once they are in place they will know what they have to do, how long it would take and where they will go. They will be getting input from the public and others. Thank you.

Speaker (interpretation): Thank you Mr. Anawak. Before we proceed I would like to recognize Mr. Pauloosie Paniloo who used to be a Member of the Legislative Assembly for Baffin Central. Welcome to our Gallery.

>>Applause

Speaker: Oral questions, Mr. Alakannuark.

Question 172 - 1(2): Changes to Income Support Policy

Mr. Alakannuark (interpretation): Thank you Mr. Speaker. I would like to direct my question to the Minister of Health and Social Services. Are we going to be seeing any changes to the Income Support Policy. Thank you.

Speaker (interpretation): Thank you Mr. Alakannuark. Minister Responsible for Income Support, Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): I apologize Mr. Speaker I wasn't listening; I thought the question was directed to another Minister. But in regards to the Income Support policy that is done through Sustainable Development.

We are presently reviewing the policies and I would like to say that it is twofold, there are monies that are run through the Department of Education and the regulations are done through Sustainable Development.

We are presently doing a review of the whole policy issue. Thank you Mr. Speaker.

Speaker (interpretation): Thank you Mr. Kilabuk. Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you Mr. Speaker. The reason why I am asking is that the recipients receive a cheque and some of the money is used to pay for rent.

Women who are single parents have a hard time paying for everything with the amount of dollars that they get through the Income Support Program and they cannot get another cheque until the following month.

They have a hard time keeping up with their budget.

Speaker: Thank you Mr. Alakannuark, Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you Mr. Speaker. In regards to your question we are presently doing a review in regards to the monthly payments. We are presently

reviewing it and we have already identified some of the problems that we have with this program.

Speaker (interpretation): Thank you Mr. Kilabuk. Mr. Kattuk

Question 173 - 1 (2): Dog Picked up by Charter a Mystery

Mr. Kattuk (interpretation): Thank you Mr. Speaker. My question is for the Minister of Justice, in my community, well it's not really a major concern, but a source of wonder.

I would like to repeat a question that I had asked previously, in regards to a dog that was picked up by an airplane charter this winter and most of the people of Sanikiluaq are wondering, why they would get a dog by charter and who paid for it. That's my question Mr. Speaker.

Speaker: (interpretation): Thank you Mr. Kattuk. Mr. Anawak.

Hon. Jack Anawak (interpretation): Thank you Mr. Speaker. I guess I didn't make it clear the first time, but I thought the letter of explanation was sent to the Mayor of Sanikiluaq. The RCMP were going down to Sanikiluaq anyway when this happened. I could talk to you further personally afterwards about this.

Speaker: (interpretation): Thank you Mr. Anawak. Mr. Iqaqrialu.

Question 174 - 1 (2): Support for Unilingual Businesspersons

Mr. Iqaqrialu: (interpretation): Thank you Mr. Speaker. I would like to direct my question to Sustainable Development. Regarding economic development;

Starting your own business is cumbersome especially to the Inuktitut unilingual's who have to go through a lot of barriers set up when you try to apply through the business program. Are you going to be making any changes.

Speaker: (interpretation): Thank you Mr. Iqaqrialu. Minister of Sustainable Development Mr. Kilabuk

Hon. Peter Kilabuk: (interpretation): Thank you Mr. Speaker. I will be talking about this later when my department takes their turn at the witness table, we are presently working on it.

In regards to the applications for business loans or business grants, most of the problems was that there were so many programs set under one department. We are presently reviewing the process on what we can put it in one part instead of having them all separated. People out there can apply through this one process and that would be set up at the community level, will presently try to set up the system.

Speaker: (interpretation): Thank you Mr. Kilabuk. Mr. Nutarak

Question 175 - 1 (2): Three Ministers Dealing with Income Support

Mr. Nutarak (interpretation): Thank you Mr. Speaker. When we were having a committee meeting, dealing with income support, one of the questions that was brought up was if they're going to be reviewing the guidelines for the regulations.

I didn't know exactly who to direct my question in regards to income support program, I think there's 3 Ministers' who are responsible maybe I should direct my question to the Premier. It creates a problem when your trying to ask question regarding the income support program because so many Ministers' are responsible for it.

Speaker: (interpretation): Thank you Mr. Nutarak. Mr. Okalik

Hon. Paul Okalik: (interpretation): Thank you Mr. Speaker. Like the Minister said it is presently under review and we're looking at the how it can be better set up for Nunavut. Thank you Mr. Speaker.

Speaker: (interpretation): Thank you Mr. Okalik. Mr. O'Brien.

Question 176 - 1 (2): Artifact Repatriation

Mr. O'Brien: Thank you Mr. Speaker. My question is directed to Minister of CLEY, in relation to community such as mine; trying to obtain pieces of history, our pieces had been taken away from the community. For example in my case these historical pieces that are located in Rankin Inlet at the ICI complex and the community had tried to get some of these pieces back.

I've been told that we have to pay for it but the pieces belong to the community, I know were talking about a large complex here in Iqaluit as an archive centre but I think it's more important for examples in a smaller communities which may not have opportunity to come here or go Rankin Inlet to have these history in their own community. I'm wondering if the minister can speak this as to how the communities can get some of these pieces of history back in their community.

Speaker: Thank you Mr. O'Brien. Minister responsible for Culture Language and Elders and Youth Mr. Haviyok

Hon. Donald Haviyok: (interpretation): Thank you Mr. Speaker. I am quite happy that you ask that question, because we are trying to get everybody involved in what is happening. The only way we can work together is by sharing ideas and we will be doing this in all the communities of Nunavut today.

For an example if you are in Arviat that you would be working directly with the people of Arviat and we can start sharing ideas. Since we are very new from what you are saying

right now, we will be able to come up with the solution on how we want to start getting our artifacts back to the community. As I stated before we have to share ideas in order to compete what we would like to do. Thank you

Speaker: (interpretation): Thank you Mr. Havioyak. Mr. O'Brien

Mr. O'Brien: Thank you Mr. Speaker. By creating a large archive here in Iqaluit, I would assume that many of the artifacts would then be taken from the smaller communities and put in this large centre here.

I'd like the Minister to speak to this how he would see this supporting the smaller that would like to see their artifacts stay in their community. There's many elders that will never have an opportunity to happen to come here to Iqaluit to visit an archives here or to go to Yellowknife, where the archives located now. So how do you see this fitting in to the communities needs, the smaller communities that is. Thank you Mr. Speaker.

Speaker: (interpretation): Thank you Mr. O'Brien. Minister of Culture, Language Elders and Youth, Mr. Havioyak

Hon. Donald Havioyak: (interpretation): Thank you Mr. Speaker. I wonder if the Member assumes that's it's going to be in Iqaluit, I have never suggested that there would be a museum or an archive centre here in Iqaluit.

I would just like to clarify that we do have a heritage trust through out Nunavut Land Claims, we have this in place and if we do have a small centre in Kugluktuk in my home community and this is beginning, like for example that if you have something like this in Arviat, we are still looking into this but the we have not set a place for where we would be putting a museum for an archive centre, this is in still process. Thank you.

Speaker: (interpretation): Thank you Mr. Havioyak. Mr. O'Brien

Mr. O'Brien: Thank you Mr. Speaker. Mr. Speaker I believe in the capital plan it does indicate that the large sum of money for an archival centre and I believe it did indicate Iqaluit, but that's really not the issue.

Whether it's Iqaluit or somewhere else the issue is how do the small communities benefit, how they will benefit they would like to have access to this archives rather to these artifacts and my final question would be, I would like the Minister to make commitment to look in to this issue where some of the smaller communities for example the Arviat historical society have been trying to get their artifacts back to their community, tapes and audio tapes and so on .

There having difficulties doing this and they'd like to get them back before some of the elders pass away, so they can review these tapes and so on. So I'd like the Minister look in to this to see if he can help us assist facilitate these artifacts coming back to the community in the very near future. Thank you

Speaker: (interpretation): Thank you Mr. O'Brien. Mr. Haviyak

Hon. Donald Haviyak: Thank you Mr. Speaker. Yes, we will be looking to those where we going to put those in which smaller community can have those things in your community as well, but we are planning these at this time. Thank you Mr. Speaker.

Speaker: (interpretation): Thank you Mr. Haviyak. Oral question Mr. Tootoo

Question 177 - 1 (2): Increased Power Rate Effects on Communities

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker my question is directed to the Minister responsible for Public Utilities board. Yesterday there was quite a discussion on hourly rates and how there going to be passed on to the consumer, as a result of the infrastructure being put in to the community.

Mr. Speaker, I'd like to ask the Minister if there is some type of mechanism or something in place that would take a look at the ramification of such a thing on the community own businesses and also on the decisions that would impact on government budgets like it was mention yesterday that the client wouldn't pay that the increase and the rate that it would be pass on to who ever is subsidizing it.

In that case you know in housing situation, social housing the impact would be on to the LHO and also on to the Municipalities and the Hamlets is there anything in place that would review the impacts on the different government department budgets as result of this. Thank you Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Mr. Okalik

Hon. Paul Okalik: Thank you Mr. Speaker. Well, the public utilities board is an independent body and when they're assessing rates for a given community, they're required to hold hearings and hear presentations from affected groups and it's in independent from governments and on that basis they decide on what rates is applicable for given community. Thank you Mr. Speaker.

Speaker: Thank you Mr. Okalik. Oral question, Mr. Tootoo

Mr. Tootoo: Thank you Mr. Speaker. Mr. Speaker I don't know if I asked to the wrong person. Maybe I should ask the minister of finance is there something in way that these decisions on infrastructure in communities say like the power corporation, will go in and then build a new power plant in the community.

That community is going to have to pay for it and if the results of that mean that the rates are going to increase in that community. The average person is going to fall on somebody and what I want to ensure is that decision will have impacts on the budgets that were talking about here today. So I just want to make sure Mr. Speaker is there a

process to monitor that in plan for that so we don't run in to situations where hamlets or housing organizations are running into deficit problem as a result of these things. Thank you Mr. Speaker.

Speaker: Thank you Mr. Tootoo. Just a reminder, when you're asking a question you have to ask the same Minister .If you have different question you can direct it to different minister. Mr. Tootoo would you rephrase your ... or which minister are you directing it to.

Mr. Tootoo: Thank you Mr. Speaker. I'd like to direct it to which ever minister, I don't know who can appropriately answer the question. Thank you Mr. Speaker.

Speaker: Thank you. Minister responsible for Human Resources & Finance Mr. Ng

Hon. Kelvin Ng: Thank you Mr. Speaker. Mr. Speaker as my a honourable colleague Mr. Picco would say, indeed the member raises a good point. I think , Mr. Speaker , if there is an application before the public utility board and the Premier is correct, it is an independent board that evaluates any rate adjustments that the power corporations would bring forward.

If there's a major impact on the community and on government as a whole because obviously there are funding to municipalities and to the housing authorities. We have a significant investments and significant impact in respect of the cost.

So that we would as a government put together position and intervene and put forward our concerns or our issues in respect to any propose rate increase that might be coming forward with the public utility board. Thank you Mr. Speaker.

Speaker: Thank you Mr. Ng. Oral questions, item 7 written questions, returns to written questions, item 9 replies to opening address, item 10 petitions, item 11 reports of standing and special committees, item 12 reports of committee on the review of bills, item 13 tabling of documents, item 14 notice of motions, item 15 notice of motion for first reading of bills, item 16 motions, item 17 first reading of bills, item 18 second reading of bills, item 19 consideration in committee of the whole of bills and other matter.

Bill 1 appropriation act 1999/2000

Bill 2 boards of dissolution act

Bill 3 divisional education councils dissolution act

Committee reports 1-1 (2), 2-1 (2), 3-1 (2), 4-1 (2) with Mr. Irqittuq in the chair.

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

Chairperson (Mr. Irqittuq) (interpretation): Thank you what would you like to do now, would you like to go for lunch. Yes, we will be back at 1:30.

>>Committee Recessed for lunch at 11:57am

>>Committee resumed at 1:30 pm

Chairperson (Mr. Irqittuq) (interpretation): Thank you for coming back. Yesterday when we adjourned we were just getting into the department of Education. The Committee made their report as well as the Ministers' opening remarks. Do you agree that he should go back to the witness table? Mr. Arvaluk, if you could take your officials and go to the witness table.

Hon. James Arvaluk (interpretation): Yes, they are here and ready to go to the witness table.

Chairperson (interpretation): The Minister will go to the witness and get his officials to join him. Minister Arvaluk, perhaps you can introduce your officials.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. To my immediate right is Bob Moody and my left is Carmen Levi, ADM, she also is in charge of Income Support. After her is Ian Rose who is Director of Policy. They are all with the Department of Education.

Chairperson (interpretation): Thank you. Just before we begin to go into detail, we need to clarify the rules in which to conduct our business during the Committee of the Whole.

Please confine your general comments to ten minutes and when you go into questions please try to make them concise because we don't have much time left to deal with the budget. Members have agreed that they would like to conclude by Thursday, so try to keep track of the time that you are taking.

We are now into general comments and questions. General Comments. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, the question I would like to ask as a general question for the department is that currently the schools are funded based on a student ratio and the student population per capita basis.

I am wondering Mr. Chairman, is the department looking at other options such as program funding for any possible solutions to some of the problems that we currently face in the current education system. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. (interpretation ends) We are going to review all of the formula funding methods and practices etc., for the next year and we will start proceeding with that.

As I stated this morning everything is up for review and this is one of them.

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

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, another question I have is in the Minister's opening address he mentioned the highlights in this year's budget being 17 new teaching positions across Nunavut.

Mr. Chairperson, I would like to ask the Minister if this is indeed 17 new teachers over this years current staffing levels. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman I am really pleased to hear that and I am wondering if the department could let us know where those positions will be so that the Boards in their respective regions can move on filling these positions. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: No we don't, but next week we probably will be determining that better by communicating with other regions where the pressure points are, where the greatest needs are with the Divisional Boards. Right now we don't.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I am sorry if I am trying to jam these through but I am on a tight time frame here. As I discussed earlier this morning, I don't know if the Minister has had a chance to get updated on the bussing here in Iqaluit.

In his general comments, in his opening statement he mentioned that the middle school, there is an increase in capital spending in the middle school to have it ready sooner rather than later.

I am just wondering Mr. Chairperson whether you could enlighten us as whether this is an increase as to what the total project costs were projected to be or is this just something that is a carry over from the previous government. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman, for that detail I would like to have my Deputy Minister answer that.

Chairperson: Mr. Moody, I hope that I said your name properly

Mr. Moody: Thank you. Yes it is an additional amount to the original capital project. I believe the amount approximates 50 thousand dollars and that allows us to, in co-operation with the DEC to open that school, I believe four and a half months earlier which will relieve significant crowding issues here in Iqaluit. Thank you.

Chairperson: Mr. Tootoo, any additional comments.

Mr. Tootoo: Thank you Mr. Chairman. Again in trying to go through his opening statements quickly, the Minister indicated that the Income Support program is 19% of the departments' budget. I am just wondering is the functional delivery still going to be within the department or are they going to be going over to Sustainable Development. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. The original idea was to eventually transfer them over to Sustainable Development for the delivery. We are now in discussions because I am told that some of the computers that are used in the communities are not Y2K compatible.

It is a little bit more complicated than we thought it would be so we are in a discussion right now with Sustainable Development about the time frame of the transfer and the direction of the government with that plan.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Just a couple more questions regarding the Ministers' opening statement. He had also indicated in there that the department uses publicly funded day care centres. I am just wondering Mr. Chairman are the day cares under this departments' jurisdiction or would they fall under a different department. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. I am not completely up to date because it was a federal program before. For those details I would like to ask my ADM to answer that.

Chairperson: Go ahead, Assistant Deputy Minister Levi.

Ms. Levi (interpretation): Thank you Mr. Chairman. The child care program which we adopted from the GNWT, we are administering that at the moment as part of the Department of Education. This is a year to year program and we are administering it up to date.

Some of the funding for start-up costs comes from the federal government, and we are responsible for administering the licensing of these facilities. Thank you.

Chairperson: Thank you. If you have questions or general comments, you should indicate now because I only have two names listed. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. There is one more question and then a brief comment and I will be done on the opening address. In there the Minister indicated that Arctic College will be moving to Rankin Inlet in the fall pending budget.

I am just wondering if the Minister could maybe clarify what he meant by that. Thank you, Mr. Chairman.

Chairperson: Which one of you will be responding. Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. We have not been able to find funding to do the transfer. We are still in the process, I would like to have the Deputy Minister explain further.

Chairperson: Mr. Moody.

Mr. Moody: Thank you. There is an expense associated with the move to Rankin Inlet. The exact number of people that Arctic College wish to move is being solidified, I understand in the next few weeks, from recent conversations with the President.

Then we will look within our budget to see if there are funds to assist the College with that. In the normal grant that we provide to the College there is no monies for that, it is a special one-time item.

We have to attempt to find that. The first step will be to solidify the numbers, which we are advised will be in the next couple of weeks, and then we will look for the dollar amount.

So I think it is fair to say at this time that we can't say for sure when that move date might be. Thank you.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Just a final comment before I pass the torch on to whoever else is next. Mr. Chairman, I learned that Nunavut has the highest pupil teacher ratio in Canada, Mr. Chairman.

I really sincerely hope that throughout our questions, our concerns and towards this education of our youth over this afternoon and while the department's here before the committee can help identify ways and issues to help resolve that and I look forward to further question with the department staff and the Minister, Thank you Mr. Chairman.

Chairperson: That was just a comment. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you Mr. Chairman. First of all, my question regarding Education will be that when the GNWT was still in place I seem to recall that there used to be a program that enabled older students to go out on the land to be trained in traditional land skills.

The older students were able to go out on the land with funding from the Department of Education. These funds were for gasoline etc, but that program was phased out. I wonder what the position of the Government of Nunavut is about reinstating these programs. I wonder what is happening with that program, I saw it before and it was very beneficial, Mr. Chairman.

The students were able to get hands on training through that program and I think it was valuable for the long term education of the young people. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. We are always experiencing a shortage of funding in traditional programs. We tried to divide up the funds for in school instruction and also for traditional land skills and traditional clothing education.

We tried to divide funds which were already short and we have continued with these programs in spite of the cuts. We tried to consult with the Inuit to see if that should be part of the program. I think this is one of the areas that we will have to review and revisit as a new government. Looking at what has been adopted from the GNWT whether this should be part of the in class instruction.

We will have to look at the funding for these types of programs again, but right now we have been turning the funds over to the Divisional Boards and it has been up to them to decide how to use those funds.

Chairperson: Thank you. Another question. Mr. Puqiqnak

Mr. Puqiqnak (interpretation): Thank you for the Ministers' response. I feel personally that these types of programs are very valuable to the well being of the young people. We also have these people at the local level who are able to instruct the younger people.

They are able to provide proper instruction in the community and for whoever is out on the land. Being from the north sometimes we have 24 hour darkness and it is only when we have longer days that the young people are able to take advantage of these programs. We have a unique situation in the north where we experience 24 hour darkness and our children have to experience many hours in the class rooms.

That erodes the ability of the young people to survive out on the land. This is just a general comment Mr. Chairman, I have another question that I would like to ask.

Chairperson (interpretation): Mr. Puqiqnak go ahead.

Mr. Puqiqnak (interpretation): In Nunavut, we see that being a parent with children who are still going to school, that is so in all of Nunavut, in legislation when you become sixteen, their situation changes and once they start going to school late they can be expelled from the school. This seems to be the legislation and the Department of Education.

These did not come from any of the Divisional Boards or school boards but as you know, Mr. Chairman, we consider our children even if they are sixteen or over, we still care for them as we do younger children. Once our child is sixteen there is much more flexibility before they are sixteen but after that they are treated differently.

There is a requirement that they go to school until they are sixteen and then after they turn sixteen they don't care any more and they are no longer required to be in school. It is no longer mandatory. I wonder if your department can look into this some time in the near future in the new government. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. The school and administration of Education cannot be running the lives of our younger people and our children, but it is only up to the parents if they want to take advantage of the education programs, in order for the children to get a free education.

There is legislation administering that which requires mandatory education up to the age of sixteen because these young people are not yet able to make decisions as to exactly they want to be doing and what kind of careers they want to have. In Inuit society, even when they are older we treat them as children, and that is why our department is trying to prepare to work with parents on what their requirements are. We want to work with the parents.

The Department of Education is not a parent on its' own and should not be working on its' own. As parents we have a responsibility towards our children, to provide for them, not just in education.

I think that is always going to be our focus and I hope that at some point in the future, and as I have already said I hope that the Department of Education and our local education councils and parents will work together to prevent their children from just dropping out.

When we decide that stay in school programs are going to be our first priority, parents will have to know what their responsibilities are towards their school age children and that there be programs available that address all areas of Inuit society.

As I said I want to work with my fellow MLA's, community's, local education councils, so that we can address those concerns about stay in school programs and how important education is.

Chairperson (interpretation): Go ahead, Mr. Puqignak any further questions. Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. Mr. Chairman one of the concerns that I have and I am sure most of the people around the table also share, is the fact that we have such limited capital dollars to deal with. I believe that the numbers for this year are 6.4 million dollars in the capital budget.

Most cases that would just barely build a new school. In my home community of Arviat we have probably one of the fastest growing communities in Nunavut, with approximately 80 – 90 babies being born each year, a population of approximately 1800 people, we have an additional 62 jobs that are associated with the decentralized model that are coming into our community and 27 of those jobs are in Education.

Given this growth in this community, and of course in a lot of the other smaller communities, can you speak briefly to how we are going to deal with the capital needs over the next few years, not only for my community but for the other communities also.

Chairperson: Which one of you will be responding to that. Which of the witnesses. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. (interpretation ends) Yes that recognition is a very, very difficult one to come to right now, but the department, in my opening address also has stated that there will be a requirement for capital plans beyond five years.

We will have to make capital plans that reflect the growing population of Nunavummiut, for example, Arviat. I think after this year, after the initial decentralization program that we will have a better handle on exactly what the population growth of the children will be.

I think that will stabilize and it will be better for predicting or forecasting capital requirements for different communities. We also have to note that the competing capital requirements are housing, this is important, schools are one of the other infrastructure that are required for running this government and the Nunavut Territory, so school is one of those priorities that the government has but we what we will have to do, is when we are prioritising as the Nunavut Government or this Legislative Assembly, we will have to recognize what will benefit the future the most.

How do we reduce dependency on the government in the long run. These will have to be looked at. I don't think this government can afford to do a long term band aid of the problems, I don't think we can afford that. We tried that with the GNWT and it didn't work very well. We will have to have a better handle on forecasting what the population growth, especially of the children are.

Chairperson (interpretation): Thank you, Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairperson, does the Minister have any idea at this point time , as to roughly what they'd be looking at in Capital Dollars even next year, one year away from now.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman, looking at the history of the requested or required capital dollars for education in the past; it has been approximately fifteen million dollars. But that does not mean that this is a total requirement.

Because since the high school introduction in the communities the requirement also have increased and there may be other requirements in the education field , for example;

If the Legislative Assembly and subsequently the people of Nunavut are given additional funding to do Cultural inclusion program there were some comments from other members that the desire to certify those cultural instructors as regular teachers teaching regular hours like any other teacher.

If that is adapted by this Legislative Assembly then the requirement will jump significantly. So it's not, until such time Legislative Assembly directs the Government and ultimately the Department of Education then we will have to use the status quo for next year.

Chairperson (interpretation): Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. Just a brief question. I would like the Minister or one of the staff to tell me of the 27 jobs that are ,I guess , they're going to be in place for my community. When can we expect those jobs to be in place fully filled in my community.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: We're still filling them now and although some are still working at home because there is no office space but for the completion we'd like to fill them all during this fiscal year. Thank you.

Chairperson (interpretation): Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. Mr. Chairman is it fair to say that the tie-up with these jobs been filled is the fact that the office building is not available at this point and time? If that the major factor for the delay?

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman , that's a little bit of detail but I'd like to have my Deputy Minister to answer that.

Chairperson (interpretation): Mr. Moody.

Mr. Moody: Mr. Chairman. We have been progressing to fill those position regardless of the fact that the office building has not been finished. The initial hold-up was the fact that there was limited funds to hire new staff in the fiscal year that we just ended.

But we have now hired and we have four people in the Arviat operation here place today and in fact three of the individuals are here on in-service in Iqaluit this week. They are currently either working from home or have just acquired with the co-operation of our department, Department of Public Works a housing unit which was vacant for temporarily using that as office space.

We are currently recruiting for additional positions for Arviat. So regardless of when the building will open we will actually continue to recruit. It is unfortunate that it is not open today but we're not letting that hold us up. Thank you.

Chairperson (interpretation): Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. Can the Minister tell me, I've been through the building, a few weeks ago when I was home, and it looked fairly complete to me. What is the tie-up and when can we expect to move people into that building. Thank you.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. It looks complete even by telephone, but can't telephone there. Telephone , fax those kind of equipment, essentials are not complete but I'm told that they would be completed by after 1st of July.

Chairperson (interpretation): Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. Just second part of my question is it fair to assume that after the phone systems are installed that at that point we can then more people this new building?

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. Yes, we hope that by after 1st of July then we will start recruiting as much as we can get in those competitions and transfers etc. etc. that we would like to have that done around that time. Thank you.

Chairperson (interpretation): Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. This is my last question, comment. The 27 positions that are earmarked for my community at this point and time can you confirm that there are no changes to those numbers. That these positions will be located in the community. Thank you.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: That's right, that's true, that's the number we have been told any other directive from the Government to do likewise. That's the number we have.

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

Mr. Akasuk (interpretation): Thank you Mr. Chairman. Mr. Chairman my question is about the students who have graduated in grade 12 who would like to attend university but usually there is no funding for students to attend universities. What is the status of assistance for students who liked to go down to universities. Thank you.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk (interpretation): There are different ways of sponsoring students according to the university they're attending. I would like Ian Rose to elaborate. Ian Rose.

Chairperson (interpretation): Ian Rose.

Mr. Rose: There are a number of programs that can we use. For most students attending southern university receiving a funding through the Student Financial Assistance Program.

Students would apply to the Department for their funding depending upon whether they are a single student or a student with dependants their level of funding would be based on that scale. Thank you.

Chairperson (interpretation): Mr. Akasuk.

Mr. Akasuk (interpretation): Thank you Mr. Chairman. I have another question. I don't know if it's directly involved, if the department is involved, usually they use training programs or carpentry or plumbing and they usually go to the West to get that kind of training. To have that kind of training in the communities would be very valuable. For the communities that did not receive any decentralization I was wondering if you would

make that kind of training in the communities so that it could be, that kind of education and training could be made available to Nunavut for certification. Thank you.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes. The trades programs such as training for carpentry, plumbing, electrical or mechanical training or for teacher training programs if there are many interested people in Nunavut we would automatically have to start considering if we need that kind of training centre in Nunavut and for the communities that did not receive any decentralization like the smaller communities.

If they requested we would consider that also but I don't want to say that Department of Education alone cannot resolve this and the Government themselves cannot resolve this we would have to work together and review this and to review which community would be the best appropriate community to have that kind of a centre. Thank you.

Chairperson (interpretation): Mr. McLean , you're up.

Mr. McLean: Thank you Mr. Chairman. I going to go back, I try to keep to 10 minutes, but I might get carried away here. It nice to see everybody here , armed and dangerous with paper. The Capital Planning process has been involved in DEAs and Regional Education Authorities for the last decade. I'm going to do a bit of history here because we all have a tendency to say in Kabluna talk that *history repeats itself*.

And I'm hoping now that its Nunavut that history won't repeat itself. The past Finance Minister negotiated our formula finance agreement with the thought of decentralization in mind. Unfortunately when he was negotiating with the Federal Government on decentralization in foreman financing agreement he must have been asleep in regards to Capital Projects.

I go through the wish list from the Department from Bob Moody and there is something like 16, 17 school extensions or renovations planned in the next 3 to 4 years. I'm just throwing a ball park figure out there because all renovations in new buildings are different. Conservative estimate is that we're going to need close to one hundred fifty million dollars. That's just my estimate.

And like I say they're conservative. To get Nunavut up to where it should be for our booming population that we hear so much about. So you have momentous task on your hands to find one hundred fifty million dollars for school facilities alone and that doesn't really take in the adult education facilities.

Our Capital Plan this year is fifty five million dollars total and I think there is ten million dollars for schools. So the plan ahead of us and with our Finance Minister at the helm we've got a monumental task ahead of us in regards to putting in schools at communities that deserve them. Now in the past, it wasn't necessarily the case in the region that I live

in. That schools were given to communities in need, in dire need. It was done on political will, just before election time.

A Member: Name one.

Mr. McLean: Exactly, and I don't want to pick on another community or anything like that. But Rankin Inlet has a school that was built as a regional high school. The Mani Uluyuk School with the capacity of 451 students and it has 185 in there. The Leo Ussak Elementary School was built for the capacity of 374 and they have 255.

And being on the regional education board I fought tooth and nail to have a capital plan equitably and fairly in the region and they turned around and built a middle school in Rankin Inlet.

So I think their capacity in Rankin Inlet is 30 to 40%. Where as I know if we went around to the other schools in the region the capacity is anywhere from 85 to 120%. So I'm getting back to standards and criteria in need. And in the government in Yellowknife always didn't have the true figures of what populations were in the school, because I watched it and studied it.

I said we had this many kids in the school from actual counts and calling the nursing stations and seen what kids were there from year age 1 till 5 and the we'd get the bean counters from Yellowknife or we would come to the Keewatin once every 5 years when there was a free ride or they had booster air miles up and say oh yeah I was in Baker Lake or I was in Chesterfield Inlet or Whale Cove once and our figures say that you only have 70% of your numbers.

So I'm hoping when this department was closer to the government or closer to the people its going to be a little bit more flexible and really put schools in renovations in places they need them. And being member of this government and seen what happened in the past I'm going to keep this government to it. I really am.

If a school needs to be built in a certain community it should be built there. If a renovation has to be built in a certain community it should be built there. They shouldn't be built at politicians whims as they were in the past. I'm not blaming you guys this is new. We're all in this together and I'm going to see to it. So when I do my 10 minutes let me go but I want to go into other things.

The school populations right now in the Keewatin there was a 15% influx of students into the Keewatin schools this year and the funding was status quo. So 15% of 2,200 students is roughly 300 so the important of the finance, I should have been at least 15 new teachers hired this year. I know you guys are dealing with the budget and I know we're all concerned about education.

But the fact of the matter is, and Mr. Tootoo alluded to it, we have the highest student teacher ratio in probably North America. And probably, and I'm not taking anything

away from anybody but probably with the most inexperienced staff. Not in all cases. We've got some very qualified staff but the pressure on the system and I go through the school in Baker Lake numerous times a week because I have two children going there I've picked up and I watch how dedicated teachers are and how hard they work.

Just try and keep semblance in that classroom in trying to maintain an education level that we come to expect because I know as parents we all concerned that our kids get the best education level.

And I know we're looking at the poor Minister of Finance there and we're saying we need for money for education. We all have to live within the means, the means of we all have to live within the means and what I'm saying, I'm hoping this is going to change over the next year.

You said you're hiring 17 new teachers, I'm hoping you're going to put them in communities that the student teacher ratio need them the most because I can agree on that. Bussing, we inherit this bussing policy from the west. This bussing policy was formulated in the west based on whatever.

It was based on their climate. They would give us a certain amount of money to the Divisional Board in the Keewatin for 4 months of the year the 4 coldest months. Well, the 4 coldest months in Yellowknife or Hay River are not necessarily the 4 coldest months in Arctic Bay, Iqaluit, or Baker Lake.

We went to the point where we hosted bingo's and did fund-raising to make the bussing schedule fit the needs of the community. And we fortunately were successful in paying enough money through fund-raising, binges, and through our contribution for Regional Education Council to provide bussing year round.

But bussing over here we found in the Keewatin is not really a privilege or a something to have, a frill, it's a necessity because there is a, you know in places like Chesterfield Inlet, I think the reason they had bussing there was because of polar bears.

You know it could be a threat and we heard in Arviat there wolves in Baker Lake, foxes and stuff like that so I think there should be a bussing policy formulated to reflect the needs of Nunavummiut.

Inuit Educators; I've been they've been sadly neglected in the last 7 or 8 years. I was really, really put out 3 or 4 years ago when an individual from one of the organizations over here was running round the Keewatin say that they had 40 million dollars over, it wasn't Department of Education official, it was somebody else, in one of the organizations.

Saying that they had 40 million dollars to train people to work in the Nunavut Government at various levels of management or what ever, what ever, what ever. And he

had the nerve to come to a regional education meeting and say well its not their to help the Inuit educators.

And I'm going what are you doing at this meeting. Well, its just to advice you so you can advise your high school students and other people in the community. And I says well, what about a classroom assistant that's worked in a classroom for 10 or 15 years, taken a TEP course, got here B. ed. and you know they' re committed, they're committed 15, 25 years in education system and then money comes out for training people in Nunavut and they're not eligible for it.

Like to me that was injustice, terrible injustice to probably the most committed group of individuals in our education system and like I say again there are certain number of dollars going around.

When I was hoping he was Minister of Education if the Federal Government is going to dump 40 or 50 million dollars into Nunavut for educating people for Management positions and other various positions in Nunavut we'll look at the backbone of our education system which is the educators.

The more help they have the better our education system will be. And I'm sure you'll look at that Mr. Minister because I know you're involved in education and is concerned about it as I am. Your staff; I've known Mr. Rose for 30 years, I remember Murray Horn when I was a young lad, and I've know you, James and I really don't know Carmen Levi that much...

Chairperson (interpretation): Mr. McLean, your time is up. You may ask another question. Or you can ask another question to you and ask if you can have general consensus in order to go over your time. Proceed.

Mr. McLean: Thank you . Mr. Chairman and my fellow colleagues. I'll end it right now. I just want to see more people out in the field. We're supposed to be closer to the government. I'd like to get Mr. Rose out in the Keewatin.

Murray used to live there. It helps being in a region, in the Keewatin, where the board office is in the community. But the biggest complaint from the staff was they never saw the staff of the board office in their school. They were always out travelling around. That's it. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you. Did you want to make a response? Mr. Arvaluk.

Hon. James Arvaluk (interpretation): I know exactly where you're coming from. I would also like to thank him. I'm sure that we will not want to repeat his traces because of the inconsistencies and so on. So right now I would like to be very open. We'd like to look as how we can improve the education system, openly amongst ourselves and we will

also have to realize that there is a limit to the money. So we have to use, look at how we can best use our money effectively for the people of Nunavut. Thank you.

Chairperson (interpretation): Do you have another question Mr. McLean? Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you Mr. Chairman. His opening remarks yesterday, he said that he would like to see education closer to the people of to the communities of Nunavut. Can you clarify that point.

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

Hon. James Arvaluk (interpretation): The Arctic College. I think some people think that Arctic College is here in Iqaluit, Ft. Smith, far away and it's something that's foreign to the people of Nunavut. I can use an example of Arctic College ETEP students.

They're taking their training at Arctic College but the Arctic College is community based. There is graduation in Coral Harbour and Igloolik they don't necessarily have to go down to Iqaluit, they can take their training at home and they think that headquarters or the Board of Governors and President are sitting way up there somewhere; unreachable.

That's the perception that the people have out there. So I would like to get Arctic College a little bit closer to the communities so that there can be dialogue between the people and Arctic College and the Board of Governors for example. Those are the ideas that we have.

Chairperson (interpretation): Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you Mr. Chairman. There are some students who take heavy equipment operator courses in Ft. Smith and heavy equipment mechanic, apprenticeship programs do you have any plans on setting up trade school over here in the Nunavut area? Thank you.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Yes, that's a part of, it's a part of what we're doing now. A lot of people go to Ft. Smith to take the heavy equipment operator courses and trades and also there is also a mine in Nanisivik and I believe there is one opening in the Keewatin area.

So we have to be prepared and get workers trained and also more and more people bidding on contract services providing heavy equipment and operators and I think that there is going to be more and more demand for those types of workers. So we have to get planned ahead so that we can put people into those into the provision of these services. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Nutarak .

Mr. Nutarak (interpretation): It's not a question but it's regarding the Arctic College that's in my home community. It's very, very small and it seems like nobody's given it a second thought so the Adult Education for the Arctic College in Pond Inlet has to be renovated.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Okay we'll look into it.

Chairperson: Mr. Nutarak.

Mr. Nutarak (interpretation): Okay, my last comment. Yesterday in your opening remarks there was twenty-six point one million dollars I believe. I'm sure were going to talk about it when we get into the Main Estimates. Do you give out those monies on a per capita basis or how do you, what's the formula.

Chairperson (interpretation): Any one of you. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): I have exactly no idea how its set. It's on a per capita basis. I'll get our Assistant Deputy Minister to elaborate on this.

Chairperson (interpretation): Ms. Levi.

Ms. Levi (interpretation): Thank you Mr. Chairman. In regards to the Income Support, the regulations are and policies are dealt with by the Sustainable Development and we handle the operations portion. Some of our employees work through the hamlet councils and some through our departments. The community's are given a PYs .

There has been no change in the salaries and benefits. Even if they are working under the Hamlet Councils, the same rules or policies apply. Also when money is given to the communities, they are given the same amount as they use the previous year, so that is how the money is given out to the communities.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: I forget the name already. Ikupigvilirijikkut, when we were talking to Sustainable Development, going back to those comments, if an employee sees about 2 thousand clients they are given one full time position and if they see half then it's a half time or casual position.

If they do more than service clients, we are also looking at whether they could also be there to provide employment services. Mr. Kilabuk and I are discussing this right now, I am not saying that this is going to be the case but we are exchanging ideas on how we can improve the system for Nunavut.

Chairperson: Thank you Mr. Arvaluk. Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you Mr. Chairman. First of all I would like to make a comment about the provision of buses in the communities. I believe that is a concern all over Nunavut. We do have a bus in Sanikiluaq but it cannot be used for all the students.

Some of the people bring in students with skidoos and other modes of transportation and I believe that it is like that all over the communities. A man will bring his kids to school first instead of going out hunting or delaying their hunting trip so that they can bring their children to school.

It is more of a comment, but my question is in regards to the DEA's. It has been quite a while now since they had to use the money for specific purposes. I would like to know if there is going to be money given to the DEA's that they can use at their discretion. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. We do have a policy, maybe Ian can elaborate on it further.

Chairperson: Mr. Rose.

Mr. Rose: Thank you. Again, as I said earlier, the funding formula for the way schools is calculated, the funding formula is an allocation formula. So the money is calculated and then given to the DEC's. From there the money can be reallocated or re-profiled within the DEC's or reallocated to other schools.

So if they are high in one area, they can move money from there to another area where they are low. So they can move it around. So there are not set amounts for set things, they can move it around, re-profile it, they can move it over.

The Department does not take money back from DEC's, it allows them to move money around so if they are high in one area it is not taken back it is allowed to be move over. So monies can be moved around and re-profiled within the areas.

Chairperson: Mr. Kattuk.

Mr. Kattuk: I guess I was misunderstood somewhere. I was trying to say that in the past the Education Authorities in the communities used to pay their employees within the community but in the past that authority was taken away from them to the Educational Board in Iqaluit.

I think what I am saying is that in the future will the communities have that authority again to pay their employees, or the people that work for them in the community. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. This issue you brought up, is being negotiated and we are still in the process of reviewing all of those, whether they can be given the authority to do all those things. Thank you.

Chairperson: I have two names here on the list and one member is allowed ten minutes, would you like to take a break right now or would you like to go on. Okay, let's take a five minute break.

>>Committee recessed at 2.38 and resumed at 2.54 pm.

Chairperson (interpretation): Thank you for returning to the table. Right now Mr. Iqaqrialu has a question. Mr. Arvaluk, you raised your hand first, you may speak.

Hon. James Arvaluk (interpretation): Ms. Levi has to go to Gjoa Haven tonight so I had to get a replacement. This is Murray Horn, who deals with capital and especially finances, and Phoebe Hainak is also here. I would like to welcome them.

As we mentioned earlier we have an employee from Arviat, Ms. Joy Suluk, she is the Nunavut Education Development Officer. David Freeman, information officer for Adult Education Programs, and Nancy Highland is also a manager. Thank you.

Chairperson (interpretation): Welcome to the meeting. We can start Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. I am glad you have your staff with you. First of all I would like to make a comment in relation to my community. At present we are above average in looking at the population of Nunavut, Clyde River is the highest rate of students on a yearly basis.

Because of this I would like to request more funding for bussing services for my community. I know that there are a number of people from my community who would like to attend university or secondary education.

I would like to request that Clyde River be a community base for Arctic College or for a university for the future.

The funding that is designated for secondary education programs are usually managed in Iqaluit so it becomes cumbersome for the small communities. I was wondering whether that will still be the case. I will raise another question after you respond.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): I noticed two questions but I will answer the first question first. I would like every member to know that we will not be dealing with these kinds of issues alone as a department. We will be consulting the appropriate agencies and the regular members as well as the whole education system.

If we are going to hire upper level or middle level management we will have to pick the appropriate candidates to fill those kinds of positions, furthermore we have adopted programs that have been adopted from the GNWT to the present government. At this moment we are assessing all of those programs and policies. After the divisional boards are dissolved then we will be able to give more authority to the community education committees, so they would be able to make decisions that effect them directly.

So in that manner we will be hiring appropriate people for the positions in the communities. Thank you Mr. Chairman.

Chairperson: Thank you. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. I believe that we will be consulted appropriately and you will not be making decisions alone as a department.

For the longest time at present the students when they are attending Arctic College or University they have to make essays and when they are drafting their essays they have to consult with the elders in order to understand certain parts of the knowledge that they are seeking.

Perhaps the elders that are being consulted as experts, perhaps they should be hired as expert consultants by Arctic College, in Nunavut. I know that we can make the system better for the people in that manner. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes, I know that not only the divisional boards but also Arctic College, and the government of Nunavut will be using traditional knowledge, the experts more and more and I know that the Department of Sustainable Development, is also working on this.

So during our review we will be developing a streamline, a baseline to pay through contract, perhaps we can hire the Inuit consultants. We still have to review those areas and we will be doing them more in the future.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): I understand what you are saying but the teachers have to have certification or a diploma in order to teach elementary or secondary levels. I know that in the future Inuit teachers will have to get more education.

When the teachers don't have diplomas, even though they have more experience they don't fix their income appropriately and it has effected the staff in the Education system.

The morale of the staff have been impacted by that. When you hire an Inuk for example who has completed University or College down south, because they have been away from their home and their culture for too many years, while attending schooling they have to be taught again. It seems that this issue will have to be dealt with while you are doing your overview, since up north everything is very expensive and staff have to be paid according to their experience and according to their education.

Even though they are paid appropriately the higher costs of living makes everything too expensive. I will ask this question again.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): This will have to be clearer to the people. Individuals who have completed their schooling, when they have BA's or diplomas, they are formally recognized as being educated. For instance the same thing as trade school, we know that even though they have completed their schooling they don't know how to read Inuktitut.

They cannot teach in Inuktitut, so because they are being taught in a very specific area. I know that Inuit elders, experts from Arviat have been recognized for being consultants and from their experience they are now being recognized more and more and we would like to see more of this happening in the communities.

Even though they have teachers' certificates or diplomas it doesn't mean that they are qualified on every aspect. They are taught how to teach and for instance, it depends on which programs they are taking. It can be extended into whatever areas they are taking. Thank you.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Speaker. I was more concerned about the wages that are being paid to classroom assistants and others who are not certified. Are you going to be looking into that as well.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Mr. Chairman, I don't think that I said a certificate or a diploma has nothing to do with the wages that are being paid. People are paid according to their qualifications and in their specialized areas.

We will be looking at that and would like to finish that in the not too distant future. That is one of our targets to review all of these areas and we'll be consulting with the MLA's and members of the public when we are doing the review.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. I am glad to hear that. Those of us who have not completed grade 12. But grade 12 levels are now being offered in the communities, and even though these people have graduated from high school and we are glad to see this, even though that is the case it becomes obvious that they need to get more education and many of them are unable to get employment even after getting their grade 12.

I think that we need to communicate to the people how important it is to go beyond grade 12 because they are not trained to take on jobs. I think that people are finding it a disappointment that after spending all of these years getting your grade 12, they are still not able to get employment.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. Yes, grade 12 is often the minimum education for getting employment. For example, this is a basic curricula that teaches you how to do basic math, basic reading and writing and it is only in preparation for getting a higher education which will enable you to take other training.

Also those people in the smaller communities particularly, are not prepared to go to higher education such as universities, even though they are in high school they are not prepared for post secondary education. If they're going to go to a university there needs to be a program to bring them up to par to prepare them for entry into Arctic College or a University in a southern institution.

They have to have a certain level of math a certain level of English programs. Let us remember that what we have learned from our parents was hard. That was an education in their own way and we were taught to survive in that environment.

When we completed our grade 12, we were already educated in our own way, so many of the Inuit who were educated at that time, and took the traditional knowledge along with them were able to obtain employment using their past experience. What we are seeing right now is students even though they have grade 12, their basic knowledge is only what they have learned in the classroom.

Because we are working people, we are not teaching our children as our fathers and mothers did when we were children. So we have to say that, and telling our children to get their grade 12 so that further education will be available to them, either through the college or through the University.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. Those people who graduate grade 12, we are very proud of them today, but the Inuktitut training is still important and when you are experienced outside of the community education there has to be funding outside of that education to incorporate traditional knowledge and on the land survival skills as part of the curriculum.

These are essential to survival in the north and by incorporating the present curriculum along with traditional type programs they would complement each other. I will stop at this point but I may have another question again later on before we are finished. Thank you Mr. Chairman

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): I don't really want to respond to that but I would like to assure the member that when we were given this amount of money there was hardly any money for cultural inclusion programs. There was no curriculum's set up for that time slot that the schools were funded for.

That's why we have to review what should included in there and what kind of specialized people we need to teach that probably in our department. I think Nowdlak and other people working in that area, we'll have to careful look at that and stop calling these cultural inclusion programs.

Rather this will be more like a Inuit Qaujimagatuqangit, IQ programs like on the land skills and knowing how the weather is, ice conditions, how to process wildlife, and maybe college program traditional knowledge education.

To look at other ways that why we have such a high rate of suicide and why people have change their life styles, I think these can be a part of the social studies program. I think that we need to look at the curriculum in the schools how we are going to fit in IQ this use to be a called a inclusion program but nobody really knew what was going to be included in our program, but we are aware of that.

The younger generation for example are like commons age group for example people like Elisapee A. Rose or Nowdlak, they continue to develop curriculum for literacy or written materials to be used in the schools. We would like to look at those kind of programs, so that it will be better to fit in those kind of education opportunities in the school curriculum.

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

Mr. Iqaqrialu: (interpretation): Thank you Chairperson. I don't have too much left to say, but I'm very happy that we'll be working together to get the university in my community. Thank you Mr. Chairperson.

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

Mr. Alakannuark: (interpretation): Thank you Chairperson. My question is specifically about students who started as young children when they were 5 years old they are require to start school and they go up to grade 9, that's our level in my community.

Then they have to go away to go to school to take advantage of higher education and they can no longer use the educational facilities in the community even there still going to school. They have to relocate to another community and because they don't want to leave their parents and even though there no longer young children, but they still haven't obtain their grade 12, there unwilling to leave their parents.

I think we all know, I know how hard it is when you have child is going who has to be outside a community to get higher education. I know that it's very difficult to keep that student in school and I have experience it myself. It's difficult because that child is mine and that child is home sick, it's hard to see.

Some communities still don't have a grade 12, my question is what are you doing or what can be done to have all the communities grade 12 available in their schools. Thank you Mr. Chairperson.

Chairperson: (interpretation): Thank you Mr. Alakannuark. Mr. Arvaluk

Hon. James Arvaluk: (interpretation): Thank you Mr. Chairperson. One of our goals at the department of education is for all of the schools in all of the communities, should all have grade 12 level, in the near future that's our long term goal, but the only thing that has been deter mental that is funding.

When the GNWT started putting higher grades in the communities, if you still don't have grade 12 in your community, we will want to know which communities are and we'll want to know how many are in grade 12 or grade 10 so that in Pelly Bay they only have up to grade 9.

Will how many students are enrolled in the grade 9 program if there 10 or 20 then if there's 50% or 60% of them are going to be able to finish grade 12 in that community or maybe 60% would be able to complete grade 12 and we have to look at that what the percentages are because the only problem we have is having adequate funding for grade extensions in the communities.

Chairperson: (interpretation): Thank you Mr. Arvaluk. Mr. Alakannuark

Mr. Alakannuark: (interpretation): Thank you Mr. Chairperson. I've been hearing that for a long time, the teacher's who educate our children and if the children are unable to attend school, it was responsibility of the parents to make sure that their children go to school.

The parents can be charged if they don't send their child to the school, I didn't know about that before, so I got very scared when I found out. If your child under the age of 16 doesn't go to school the parent can be charged. I've been hearing this for sometime and I think that was in the legislation.

Now are you going to be reviewing that, I don't think it's fair when you have to be, you know it's not an incentive to charge the parents to make their children to go to school. Now are you going to be reviewing that legislation. Thank you Mr. Chairperson.

Chairperson: (interpretation): Thank you Mr. Alakannuark. Mr. Arvaluk

Hon. James Arvaluk: (interpretation): Thank you Mr. Chairperson. This is going to be up to the legislature when we were working on reviewing our legislation to make it more for the people and how we can incorporate initiative for the parents to keep their children in school. I think that once that is decided by the legislation will have to obey it. Thank you Mr. Chairperson.

Chairperson: (interpretation): Thank you Mr. Arvaluk. Mr. Alakannuark

Mr. Alakannuark: (interpretation): Thank you Mr. Chairperson. Those are the only questions I have. Thank you very much for answering my questions

Chairperson: Thank you Mr. Alakannuark. Mr. Tootoo

Mr. Tootoo: Thank you Mr. Chairperson. Mr. Chairperson let's begin with a bunch of general questions in reply to the Ministers' opening address. I'd like to take a moment to touch on concerns, I guess a grave concern that I have and not pointing any fingers or anything like that or any of the staff, any of the teaching staff we have in Nunavut. I honestly and truly believe over the last number of years the entire education system in North has been a victim of cutbacks .

That have as a result, what's happening as a result of those cut backs is the fact that our children, the children that we need trained adequately to do the jobs that we were going to want them to do in the future, are not being given a level standard of education that they deserve or that they need.

There is a large concern out there that just for education system, it is not up to standard in Nunavut, currently prior to that in Northwest Territories, so it's not a new topic, it's a huge task that you guys have to deal with.

It's something that , I think it should be the most important priority for this government is to look after our future and the future in our kids and as in basic education that they get in order to be able to go on, to university, to college and be able to come back and do the jobs that we were going to need them and want them to do in the future.

Mr. Chairperson, some of the things that really alarmed me is like I mention earlier, the fact that Nunavut has the highest student teacher ratio, now I believe I can be corrected if I'm wrong is that the majority where that is in the elementary level. If you were to take a snap shot or the strictly the high school I would imagine that there's a drastic cut in the number of students, that flow from in to the primary into the high school.

To me there's got to be a reason for that and from the discussions that I have had with people, over the last number of years. The kids that are in the elementary system are being moved ahead just out of courtesy to move them up instead of keeping them all in there so that the level, they're not getting education, they can be pass on to the next grade in the elementary levels.

Once they hit the high school levels you have to meet basic requirements and a lot of those cases were seeing the drastic drop outs as a results of students who are not prepared and do have those qualifications. Mr. Chairperson I know , I was made aware of individual as an example of the system and again no faults in my whole thing and I'm not pointing out to any body, but just to try and point out the need is that I know I heard of an individual that graduated from high school here in Iqaluit that was a literate.

A really question the fact the system that we have right now, I think there needs to be a fundamental change in the way we deal with it. I understand that I know from when I was in school there was program funded so students had an opportunity not only to participate in the academic not all people are academics.

You know not everyone's cut out to be a academic person, there are a lot of people that are very talented with their hands, working in trades, once those programs were eliminated out of the schools, that segment of our populations our youth have no longer been given the opportunity to have the exposure to those to experience in school.

What happens is those are the people that there not handling the academics stream , they drop out and they become a burden on the social system where in the way it use to be we had program funding and people had exposure to that those people can go through and have in the past become trades people in those different areas.

Very productive in society but without been given that opportunity there not being given a fair chance, there's other things that I know that another member talked about where was a Inuktitut programming, that has been again pointed to as a contributing factor to this and you know it's not again the fault of the teachers.

The teachers out there are doing very best with what they've been given to work with, what they haven't given the resources they need to do the job properly. In education there is no curriculum development any of the teachers from my understanding is they develop their own curriculum, there's no high school curriculum development in Inuktitut, I don't even believe there's very much done in the past grade 4, grade 5 that it is used in the schools.

Mr. Chairperson , I believe if this government this department of education is serious about making Inuktitut our working language in Nunavut it needs to prepare our youth to be able to do that and that means developing curriculum that is at the same levels, at the same standard as an English and I think that English needs to be brought up so that student should be able to go from school in any community in Nunavut to equivalence anywhere in Canada and be at the same level.

Right now I would guess to say that the majority of the students who had graduate out of the North are not at the same level, they would have a very, very tough time moving into post secondary education system.

There just not prepared to do that until we do something about that and I think again were the ones that are going to decide that, is we need to do something about it, we need to increase a level of education, we need to take a real hard look in our future and where we see us going.

We actually do something and just talk about this is being an issue actually provide the resources to make it happen, it never will happen and so I'm just trying to say this is so that the staff don't feel that I'm pointing any fingers or any blame at them and any of my questions that I have is a general thing I know we have to deal with if were ever to succeed in the future and change we do have the brighter future. Thank you Mr. Chairperson.

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

Hon. James Arvaluk: Thank you Mr. Chairperson. There are some very good comments I will be demanding true reflection of the past experiences with the educational system. The previous cut backs that resulted over crowding in the schools as a result that the students can't do as well as they should have.

These are the reflections were going to have to look at as a department and if that's the case and we will have to find ways and means to improve that because again it would be the students who will suffer the end result of that.

But keeping in mind that the total budget of the government is not very much, I mean it has to be spread out with different programs and services of the Nunavummiut, I believe some of them will not require.

Big increases in dollars to improve them rather try to find most efficient way of making those programs and projects and services work better.
That part too will be looked at the same time so I will need available MLA to work with me.

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

Mr. Tootoo: Thank you Mr. Chairperson. Mr. Chairperson I think I'll leave those as general, when we get into the specific of the budget ask some more question at that time. Thank you Mr. Chairperson.

Chairperson: (interpretation): Thank you Mr. Tootoo. Iqaqrialu did you wanted make another comments, no. Thank you any other comments Mr. Irqittuq

Mr. Irqittuq: (interpretation): Thank you Mr. Chairperson. I am very pleased that the department of education is now planning for the future because education is very important, in the past for those of us who did not get formal education, we have our parents and grandparents didn't think that education was very important, so therefore I had never received an official education.

If I did not grow up with my grandparents, I would have gone to school like Arvaluk or perhaps I would be sitting on deputy minister Levi's position, so I regret my past because of the fact that I did not get a formal education. At least I'm very pleased today that I'm able to sit here with you.

My parents or my grandparents had made a mistake , it hurts me in my heart because of the fact that I wanted to get formal education. These are the issues I'm learning a lot so I cannot go back to the past and I don't think I'll be furthering my education and I know what to do in life and I know how to survive out in the land.

I just wanted to talk a bit about the back ground, but the during the time when we were just before the election during the campaign days I think we all use education as our platform. Listening to the campaign through the media, all the members now during their campaign used education as their platform and education has always been a priority.

I am very happy, I'm pleased that the main estimates for the fiscal year 99/00, although everything in our wish list is included in the departments main estimates but I'm pleased that next fiscal year during the main estimates preparation when we are dealing with the Education Act that we will be joining in with you in making the amendment to the legislation.

I'm very glad that James wants us to work with him, one thing I have worked very hard which I will be bring forth now, I know that I will be bringing this up again in the future meetings. Nowadays, especially in my home community and here in Iqaluit that education is more stronger here in Iqaluit, if the students were in my home community they would not be able to speak English as will as the students from Iqaluit.

In the smaller communities although we are very pleased, that we are utilizing our mother tongue in the smaller communities. The smaller communities are using more Inuktitut dialect but looking at it from the other side, one of my children had reach grade 11 and I live with them and I know them, and I know that their level of education is not up to par, although they are in grade 11, but looking at that they have been taught their education level is not grade 12.

What I'm trying to say is Mr. Chairperson, I'm not trying to put down any teacher in my home community but looking at the students in my community the education system needs to be improved especially on the English part of it so that the students and a trainee or education can be up to par with other provincial.

With the other provincial education system so that they can enter the college or university level without any preparation I know that students who complete grade twelve end up going to college or universities in down south, when they go down there they have to do another enter level.

That I have felt it and seen it personally I would like to see the level of education system provided in the smaller communities improved, if I go over my time you can stop me anytime I can talk on and on and listen.

Also that's one of the things I'd like to see although it's going to be pretty hard to obtain it, but I would like to see with in Nunavut, will it doesn't have to be necessarily with in the whole Nunavut communities, but I'd like to see it happening in my community.

At this time although we say that education level is in adequate, I know my children goes to school with in the whole school calendar year, what I'd like to see even though I state that the level of education has to be improved.

The whole time my children are in school there no longer my children and it's mandatory for them to go to school, especially I saw myself I have 2 sons and one of my sons I realize that I did not help in the training, I can go out hunting, I know how to survive out on the land. I realize that I did not train my children on that aspect.

I would like to see is that we need to educate our children on how to survive out on the land as a daily, we should be teaching the students the daily survival skills, there's many students out there who do not want to be in school, we should make a land skills available, we should make that kind of training available and get a person who can teaches land survival skills with a certificate.

Also , take them out fishing anywhere and how to go out hunting and how to survive and teach them traditional skills such as fox trapping, and building snow houses, building sleds, bow and arrows, and how to make a harpoon, if the student is a female we should be teaching them hand crafts.

Many people in that age, our age we have been taught by our parents how to sew and how to hunt. The students who are of age to learn the traditional skills still don't know how to survive. We are losing that knowledge in our communities, so before we lose all of our culture, Mr. Chairman, I would like to see them revived and being instructed.

I know that your department will work hard towards that goal. Those are the issues that I would like to raise and those are the issues that I have used as a platform during my campaign. Thank you Mr. Chairman.

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

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. We cannot really respond, but I just want him to be aware that I believe that having two languages, if you know two languages it does not hinder you from using another language. As the member stated my son is in grade 11, my child, since he was going to school he doesn't seem to be using the Inuktitut language in the community.

It might be true but they don't take language arts in the classrooms but usually the language arts are taught by the parents. The only time they are taught English is how to read and write. If a student doesn't utilize his language at home the level of learning is not going to be as good.

All of us have learned how to speak English when we went to school. Once we started reading government documents or books in the library. Once this is taught in school, the first language must be taught by the parents and once you are taught you can get good at speaking in that language.

Also it is a fact that some students will have to get further entry levels such as learning basic math and English because the community high school learning program was vocational training. The local education authorities don't usually prepare the students to go to University and if the local education authority tries to they can prepare their students at an entry level.

One issue that he raised that I should have taught my child more on life skills, and survival skills. I think that sometimes we tend to think that all of the requirements of learning should be taught in schools. I think some of them should be taught at home. I think we have to say to all Nunavut residents that we have to take on that responsibility if we want to train our children.

I suggest the way to do this is to go out hunting, build a kamotik and build an igloo. I have that responsibility to teach my child. For that reason I could buy my son hockey equipment for 500 dollars because he wants to go out hunting or if a student wants to go swimming you buy them bathing suits. So there are many issues that the school doesn't teach.

Social skills; As a father, I should hold that responsibility to teach my child. I think we have to publicize the fact that the parents have to take on that responsibility too because the students are in school from 9 – 5 with different subjects.

We have to take on this responsibility as parent to teach our children social skills. It is not segregated, the children tend to follow their parents life style. So we have to take that and we have to keep on elaborating that to our children. Thank you Mr. Chairman..

Chairperson (interpretation): Thank you Mr. Minister. Mr. Irqittuq do you want to make any other comments.

Mr. Irqittuq (interpretation): Thank you Mr. Chairman. I agree with you and in some ways I don't. I believe what he is saying that we get to learn about life after the schools.

Chairperson (interpretation): Mr. Irqittuq your time is up. You need unanimous consent to continue.

Mr. Irqittuq (interpretation): Thank you Mr. Chairman. I would like to get unanimous consent to continue my comments.

Chairperson (interpretation): Mr. Irqittuq is looking for unanimous consent to continue his comments.

Some Members: Agreed.

Chairperson (interpretation): Ok. You may go ahead Mr. Iqaqrialu. I can't speak any English but at least I can say "OK".

Mr. Iqaqrialu (interpretation): Thank you. What I was trying to say is that his response is a fact and it is entirely true. Even after being in school we learn new things daily. The reason I wanted to see that is because the students stay in school for a long period during the day. For example, I have a grandchild and her mom, the mother of my grade 12 is still in school.

If she has to write in English, she can't write properly and she still can't speak proper English. Usually we send our students to school at the age of 5. For fifteen years they go to school and they are still in school. I feel that this has to be improved because I know that they are very articulate, I am talking about my home community. There is a problem somewhere in the education system.

I am not saying that all the communities in Nunavut should have a good education system but I want to have a good education system in my home community. I am glad that you stated the local education authorities will have more authority.

We have two languages in our home community, but one thing that I have always felt which you touched on earlier. You have stated that I should have taught my child on the land skills, I would like to get approval to get Inuit people hired as professionals to teach land skills, because many of the people who have vast knowledge are dying off.

I know that we can train them in the evening, my life style is a lot different from my children, because my children too would like to have their own life, they would like to be free and they would like to go to the gym because they stay in school all day and in the evening after school they would like to do their own thing. As parents, especially if you are members of boards and agencies, in different communities we hold our meetings and during the summer the students are given summer jobs when we as parents should have been teaching them how to survive on the land.

I have seen all of these things and think that we have to rectify them. That's why I have mentioned what I stated to the Minister. Thank you Mr. Chairman.

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

Hon. James Arvaluk (interpretation): No. But I just want to say that we have given the local education authority the authority to deal with what you have stated. We usually have various reasons why the students don't go to school, like Mr. Anawak had stated for housing. Housing also has an impact on a student's education due to overcrowding.

It has an impact on the students. If the student can't do his or her homework, if there are too many people in the house they don't have time to do their homework because of other people in the house. We have to deal with this as a whole, we have to deal with this as a whole because one little reason is not enough.

Chairperson (interpretation): Thank you, Mr. Minister. Mr. Iqittuq do you want to comment further.

Mr. Iqittuq (interpretation): Possibly after the other members make comments.

Chairperson: Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. Just a few brief questions for the Minister and some comments. We have heard a number of the member speak about their concern about the level of education. An example would be a student that is in grade 9, reading at a grade 3 level. I know that may seem harsh and I am not saying that it is the norm, but I know for a fact that it does exist.

My question to the Minister, before we can deal with the problem we have to identify it and see what level it is at or how severe it is. Is there any testing that takes place now that students in grade 3 to 9 that tests them for their reading level to see what level they are at. It may say that they are in grade 8 but are they only reading at grade 4 or 3. Is there such testing being done now across the board. Thank you.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. I would like to have Ian Rose answer that.

Chairperson: Mr. Rose.

Mr. Rose: Thank you. If I understand the question correctly the standardized testing across, so that all students in all grades in all communities receive the same test. That is occurring only at the ages of 13 and 16 in some subject areas at this point. Thank you.

Chairperson: Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. That is partly the answer that I was looking for but the main focus of my question was, is there any testing being done now with students from grade 1 to 9. Because if it is only being done after you get to grade 10, 11, 12 it is probably too late. In the example I gave it was a student in grade 9 that was only reading at grade 4 or 3.

Are you testing now any of these students to see what actual level they are at. Not their grade level but their actual reading level.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. There is no departmental program in testing on across the board, however there is a provision that is being practised that the students are tested in their own classrooms by their own teacher to determine their level.

But Mr. Chairman, actually I think with that question then we probably could get more information from the field, then give a more detailed response to the member if he wants.

Chairperson: Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. That would be helpful, Mr. Chairman. But I would ask the Minister if he would commit to survey the severity of the problem. It is difficult to deal with unless you know how big it is. What grades, what levels and what ages and so on you are dealing with. So I would think that would be the first step in dealing with the overall problem here.

Another point that I want to bring up and I will ask the Minister for a commitment in that areas to commit to do that survey to analyze exactly what level the students are really at and I will just leave it to reading at this point in time. The second point I want to talk about is social passing.

Basically just moving students on because maybe you are just tired of them being in the classroom or whatever. Would you speak briefly to that and what your thoughts are and whether you think it should be changed and how you would address it. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: These are good questions. I am going to answer the second one first. I don't believe in social passing. I am dead against that. Because what is the point of going to school if you are not going to be preparing yourself for the academic world or the working world when you grow up social passing will not do.

I would like to honour the request by the member on the survey. Even on a simplified version but he will have to be a bit more patient, because I don't have a full staff yet, I am just getting some in Arviat and I am only half staffed at headquarters and will have to wait a little bit because I am very, very short staffed right now.

Chairperson: Mr. O'Brien.

Mr. O'Brien: Thank you Mr. Chairman. Mr. Chairman I can certainly wait for that information, I just think that it is something that the Minister and his staff should be looking at. It certainly doesn't do anybody any good to leave school and say that I have grade 10 or 11 and only have a grade 2 or 3 reading level.

So I would think that is something that the Minister and his staff may want to take as a priority and speak with the various principals and teachers around Nunavut and see exactly what they feel. I guess the other part of the problem is how do you correct it. I guess that is why you are the Minister so we will leave that up to you. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. Yes, we have a literacy consultant now, Alexis Utatnaq and some other staff who can take specific assignments in specific communities, and for specific persons. In other areas for example, FAS situations that exist in our schools that we have to work with Health & Social Services in that area and co-ordinate with other departments depending on the program. So the problem we have here is we have a population of students in our schools but they also have different problems of their own that touch on other departments responsibilities. So it is fairly complicated.

However, I will take the members' request very seriously and try to find ways and means to find out what reading levels there are and if there is social passing in existence in some communities, if that is the case, then I promise you that we will crack down on it.

Chairperson: Thank you. Mr. Arvaluk. Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you Mr. Chairman. Mr. Arvaluk has stated quite a number of times that he would like support from the members of the Legislative Assembly. When are you going to be asking for this support from the members. That is my question Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): We are going to start working on the priorities, putting together preliminary plans and then going to phase 2 and like you said, you said that we are going to be doing legislation at the next sitting and very likely we will be tabling some proposed documents at that time.

I am sure the government will have a plan of what kind of legislation they would like to see and the preliminary plans will probably be given to the Standing Committees for consideration. The department of Education will probably give them their goals to the Committees for review.

As I stated earlier we are still short on staff and we are not going to have thinks all set out and given to you. We would like to work together with you on the educational issues and we will start our plans prior to the October sitting.

We will prioritize our issues and then if it looks like it is a workable thing we'll probably be asking for your support some time in February during the budget session and we will want to work with you.

Chairperson (interpretation): : Any further comments Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you Mr. Chairman. Thank you for that clarification, Mr. Chairman.

Chairperson: Mr. McLean.

Mr. McLean: Thank you Mr. Chairman. I was actually relieved to hear the Ministers' statement on social passing. Are you aware of how much social passing is going on in the Nunavut schools or is it just in certain regions. Is it Nunavut wide?

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman, I don't have a clue. I really don't have a clue. It has been mentioned to me by different individual people, it has been mentioned to me in my personal life before, but there is no survey or I don't even know if we could get that information voluntarily unless, like Mr. O'Brien said can you do a preliminary or touch base survey to find out where we are.

I think that is the only time we will be able to say what competence level our students have and what level they are at. What grade level they are at.

Chairperson (interpretation): Mr. Arvaluk, please recognize the Chairperson. Mr. McLean.

Mr. McLean: Thank you Mr. Chairman. I am not aware of how much it is in Nunavut, but I am aware of it in my own individual community. It distresses me to follow statistics in the Keewatin where we have an 85% dropout rate. So our kids have an 85% chance of not finishing school.

In regards to social passing, if we pass kids through the system and they don't get a solid reading, writing and arithmetic level in grade 1, 2, 3 and 4, 5 and they are just pushed through for the numbers because you have so many coming in that we're pushing them through the system, when they get up to the level where they have to start writing departmentals .

I am aware of the departmentals that are being written in Baker Lake that are the Alberta departmentals. If they don't have solid skills and problem solving abilities, when they get into grade 9, 10, 11, that's where our dropout rates start.

By then they are into their late teens, 17,18,19 years old and they are at a frustrated age level where they can't pass any of these courses, what I found in my community since we got grade 12, because we all pushed for it, because we wanted our kids to be close to us going to high school, so we could influence them and we didn't want to send them off up to a foreign community.

Because we didn't have enough influence on them, so the situation that we are running into is that we have schools in the Keewatin where kids are only going two to three days a week and two or three periods a week.

To me if you don't develop skills for getting out of bed every morning, going to a school and studying hard, then I think that is going to contribute to the dropout rate.

I know that it is early in our mandate and I don't want to put this pressure on the Minister but is there some way we can get around to maybe making the schools to a point where kids go from 9 to 4 on a regular basis, rather than this helter skelter two or three times a week or two or three times a day sort of thing. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. I am sorry that I got a little bit excited. We have to work with the parents. Somehow we have to find a way to have the parents involved, have them take charge of their own children. I think we also have to consider the practice of educating the parents, if I may use that word, that the children don't get a second chance in education.

You cannot stop their age. They are growing they've got a birthday every year, if they miss that out then by the time they are adults they don't want to start from grade 1 again. So I think that we have to recognize, using a method that the parent knows, for example, how to bring up a baby from infancy to a toddler to a five year old. How do you guide

them through that, the children are the same way they have to be guided in a way that they will be comfortable .

I think that what happens is that the parents bring up their children up to age 5 and then they start going to school and they wean them from the relationship and they really don't know what level or how good they are in the school.

Are they the top of the class, are they the middle of the class, where are they. It doesn't really matter to them. So the students feel not cared for by the parents in their daily struggle in school, the don't get a pat on the back when they are doing well.

They are not awakened and fed in the morning, is that showing that they don't care. No, not necessarily it is just that they are sleepy.

I think that we are going to have to work with the parents as to what the end result is going to be if we don't work together.

Chairperson: Thank you. Mr. Nutarak.

Mr. Nutarak (interpretation): I would like to take a brief break, at least fifteen minutes.

Chairperson (interpretation): Mr. Nutarak would like to take a break. Do you agree , Okay we will take a break. No more than fifteen minutes.

>>Committee recessed from 4.13 to 4.33 pm

Chairperson (interpretation): Thank you for returning. I had Mr. O'Brien on the list as the next speaker. The Department of Education budget. Would you like to go back to them. Agreed. Okay page 9 – 4. Directorate. Operations & maintenance total, 553 thousand.

Some Members: Agreed.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, in here it talks about this areas being responsible for Human Resource development. Is that just in regards to the department staff itself or does it deal with Human Resources for example in the schools, the college and that.

I just wanted to know before I asked a question here, whether there would be a more appropriate place. Thank you Mr. Chairman.

Chairperson (interpretation): Just wait a moment while they are looking through their papers. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Mr. Chairman. I would like to ask my Deputy Minister to answer that please.

Chairperson: Mr. Moody.

Mr. Moody: Thank you. In answer to the specific question, all areas in the budget that relate to Human Resource planning, relate only to the department and not to the Boards. Those responsibilities are at this time still vested with the Boards for the 1999-2000 year the same as they were in previous years.

The other area where Human Resource Planning show primarily is under corporate services, I'll just try to get you a tab number there.

Chairperson (interpretation): Thank you for the clarification. Total operations & maintenance 553 thousand. Agreed.

Some Members: Agreed.

Chairperson (interpretation): Capital. Total Capital nothing. Total Expenditures 553 thousand.

Some Members: Agreed.

Chairperson (interpretation): It is agreed. Next page. Policy and Planning operations & maintenance total expenditures 1 million 498 dollars. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman in the policy and planning in the discussion that I heard earlier today is that this area would play a key role in developing the system for tomorrow.

Mr. Chairman I wonder if the Minister has any ideas in this area, even if they have any preliminary plans as to any types of potential changes to the current system that they may be looking at for the future. Thank you Mr. Chairman.

Chairperson (interpretation): Thank you. Just be patient. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Ian Rose will be answering that.,

Chairperson: Mr. Rose.

Mr. Rose: Thank you Mr. Chairman. Over the next year what we are looking at is to take on studies in five areas. One of them is the language instruction research, labour force market needs analysis, curriculum development plan, school funding review and a Nunavut Arctic College funding review. Those are the five major areas that we are looking at in conducting some research and studies.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I've got language of instruction, labour force review, curriculum planning and I missed the last one. I wonder if I could just ask him to repeat that please.

Chairperson: Mr. Rose.

Mr. Rose: The last two were a school funding review and an Nunavut Arctic College funding review and one other that I didn't mention a long term capital planning review. So there will be six.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman there are some areas here that I see in these studies, when you look at the labour force review and the Nunavut Arctic College funding.

Are those the kinds of things that go hand in hand. I am wondering if the department, Mr. Chairman, is taking a look at working with industry and looking at the needs into developing training programs at Arctic College to facilitate the need that we have or the needs that we will have in the future.

I am just wondering if they are going to incorporate those types of things into their labour force review. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes, Mr. Chairman, we have to look at what in the labour force market for work in Nunavut. Not just in the mining industry but also the shrimp fisheries by Qikiqtaaluk Corporation and there are potential jobs for people in Nunavut not necessarily tied to the government of Nunavut. So we will include all of that.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman I would like to ask the Minister in here it says language of instruction and curriculum planning. Just to point out a fact that over the past two years here at the high school, they've posted an Inuktitut position and have got absolutely no response to those positions.

I am wondering if in light of this if the Minister could maybe provide a brief outline of the types of things that will be looked at in the language of instruction and curriculum

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. We appreciate that and that is why we need more training in the area of language specialists because there is a demand for those things and there will be more demands in those areas especially in high school.

We are making plans now as to how we can get more training programs for language specialists.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, maybe just to help speed up the process a little bit. I am wondering if the Minister could commit, I don't know when these studies are going to be looked at, but if the department could provide the members with a brief outline of what the studies are going to encompass.

So that if we as members of the Legislative Assembly would like to have any input or suggestions, to assist the department, we would then be given the opportunity to do so.

Could I just look for a commitment for that in the future. And that would clear up any questions in this area. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. Yes we can do that and we will cooperate with the member, and especially with the Standing Committee on Education and have their involvement with that.

Chairperson (interpretation): To the budget. Total expenditures 1 million 498 thousand.

Some Members: Agreed.

Chairperson (interpretation): There is no capital. Total expenditures 1 million 498 thousand.

Some Members: Agreed.

Chairperson (interpretation): Next page. 9-6. Corporate Services operations & maintenance. Total operations & maintenance 1 million 290.

Some Members: Agreed.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): I am sorry Mr. Chairman, this salaries and wages, 536 thousand amount. Perhaps could you elaborate on this further. Is it for all the employees wages plus benefits.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Financial services would have five in Iqaluit. Human Resource development would have 2 in Iqaluit and Information Technology would have 2 in Iqaluit.

Chairperson (interpretation): Mr. Iqaqrialu

Mr. Iqaqrialu (interpretation): Under this salaries and wages, it is not including all of the employees or is it just some of the employees. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): It is including just some of the employees.

Chairperson: Thank you. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. What about the rest of the salaries that are excluded in this. Are these separately reported. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Okay this is under policy and planning and these are separately budgeted for because all of the policy and planning, corporate services and adult education and schools all of those are separated.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, historically corporate services has been the department that looks after the other services within other divisions within the department.

Mr. Chairman with the dissolution of the Boards, my first question is, does the Minister and his staff feel, or will there be any changes to the structure in corporate services as a result of the dissolution of the Boards. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes, Mr. Chairman, inevitably this will be the job of the implementation co-ordinator to identify with the Divisional Boards what areas would be effected by that.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I would like to just ask the Minister and his staff.

In light of the changes that will be happening will this be the areas that provides support and assistance to the DEA's in the future are far as assisting them to develop more so that they are better able to take on the additional responsibilities that they will encounter as a result of the dissolution of the Boards. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. The regional office personnel will still be there to help the DEA's in whatever areas they need help. What we are saying is that some of these positions in corporate services may not be required in the regional office.

The Premier already indicated earlier in the session that these would be, these employees would be encouraged to seek employment elsewhere as soon as the implementation process is begun, and recognizing that some of these positions may be redundant after the dissolution.

We will have to identify first which positions will be moved to other departments of the government. But, for services that are required by the DEA's there will still be, I am pretty sure that the implementation co-ordinator will recognize those as essential services to those DEA's.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, the point I was trying to make was that there is going to be a mechanism to support the local DEA's to administer and function with the additional responsibilities that they will be faced with.

Also Mr. Chairman, I would like to ask the Minister if, we'll use Iqaluit as an example, there are four schools here in Iqaluit now. The DEA has or will have a huge responsibility to look after all four schools.

Will there be provisions for them to be able to, if they need to, hire staff to assist them in their day to day operations.

The Minister can correct me if I am wrong, but I understand that all of these Boards right now are on an volunteer basis. As more responsibility is going to be dumped on to them I don't know if it is fair to force a group of volunteers to look after all of the additional responsibilities that they will be faced with. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman, we will have these options put forward, because I for one, don't want to pre-judge the implementation co-ordinators' recommendations. What recommendations he will make to that effect I don't know.

But if he makes a recommendation, I certainly would like to work with the Iqaluit member, if this recommendation is acceptable for Iqaluit and if additional resources might be required to look after those boards, then these are open to discussion. Thank you.

Chairperson (interpretation): Let's go back to the agenda. Main Estimates, total estimates operations & maintenance 1 million 290.

Some Members: Agreed.

Chairperson (interpretation): Capital there is nothing under total capital. Total expenditures 1 million 290 thousand.

Some Members: Agreed.

Chairperson (interpretation): Adult education and post secondary services, next page. Page 9 – 7. Operations & maintenance total 21 million 471 thousand.

Some Members: Agreed.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. Under 9 – 11, page under detailed grants and contributions. College contributions, total 13 million 558 thousand and 9 – 7 under adult education and post secondary services, can you clarify what the differences are on these two areas.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: In the 9 – 11, they would be college contribution based on our base funds to Arctic College, teacher education strategy to support teacher training, adult basis education, literacy, special projects in communities. Budget allocations as follows: Baffin 30 thousand, Kivalliq 30 thousand, Kitikmeot 30 thousand.

814 thousand subsidy for the apprenticeship programs. Budget allocated as follows: Baffin 449 thousand, Kivalliq 214 thousand and Kitikmeot 178 thousand.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. This 21 million 471 thousand. What is that for, really.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): This department will have 14 positions, 13 of which will be located in Arviat and one in Iqaluit.

The mission of the division is to provide life long learning experiences within the Inuit Qaujimagatunqangit framework that promotes the active participation in the family, the community and the workplace. This mission will be accomplished through the focus areas of Nunavut Arctic College.

Apprenticeship trades education, literacy programming, and career development, and student financial assistance. We do provide student financial support for the students.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. What about 9 – 11, 13 million 558. What is that going to be used for. It states the college contribution. So I would like you to elaborate further on that.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. It is going to be a bit lengthy.

In support of Arctic College provides for operations & maintenance costs at the community level in the three regions, Baffin, Kivalliq and Keewatin. In Iqaluit and Cambridge Bay and Rankin Inlet and for adult training courses in the communities and also the Arctic College program such as teacher education, fine arts, interpreter/translator program, adult basis education, and those are in Iqaluit.

In Rankin Inlet, community administration, adult basic education. In Cambridge Bay drug and alcohol and adult basic education.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, this is where the college is given all of its' funding. As most of us are aware, this funds all of their core programs, I am wondering Mr. Chairman if the Minister is looking at the need in the communities in Nunavut .

Is that something that the department is looking at ensuring that we have core funding for programs other than the existing programs over there. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. If he had indicated that he was looking at it, is there something that we can expect to see that there will be core funding for the programs here in Iqaluit through the College here in the next year. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes, we are now working with the government and we hope that we will be able to get funding from somewhere internally and proceed with that because there is nothing here right now in this budget.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I know that a number of students not only from Iqaluit but from all over Nunavut, were here taking the pre-nursing course.

As I went around during the campaign and talked to people at the college they were anticipating and hoping that this program would start up again in the fall.

Mr. Chairman, I would like to clarify that the Minister is stating that there will not be funding for the nursing program here at Arctic College this fall. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Not in this main estimates, but I haven't given up yet.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman has the department taken a look at the existing programs that are offered through the College. As in anything when you train people for a length of time then the need out there changes.

I am wondering if they are looking at doing any changing with what they are supplying their core funding for to maybe something that is more needed and required outside of the programs that are there right now. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes, in fact as we speak we are reviewing those possibilities with the Nunavut Arctic College. Hopefully within the month we would be able to answer the member.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. I also would like to get clarification in regards to the nursing program. Perhaps with the Minister for Health and Social Services, I forgot what we were dealing with on the main estimates.

I don't remember if the main estimates for Health and Social Services budget included the nursing training course.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): No the department has not planned yet. It is not included in the main estimates. Although I can respond to your question the Minister of Health and Social Services, I spoke with him and discussed this issue with him but it is not included in the main estimates so therefore I don't think he will be able to respond to your question.

Chairperson (interpretation): Going on to the main estimates. Total Operations & maintenance 21 million 471 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Capital. Total Capital nil. Total expenditures, 21 million 471 thousand.

Some Members: Agreed.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Just a quick comment here or question. I know that in the previous capital plan there were some dollars allocated for additional student residences here in Iqaluit.

Mr. Chairman I would like to ask the Minister, I see that they are not on this capital plan, I wonder if they are on the B list. Are they still on the plans for additional student residences here in Iqaluit. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: They don't meet the criteria that we had on those three points that we are talking about health, safety and already committed construction, but they are not cancelled, but they are deferred, because of the restraint in the capital dollars. So they have been deferred to next years' capital budgets.

Chairperson (interpretation): Going back to the main estimates again. Total expenditures, do you agree.

Some Members: Agreed.

Chairperson (interpretation): Total 21 million 471 thousand.

Some Members: Agreed.

Chairperson (interpretation): I am going on to the next page. Early childhood education and school services. Total operations & maintenance 81 million 164 thousand.

Some Members: Agreed.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, this is the area that determines all of the staffing in the school systems if I am correct in assuming that.

Mr. Chairman, the current system provides for a priority 1 student which is someone who needs someone with them at all times of the day in order to be facilitated and be in the school and also there are priority 2 students who need extra help, they don't need someone there with them all of the time but they do require extra support throughout the day.

Mr. Chairman I would like to ask the Minister if they are looking at changing the formula, as I say a priority 1 student who needs someone with them at all times during the day, under the current arrangement the schools are only funded 1/2 of a PY per priority one student. So if they had four students that required someone with them all day they would only get two people to help deal with them.

Now if they are all in different classes or something like that I can see that it creates problems within the school. So I would like to know if this is something that the department is taking a look at and if not now when would they be looking at addressing it. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. We are using the status quo this year because we came in as a government on April 1 and the budget allocations were already there basically. But for next year we will be reviewing all of the formulas that are used in this and pertaining to the question of Mr. Tootoo.

So yes we will be looking at those as part of the review.

Chairperson (interpretation): Mr. Tootoo, I am sorry Mr. Tootoo, I was on the wrong channel, if you could summarize your questions because the clock is ticking. Mr. Tootoo.

Mr. Tootoo: Mr. Chairman. As was indicated earlier I talked to the Minister about bussing. This is the area to where there is a need for bussing and especially a great need here in Iqaluit. Mr. Chairman I would like to ask the Minister if he is willing to commit to providing the necessary bussing requirements that will be required here in Iqaluit in the fall. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman, this is a fairly complicated formula, that I would also like to review. But for the meantime I would like to have Ian Rose answer that.

Chairperson: Mr. Rose.

Mr. Rose: The funding formula for schools which makes up a large chunk of their formula are in the amounts in here. The formula is an allocation formula and it may be high and it may be low in some areas.

There are a number of different variables used to calculate the money that goes to the DEC's. Then the DEC's are free to move that money around and they move it based upon their enrolments, based upon other factors.

Then that money can be used and moved around within each DEC. So the question on buses, the formula for that is partly made up between the enrolments in the schools and the distances that children live from the schools and then it is calculated out in a lump sum that goes to the DEC's.

They then move that money out to the DEA's at the local community level.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I would like to ask the Minister in the case of Iqaluit where it is seeing some extraordinary growth in population compounded with the addition of a new school, the system that is in place will not work.

Mr. Chairman, Mr. Rose indicated that the Regional Education Councils, I guess they are calling them now, have the authority to allocate those resources.

From my understanding Mr. Chairman, and Mr. Rose can correct me if I am wrong, all the schools are operating under budgets that have been continuously cut over the last number of years, and as a result of the cuts in funding that the Boards have received on top of the growth that is here, they don't have the money to move around into these extra areas.

The only way that they could do it is by taking money from other communities that need it or cutting programs. I don't think that would be acceptable.

I think that it needs to be recognized that there has been some extraordinary growth here and with an addition of a new school that they do require additional resources for bussing and I feel that the department should address this issue. Thank you Mr. Chairman.

Chairperson (interpretation): Either one of you is going to respond. Which one? Mr. Arvaluk.

Hon. James Arvaluk: I hear no question.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Based on that comment Mr. Chairman, I just asked the Minister and his staff if they would make a commitment to look into it with all of the parties involved to ensure that we come to a resolution to ensure that we don't have children walking next fall, to ensure that we don't have programs cut as a result of facilitating the bussing. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes, we will commit to doing that with the divisional boards and the DEC to avoid taking some money from other communities that also need it. We'll look at that.

Chairperson (interpretation): Back to the main estimates. Mr. Tootoo, please make it brief.

Mr. Tootoo: I will do my best Mr. Chairman. Mr. Chairman, under an agreement that I believe is in the works with the department, could I ask the Minister for an update on the emergency plan and the department giving the authority to the regional education councils to go out and be able to hire new staff if the enrolment requires it.

If they were being given the authority to go out and do that immediately without having to go through all the hoops and not being able to staff as a result of going through all of those hoops until after Christmas. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Normally we would look at October enrolments, but if we need to do it earlier, look at the enrolments, earlier than October we will move very quickly on that and respond to it, because we may want to get enrolments by the end of August or early September, as early as that and react from that.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Thank you Mr. Minister, I take that then as a commitment to deal with the problems as soon as they arise and cut through the red tape, which results in overcrowding and problems in the schools. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes, we will commit to getting the enrolments as quickly as possible because we don't know how much overcrowding their will be and we don't want to take too many chances on it.

Chairperson (interpretation): Okay then we will go on to the total operations & maintenance 81 million 164 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Going on to the next page 9 – 9. It is just an information item for the three regions. Baffin total 4 million 297 thousand. Mr. Nutarak.

Mr. Nutarak (interpretation): Mr. Chairman, I think you forgot to do the Capital expenditures and we skipped it.

Chairperson (interpretation): The capital expenditures we go to the next page and then we go back to the Capital after. For Baffin total 4 million 297 thousand. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, here we have renovations to the middle school in Iqaluit. I am wondering if that is putting on any additional classrooms to the existing school that is there. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: No.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I am under the understanding that when the plans were done up for the middle school initially it was to be 20 classrooms and they only got ten. As a result of a study that indicated that we would need 20 classrooms, I would like to ask the Minister if those other 10 classrooms are going to be on the plan for next year or when they will be on the plan. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Including the B column which the capital projects that were deferred for next year we will be looking at that for the five year or 10 year capital requirements and this, the Iqaluit middle school, would be part of that review of those capital forecasts.

Chairperson (interpretation): Back to the Main Estimates. Baffin total 4 million 297 thousand.

Some Members: Agreed.

Chairperson (interpretation): Kitikmeot. Total 2 million 174 thousand. Mr. McLean.

Mr. McLean: Thank you Mr. Chairman. For the Capital expenditures it looks like the Keewatin got left right off the map this year. I am sure that was an oversight by the department. Regarding the Baker Lake Jonah Amitnak School there was 319 thousand dollars in the capital plan for 99/00 for the planning. That has been dropped and like I indicated earlier in the week that is the oldest surviving school in Nunavut, and the NWT.

It goes back to 1957 and there are quite a few safety issues, plywood walls inside, no sprinkler system, no fire alarms, no air handling units, we had to cancel school quite a bit because of the carbon monoxide from the old furnace and boiler systems.

I am wondering if the Minister would consider looking at putting that money back in the budget for the design of that school next year. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. I can't commit for this year because the capital projects are not slated for this year. But I recognize that it is an old facility in need of repair and maintenance and it is also overcrowded and full but it did not meet the three criteria established for the capital plan for this year.

But, as with other capital projects that were deferred, like I told Mr. Tootoo, that this will also be reviewed but I cannot make a commitment as the Minister of Education for what is not in the main estimates or the capital allocations for this year. It has to come from the government, not from my department.

I would like to clarify this Mr. Chairman if I may, what I am saying is because of the reduction in the capital dollars for the whole Nunavut Government, there was a requirement to make a drastic reduction. So we made the three criteria and if it doesn't fit that then it was deferred for next year. We are not saying that they would be cancelled, or eliminated but they are deferred for next year. That's all we're doing.

Chairperson (interpretation): Going back to the main estimates. Kitikmeot total 2 million 174 thousand. Total Capital with Kitikmeot and Baffin, total capital 6 million 671. Going backwards, to 9 – 8, total capital 6 million 471 thousand.

Some Members: Agreed.

Chairperson (interpretation): Total expenditures, 87 million 635 thousand.

Some Members: Agreed.

Chairperson (interpretation): Going back to 9 – 10. Income support, operations & maintenance total 26 million 157 thousand. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I would just like to have a little clarification as I was under the understanding that income support is going to go over to the Honourable Minister for Sustainable Development, just wondering how the logistics of this is going to work.

Is the department more the, the Department of Education, going to be hands on by doing what they have done by handing out and administering the program and the Department of Sustainable Development, would be looking at the policy and procedural development of the program. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes, Mr. Chairman, the recommendation to move the income support program to Sustainable Development, is still the plan. At the moment we are handling the delivery part of the income support.

We are in a discussion right now and realizing that the amount of population, the amount of service that requires delivery for that service to the public, is huge and I was talking to the Minister of Sustainable Development, who is responsible for policy that we are going to have to really look at this.

This huge program and service will require both of our departments to be spending a lot of time together on how to best make a recommendation to the government to proceed with that.

So it may take a little longer, we cannot make it overnight because it is a huge amount of complicated, time consuming process, that you have to get through in order to do it properly. The Minister and I recognized that.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I would just like to ask the Minister, is it to ensure that there is no, as a result of this transition and the go between departments, that the people who receive the program aren't lost in the shuffle. Those are the people who can least afford any interruption in the program and I would just like to ask both Ministers if they are conscious of that when they are looking at this plan. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Yes that was our first discussion our first concern. Not only if there is disruption, but miscommunication could create chaos, with the clients. Also there was a concern that present delivery mechanism, using computers from the GNWT are not Y2K compatible so we are now, in a project in Pangnirtung.

I think it was Iqaluit and Ottawa. The system I think that has been since corrected. Once we could find out that it is workable at an acceptable level then we would like to place that in all the communities that we serve first before we make an attempt to inform the public about transferring the deliver service to the Sustainable Development Department.

Chairperson (interpretation): At this time I have two names on my list. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. This 26 million 157 thousand for operations & maintenance, if we look at 9 – 11, if you look at the adult basic education it is only slotted for 90 thousand. We have said that we would start using some more of our elders in our school system, and if we only slot down 90 thousand, I don't believe that we can get more elders into the school system.

It's quite small looking at that figure when you are talking about adult basic education and literacy.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): I am not quite sure, his comment had nothing to do with income support, under 9 – 10. I don't believe his comments had anything to do with the discussion at hand.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. Maybe I could ask this question. Does the income support include the details of grants and contributions under 9 – 11, and 9 – 12.

Chairperson (interpretation): Mr. Iqaqrialu if you go to 9 – 14, that is what you are talking about, you are talking about the details of grants and contributions. Mr. Arvaluk.

Hon. James Arvaluk (interpretation): No.

Chairperson (interpretation): Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you Mr. Chairman. On page 9 – 10, it states here that grants and contributions are 25 million 724. Under grants and contributions at 25 million 724, Mr. Minister I would like clarification on what can go under grants and contributions. Thank you Mr. Chairman.

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

Hon. James Arvaluk: Yes, the breakdown for that is 24 million 288 thousand income support program provides payments to individuals based on family size and previous months income.

Approximately 13000 people about 55% of the population of Nunavut, are receiving that and 705 thousand contract for services provided by various Hamlets across Nunavut for provision of services.

The last one 731 thousand, for senior supplementary benefits, are payments to seniors. Approximately 480 people at 135 dollars per month.

Chairperson: Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you Mr. Chairman for the response, I was wondering if the handicapped or special services went under grants and contributions. Disabled persons and handicapped, deaf or mute, I thought that this grants and contributions was slotted for disabled and handicapped person, Mr. Chairman, thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Thank you Mr. Chairman. I think that grants and contribution might be the wrong term to use. What it really means is for income support for needy families and it totals up to 25 million 724 which covers the whole Nunavut area.

Therefore monthly payments for the needy families on a monthly basis, and unemployed and elders and so on and covers the whole Nunavut.

Chairperson: Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you for that information.

Chairperson (interpretation): Since I have no more on my list. Total expenditures 26 million 157 thousand. No capital. Total expenditures 26 million 157 thousand.

Some Members: Agreed.

Chairperson (interpretation): 9 – 11, details of grants and contributions. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. I would like to go back to the question that I asked earlier regarding the adult basic education/literacy slated for 90 thousand.

If we are looking at the whole Nunavut area, and we are talking about adults, it looks like it is way too small. I think that we have to look at it further in our budget if there is no

other programs that are going to be made available for adult basic education and literacy. I would like further clarification on this point.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Mr. Chairman, I will have Ian respond.

Chairperson: Mr. Rose.

Mr. Rose: Thank you. There are several places where funding for adults could come in, this particular item, adult basic education and literacy supports community literacy projects run by local groups. For example, family literacy in various places, or special projects in various communities.

Students who are enrolled in adult basic education programs at community adult ed. centres, that is a program that is funded by the College and would be funded by the College contributions.

Chairperson (interpretation): We will then go back to 9 – 11, that was for information only. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Sorry I thought we were looking at all grants and contributions, are we going to be getting to 9 – 12 next and I could ask the question then. Thank you.

Chairperson (interpretation): Yes we are just about on 9 – 12 and we will not move ahead unless it is agreed upon.

Some Members: Agreed.

Chairperson (interpretation): Okay then agreed. 9 – 12 is details of grants and contributions. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman I see the two areas on this page of grants and contributions totalling almost 6 and a half million dollars to deal with curriculum development.

I am wondering is the aboriginal language and cultural program and instructional and support services, and I am wondering if the Minister, and it doesn't have to be now, could provide the members with a breakdown of what this is used for, and I would be satisfied with a commitment for him to provide us with that information instead of going over it all now. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. This aboriginal language and culture program, each DEC receives funding to support the regional teaching and learning centre and also produces Inuktitut and Inuinnaqtun, materials in their original dialects. I don't have the breakdown details right now but I will provide it later, if you want Mr. Chairman.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I just note there that it says that it is to be used to provide language and cultural development right through to grade 12. I am just wondering Mr. Chairman if in that is in fact the case where those services are being provided in high schools, Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman for that detail I will ask Ian Rose to answer that.

Chairperson: Mr. Rose.

Mr. Rose: Thank you Mr. Chairman. The money would be used through the teaching and learning centres through the DEC's.

They would then allocate that out on projects where they saw the greatest need in the curriculum areas whether it be at the kindergarten level at the grade 6 level, junior high or senior high. They would choose and decide which projects they would want to support and move forward on. Thank you.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman I would just like to ask on the instructional and support services, this is a large sum of money and I don't understand what that is for. So maybe I could just get a brief explanation as to what those dollars are used for. Thank you Mr. Chairman.

Chairperson: Mr. Rose.

Mr. Rose: That money would be used to support the review, monitoring and creation of curriculum to be used in the K – 12 systems. Also the support of selected program reviews that would monitor and go in and do an evaluation of curriculum's and projects at the school levels, Thank you.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, is Mr. Rose saying that these dollars are used in order for the department, is it the department or the DEC's that go

around and evaluate the programs that are in the schools right now, Thank you Mr. Chairman.

Chairperson: Mr. Rose.

Mr. Rose: My understanding would be that it is for use by the DEC's. Thank you.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, we have all heard this afternoon concerns over the school system. If this assessment has been going on I am wondering if the department has a summary of what some of these assessments of the curriculum programs in the schools have been over the past. Thank you Mr. Chairman.

Chairperson: Mr. Rose. Mr. Arvaluk.

Hon. James Arvaluk: Those information would be available, or would be made available through the Boards.

Chairperson (interpretation): Is that it. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Does the department do anything to monitor and ensure that any corrections that may be identified in these studies with the Boards do they convey their findings to the department and do they monitor to make sure that the department follow up to ensure that they are getting the best bang for their buck in the school system. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: I will ask Mr. Moody to answer that one, monitoring.

Chairperson: Mr. Moody.

Mr. Moody: Thank you Mr. Chairman. The answer is yes as we move into the first few months of our new department we will be working with all three boards as part of the integration project with our implementation co-ordinator to see how we can best integrate all of these services so that in fact we won't have three different activities by three different boards, as is now the case.

We will integrate the activities that they are doing on a cross Nunavut basis and those services will in fact, approximately a year from now, become a part of the department of Education. So yes that type of integration will improve over the next year, year plus. Thank you Mr. Chairman.

Chairperson (interpretation): Back to the main estimates. 9 – 12 was details of grants and contributions. Agreed. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Mr. Chairman, thank you I had my had up before regarding the employment programs there is only 300 thousand in there and I am sure that it covers the whole of the Nunavut area. It looks quite small. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu must have a lot of money because he says that 300 thousand dollars is too small. Mr. Arvaluk.

Hon. James Arvaluk: These employment program is mostly for studies related to employment planning, language of instruction, long term capital planning, labour market needs analysis and funding for disabled peoples for 18K.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. When you are looking at the whole Nunavut area, 300 thousand dollars is quite small. When we are talking about different aspects of education I have been doing that sort of stuff for a long time and it is very, very hard to access funds from the government.

When you apply I am sure that it is going to be quite hard to access the dollars when you have so little slotted for certain programs and I want to reiterate that 300 thousand dollars is not big. Thank you.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): It is just the name that doesn't fit with what is in it. It is not for employment it is more for studies and study programs and review. For example to study school curriculum, language of instruction study, long term capital requirements, labour market needs study and also special education needs as well as a contribution to the Council for Disabled Persons. It is more for studies than for employment.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you for that clarification. But I think that we should be careful when we use terms for disabled persons, I would suggest that we find an Inuktitut terminology that describes disabled person, without putting anybody down.

Chairperson (interpretation): Just a comment. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you. This 300 thousand dollars that Mr. Iqaqrialu thinks is too small, 9 – 9, so I would suggest that we move it to the Clyde River total.

Chairperson (interpretation): At this time moving on.

Some Members: Agreed.

Chairperson (interpretation): Everybody has agreed already. We will also have to decide what the committees' wish is. It is almost six o'clock. Maybe extend the meeting. Moving on to...Mr. Tootoo.

Mr. Tootoo: Mr. Chairman, could we finish off here so that we can meet our time lines. Thank you Mr. Chairman.

Some Members: Agreed.

Chairperson (interpretation): When it is six o'clock there has to be a motion if we are going to extend the meeting beyond six o'clock, there are quite a number of questions. Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I will move that if we have to go past six o'clock that we do so to finish off the Department of Education. Thank you Mr. Chairman.

Some Members: Agreed.

Chairperson (interpretation): Are you agreed. Agreed. Okay we can have a meeting until midnight. Did you want to take a break.

Some Members: No, no..

Chairperson (interpretation): Details of grants and contributions, information only.

Some Members: Agreed.

Chairperson (interpretation): Agreed. Detail of grants and contributions, 9 – 14.

Some Members: Agreed.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. 9 – 14 contracts for GNWT services. It is slotted for 10 million 695 thousand, and that is quite a large chunk. What kind of contracts are we talking about here.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman, this is a contract with the GNWT for Nunavut services, payment of other Nunavut departments for services normally to Public Works for heating, water etc., for schools buildings and to support the repairs of any vehicles.

Chairperson: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. Do they not belong to the Nunavut Government now, these DPW and all those departments are they not a part of the Nunavut Government now.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk (interpretation): Mr. Chairman, no maybe we should just take out GNWT altogether and just call it contracted services, Nunavut services.

Chairperson: Mr. McLean.

Mr. McLean: Thank you Mr. Chairman. When you were on page 9 – 13, I was a little bit distracted by the Minister of Health, can I ask one question about 9 – 13, can I go back to it please for one question.

Chairperson (interpretation): Do you agree that Mr. McLean can go back to a previous page. Agreed, go ahead Mr. McLean.

Mr. McLean: Thank you I will make it quick Mr. Chairman. Early childhood programs, is that the funding of day cares in Nunavut, and if it is where can you get the information on funding day cares, because I didn't know that Education funded day cares. We were always looking for funding for day cares but we didn't realize that the Education department have it. Could I have that information. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. Yes it is to support community day care programs, we support them in the communities of Cambridge Bay, Iqaluit. Financial support for operations and programs. Many day cares find support from other sources, user fees, to maintain service levels like those for communities.

I will provide the member, as soon as my ADM comes back from Gjoa Haven tomorrow I guess, she will start working on it. I will provide that.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I would like to thank Mr. McLean for going back and pointing that out. Mr. Chairman earlier on I asked about day care funding and the Assistant Deputy Minister indicated that the department administers this as a federal program.

I would just like to ask if this is what the department receives from the federal government for the funding of day cares or is this just something that is internal from within the department. Thank you Mr. Chairman.

Chairperson: Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman, I lost my main man who will be going to Gjoa Haven, who would answer that level of detail question. If you will bear with me for five seconds I wonder if I could find somebody else. Mr. Chairman, can I invite Glenn in the corner here so that he could answer on behalf of Carmen Levi.

Some Members: Agreed.

Chairperson (interpretation): You have agreement. You may go ahead and sit at the witness table. Mr. Sargent, you may go ahead.

Mr. Sargent: Thank you. Mr. Chairman, Honourable members. With respect to the day cares, as was just explained that was just funding to subsidize the operation.

There was a program from the federal government for day care that I believe is being sunsetted or closed, finished, completed in the year 1999-2000 and it is not a cost shared program any more. These are monies that we are not getting from the federal government any more but money from within the department to support this activity.

Chairperson: Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman, I think that all the members will agree with me that the availability of day care spaces.

Is the department is going to be looking at providing additional resources to this area and also will they be seeking to try and lobby the Federal counterpart into looking into securing more resources this area. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman we certainly will review that .We'll try to find any way to find funds to have that realized but of course there is no guarantee because the it was a Federal Program and can this government afford that kind of a program like the Federal Government was running. So all this has to be looked at. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I just want to ask a final question and is the Minister staff indicated that this program was ending this year.

Does that mean that these dollars will not be in next year's budget or will the daycares still continue to get the required support that they need or order to stay open in the future. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Thank you Mr. Chairman. We should like to have them continued but this is a Federal Program. Then...but we believe that they should continue also. I think that's why it will be important for us to revisit that and see what other ways can this program be continued or be reactivated.

Maybe there is room to have discussion with the Federal counterparts in this area. You know, I mean, we have to talk about that.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. Mr. Chairman I guess this I'm glad this came up because it really concerns me. If this funding is not there I'm pretty sure that these daycares will not be able to operate.

I urge the Minister to ensure that there is funding for them in the future and also I'd like to ask him if the Departments the daycares have been informed.

And if there is a possibility that they will not receive that funding that they do from the Government in the next year in order to give them sometime to take a look at the options facing them. Thank you Mr. Chairman.

Chairperson (interpretation): Mr. Arvaluk.

Hon. James Arvaluk: Mr. Chairman I'd like to make a quick correction here before it goes too far. The one million, four hundred, sixteen thousand in the Details of Grants and Contributions for the Early Childhood Program is a Nunavut Government.

It's department money. That should continue unless if you take it off. Agreed.

Chairperson (interpretation): Once we finish the nine point thirteen we will take a 10 minutes break because I'm tired of sitting down. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you Mr. Chairman. I going to make a brief question. It says GNWT. We will have to take the GNWT off and put in Nunavut instead. Thank you. Agreed.

Chairperson (interpretation): Nine point three, it's just an information. Mr. Iqaqrialu would you like to take the chairmanship. Mr. Iqaqrialu would you come up and take the Chairperson. Because the members don't want to take a break..

>>Mr. Iqaqrialu takes the Chair.

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

Mr. Irqittuq (interpretation): We're almost at the end of Department of Education. We are now on page 9-14. Agreed.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Sorry Mr. Chairman. One quick point here. Is these contracted service with the west the Minister indicated that most of them are for building and vehicles and stuff like that. It also indicates in there that certain professional services.

I'm wondering if you could provide us with a list of these services. I don't need them right now but if we can be provided with that list. Thank you Mr. Chairman.

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

Hon. James Arvaluk: Yeah, we can do that.

Chairperson (interpretation): Thank you. I have no more people on the list of names. Going back to 9-14. It's just an information item. Others in agreement?.

Some Members: Agreed.

Chairperson (interpretation): Nine-fifteen. Detailed work performed on behalf of third-parties. Are you agreed?

Some Members: Agreed.

Chairperson (interpretation): I'm going back to 9-3. Detail of Expenditures. Operations and Maintenance. Total Operations and Maintenance one thirty-two million, one hundred thirty-two thousand. Agreed?

Chairperson (interpretation): Agreed. One hundred thirty-two million, one hundred thirty-two thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Capital. Total Capital. Total Expenditures. Total Capital six million, four hundred seventy-one thousand. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Total Expenditures one hundred thirty-eight. Total Capital six million, four hundred, seventy-one thousand. Agreed?

Some Members :Agreed.

Chairperson (interpretation): Thank you. Total Expenditures, one hundred thirty eight million, six hundred three. Others in agreement?

Some Members: Agreed

Chairperson (interpretation): Detail for the Department. Total Expenditures , Agreed?

Some Members: Agreed.

Chairperson (interpretation): We have now completed the department.

>>Applause

Chairperson (interpretation): Thank you. Since we are concluded with this department what's your wish. You wanted to complete this department, Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman. I believe we finish the Department of Education and I'd like to move that we report progress. Thank you Mr. Chairman.

Chairperson (interpretation): There is a motion on the floor. Those in favour. Those opposed. Motion is carried. Thank you. I will rise and report progress.

Thank you very much to the Minister of Education and to his officials for an expedient completion of your department.

Speaker: Back to the orders of the day. Item twenty, Report of the Committee of the Whole. Mr. Irqittuq.

Item 20: Report of the Committee of the Whole

Mr. Irqittuq (interpretation): Thank you Mr. Speaker. Mr. Speaker, your committee has been considering Bill 1, 1999-2000 and Bill 2, and 3 also Standing Committee Report 1, 2, 3, and 4, and Mr. Speaker I move that Report of the Committee of the Whole be concurred with. Thank you Mr. Speaker.

Speaker (interpretation): Thank you Mr. Irqittuq. There is a motion on the floor. Seconder. Mr. Akasuk seconds the motion. All those in favour. All those opposed. Motion is carried. Item 21, 3rd Reading of Bills, Item 22 Orders of the Day,

Item 22: Orders of the Day

Clerk: Thank you Mr. Speaker. Orders of the Day for June 2, Wednesday, meeting of regular caucus 9 o'clock in the morning in the Cadet Hall.

Orders of the Day Wednesday June 2, 1999

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Reports of Standing and Special Committees
12. Reports of Committees on the Review of Bills
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters:
 - Bill 1 - Appropriation Act 1999/2000.
 - Bill 2 - Boards of Management Dissolution Act
 - Bill 3 - Divisional Education Council Dissolution Act
 - Standing Committee Reports 1-1(2), 2-1(2), 3-1(2) 4-1(2)
20. Report of Committee of the Whole
21. Third Reading of Bills

22. Orders of the Day

Thank you.

Speaker: Thank you Mr. Clerk. This house stands adjourned until Wednesday June 1, at 10.30 in the morning. Sergeant At Arms.

>>House Adjourned at 6.15 pm.

