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

Legislative Assembly of Nunavut

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(Akulliq)

Hunter Tootoo
(Iqaluit Centre)

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(Rankin Inlet North)

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(Nattilik)

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**Iqaluit, Nunavut
Monday May 6, 2002**

Members Present:

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

Item 1: Opening Prayer

Speaker: Ms. Thompson, please say the prayer.

>>*Prayer*

Speaker: Ulluukkut. Good afternoon, Mr. Premier, members. Item 2. Ministers' Statements. Mr. Premier.

Item 2: Ministers' Statements

Minister's Statement 021 – 1(6): Visit of Premier Jonathan Motzfeldt of Greenland

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Mr. Speaker, it is my pleasure to report to the Legislative Assembly that this morning I met with Premier Jonathon Motzfeldt of Greenland to continue the close working relationship between Greenland and Nunavut.

(interpretation ends) I can report that both our jurisdictions are still excited about the experience of co-hosting the Arctic Winter Games. The success of the partnership between our residents is a wonderful example of our strong connection.

(interpretation) As you know the Government of Nunavut signed a Memorandum of Understanding on Cooperation with the Greenland Home Rule Government in October 2000. At that time I travelled to Nuuk to sign the agreement. It was my pleasure to host Premier Motzfeldt at the reception last evening and to continue talks on our mutual interests this morning.

(interpretation ends) The meeting focussed primarily on updating our working relations in the areas of wildlife and training and development. We are confident that our positive relationship will continue to expand in a number of areas and that our governments will continue to work closely and cooperatively for our mutual benefit. Thank you, Mr. Speaker.

>>*Applause*

Speaker: Thank you, Premier. Ministers' Statements. Ms. Thompson.

Minister's Statement 022 – 1(6): Milestone Anniversary for Hamlets

Hon. Maniok Thompson (interpretation): Thank you, Mr. Speaker. Mr. Speaker, it is with great pride that I rise today to recognise the many hamlets in Nunavut that have reached important milestone anniversaries. Hamlet incorporation has been one of the key building blocks in employment of our communities and many of them are celebrating important anniversaries this year.

Mr. Speaker, I would like to recognise the following communities that are celebrating their 20th year of being incorporated as a hamlet. Both these communities were incorporated on April 1, 1982: Kimmirut and Cape Dorset.

I would also like to recognise the following communities that are celebrating their 25th year of being incorporated as a hamlet. They are: Arviat, incorporated September 1, 1977; Baker Lake, incorporated April 1, 1977 and Whale cove, incorporated July 1, 1977.

And finally Mr. Speaker, I would also like to recognise the following communities for having reached their 30th anniversary and being incorporated as hamlets, they are: Coral Harbour, Kugaaruk and Pangnirtung. All were incorporated on April 1, 1972.

In closing Mr. Speaker, although I'm unable to attend each and every celebration, I would like to extend my congratulations to these communities and encourage the members of the House to recognise the achievements that they have made since their incorporation. Thank you, Mr. Speaker.

>>Applause

Speaker: Ministers' Statements. Minister Akesuk.

Minister's Statement 023 – 1(6): Mining Publications

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker, and colleagues. Good afternoon. Mr. Speaker, I have before me two documents which I have passed out to members. (interpretation ends) The first one titled "Nunavut - Mining, Mineral Exploration and Geo-Science 2001" provides an overview of the mining, exploration and geo-science activities that took place in Nunavut in 2001.

This report was produced by my department in partnership with DIAND and NTI to promote mineral exploration and development in Nunavut. Since 1999, annual investment in mineral exploration has increased from 37 million dollars to over 60 million dollars. This report highlights the key projects and provides information on why Nunavut is the best place in Canada for mineral exploration investments.

Mr. Speaker, the other document is the newly updated “Nunavut Prospectors’ Subsidies Program Guidebook”. This guidebook sets out all the details Nunavut prospectors need to participate in the Nunavut Prospectors’ Assistance Program.

Independent community based prospectors play a critical role in the discovery and development of mineral deposits. Their work provides very important information on what resources are out there. It is for this reason that my department introduced the Nunavut Prospectors’ Program and I am pleased to present to the House the guide for this year’s program.

This summer, our department geologists will provide prospectors’ training programs in eleven communities throughout Nunavut and support our prospectors with technical advice. Thirty three prospectors from 10 communities received a contribution from the Nunavut Prospectors’ Program last year to offset their prospecting expenses.

Mr. Speaker, department geologists who visited some of the prospected sites last summer report that numerous new properties have been identified which show favourable geology for mineral deposits.

Mr. Speaker, these projects will require much more work and analysis, but I believe we have made a strong start in getting Nunavummiut directly involved in our mineral industry at the community level. Thank you, Mr. Speaker.

>>*Applause*

Speaker: Ministers’ Statements. Mr. Picco.

Minister’s Statement 024 – 1(6): National Nurses Week May 6 – 12, 2002

Hon. Ed Picco: Thank you, Mr. Speaker, and good afternoon. Mr. Speaker, May 6 to 12 is National Nurses’ Week here in Nunavut.

Mr. Speaker, National Nursing Week allows us to recognize and celebrate the contributions that nurses make throughout the year. This year’s theme, “Nurses are Always There for You: Caring for Families” emphasizes one of the core Inuit values of connectedness through family.

Mr. Speaker, nurses are taught that their clients are individuals, families and communities. They work with families to promote health, prevent illness and provide curative care and rehabilitation.

Mr. Speaker, through emphasizing health promotion and illness prevention to families, nurses play a vital role in keeping people healthy and Mr. Speaker, make our communities healthier places to live and work for all of us.

Mr. Speaker, I would ask that you and this House join with me in wishing a successful National Nurses Week to all our nurses here in Nunavut. Qujannamiik, Uqaqti.

>>Applause

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

Minister's Statement 025 – 1(6): Recognition of Carpenter Apprenticeship Students

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I am pleased to announce that over the past two years, thirty two carpenter apprentices were able to get the training they needed in Nunavut.

This important development of trades training is the result of the positive partnership between Nunavut Arctic College, the Department of Education and the Kakivak Association.

Mr. Speaker, we have all recognized that Nunavummiut have a need for training in Nunavut. This is especially true in the areas of trades training, a sector of the economy that provides significant employment within Nunavut throughout the year.

We cannot do this alone, and are very fortunate that we have a partnership such as the one between the government, Nunavut Arctic College and the Kakivak Association. Mr. Speaker, the benefits of working cooperatively mean that more Inuit can access training in Nunavut and it also ensures the best use of the available resources, financial and human.

Mr. Speaker, I would like to ask my colleagues to recognize the achievements of all the apprentices. I ask you to join with me to express our gratitude to the Kakivak Association for providing the funding for this important training initiative to build capacity within Nunavut. Thank you, Mr. Speaker.

>>Applause

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

Item 3: Members' Statements

Member's Statement 090 – 1(6): Congratulations to NTEP Graduates from Taloyoak and Gjoa Haven

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Today I am pleased to rise in recognition of the graduates from Nunavut that were involved in the ceremonies last Friday. There were around 90 students that graduated.

There were three graduates from Taloyoak and Gjoa Haven. There is someone here from my community as well who is taking the Teachers' Education Program, Juliet Uyarrai, Mary Ikkutisluk, from Gjoa Haven, Mary Niviaqsiq from Taloyoak. There are five of them taking the Teachers' Education Program in Cambridge Bay. They are on their way to becoming teachers and I respect them for that because it is very important for us to have Inuit teachers in Nunavut.

Mr. Speaker, while they are taking training in Cambridge Bay they are very welcome in that community and they told me that. They like the training that they are taking and for Christmas and Easter they were able to go home as they sometimes get homesick.

I would like to thank the Cambridge Bay Teachers' Education Program for teaching our people who want to become teachers. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Iqaqrialu.

Member's Statement 091 – 1(6): Bad Gasoline Not Bad Fuel

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to let the people in my constituency understand about the bad gasoline that we have heard about over the radio and through Members of the Legislative Assembly and the government.

The fuel that they are saying over the radio is bad is heating fuel not gasoline. People in my constituency have been saying that it is gasoline, not heating fuel. So for that reason we want to make sure the public understands that we call it gasoline, not fuel.

Mr. Speaker, I would like to apologize to all the people of Nunavut to whom we have been saying it is fuel, but we should be calling it gasoline instead of fuel. I want to tell all of my constituents and the people of Nunavut, that it is not the fuel it is the gasoline that is bad. I would like to apologize to the Nunavummiut. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Alakannuark.

Member's Statement 092 – 1(6): Know Which Direction To Go When Travelling

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. I am one of the first to do a Members' Statement and I thank you for that Mr. Speaker. I would like to talk about a positive thing Mr. Speaker. I am happy to say that even though the Inuit people don't do a lot of research we understand from what we see and what we learn. We used to be able to navigate using the stars at night when we traveled.

They used to know the condition of the ice and the snow, making sure that there was no danger in their path. These are just some of the items that are part of Inuit Qaujimajatuqangit. Thank you, Mr. Speaker.

>>Applause

Speaker: Item 3. Members' Statements. Mr. Irqittuq.

Member's Statement 093 – 1(6): Dog Team Race to Pond Inlet

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I am happy to be back in Iqaluit. Mr. Speaker, I rise today to speak about something that made me happy, the dog team race from Clyde River to Pond Inlet that occurred recently.

It was a very good thing to see them make it all the way to Pond Inlet during this dog team competition. It was good to see an elder involved, Jacopie Avingaq. He was so fast that it took him just 31 hours from Clyde River to Pond Inlet, the skidoos will probably never catch up to him anymore. We went over there to the finish line and he will probably keep his prize for the rest of his life and no one will be able to beat him.

After he received his prize we felt that it was very good for Jacopie Avingak to be involved because he had cancer and it is very nice to see that even though he had that illness he was able to participate in these dog team races. The younger person from Clyde River that was able to come in second place, I would like to congratulate him as well. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Anawak.

Member's Statement 094 – 1(6): Guidance to Find Right Government Department

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. We all know that there are many people out there that need assistance from government departments, but sometimes they don't know who to go to, or what questions to ask to get assistance.

If you were living in a community, as a regular citizen, what you do is ask the Hamlet Council to assist you. If you are in a community and need assistance with housing there are the housing associations. If you have a question about education, there are people available to help you with your educational choices.

If you want assistance with harvester support, there are HTOs that can look after your application, and if you are looking for lost friends, there is search and rescue. If you want to be involved with sports then there are sport and recreation people. If you want to ask about elders' activities, then you can ask the elders' committee. The same goes for the youth and their youth councils.

If you are an ordinary Inuk, you can ask NTI for assistance, and there is also the NWMB and others that can help with hunting information or licensing. If you want to find out about land use and impact on Inuit you can use the Inuit Impact Benefits Agreement provisions for assistance. Also there is the Nunavut Impact Review Board and other people that deal with impacts of projects, land use permits and so on.

If you live in the Kivalliq, you can talk to the Kivalliq Inuit Association. If you live in the Kitikmeot, you can talk to the Kitikmeot Inuit Association staff. In the Baffin Region you can talk to the Qikiqtani Inuit Association.

If you live in the Kitikmeot as an unemployed person, you can speak to the Kitikmeot organizations such as the Kitikmeot Development Corporation, in the Kivalliq it is the Sakku Corporation and the Qikiqtaaluk Corporation in the Baffin.

If you want to know about radio societies you can speak directly to them as well. Mr. Speaker, I would like unanimous consent to conclude my statement. Thank you.

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

Hon. Jack Anawak (interpretation): Thank you, colleagues and Mr. Speaker. If you want to find out about the justice system you can ask the community justice committee. You could also find out from the Nunavut Association of Municipalities if you are a councillor or a mayor in a community.

If you want to find out about anything else related to the Nunavut Government and the legislature, you can ask the MLAs. If you want to find out about the Federal Government you can ask those federal departments that are responsible for the task. If you have a problem with water usage, you can speak to the Nunavut Water Board and other bodies such as the Nunavut Implementation Panel deal specifically on the land claim and you can ask for their assistance.

If you are a woman, there is a National Council called Pauktuutit. If you have your own business in the Kivalliq Region you can go to the Kivalliq Chamber of Commerce and if you live in the Baffin Region you can speak to the Baffin Regional Chamber of Commerce. In Iqaluit there is the Iqaluit Chamber of Commerce and the same thing in the Kitikmeot Region.

It is no wonder, Mr. Speaker, that members of the public get confused because there are too many bodies in Nunavut, Associations and other types of bodies. If you are just an ordinary Inuk and want to get Inuit representation in Canada there is also the Inuit Tapirisat Kanatami. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Tootoo.

Member's Statement 095 – 1(6): National Student Commonwealth Forum – Inuksuk High School Students Conference

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I rise today to share with my colleagues here in the House a good news story relating to our education system.

Mr. Speaker, from May 4th to the 11th, two students from Inuksuk High School will be taking part in the National Student Commonwealth Forum at the University of Ottawa. Students taking part in this forum are selected to represent one of 54 commonwealth countries. They participate by identifying global issues, debating them and voting on resolutions.

The keynote speaker at this year's conference will be an inspiring and energising speaker, Stephen Lewis, the Canadian Ambassador to the UN and more recently the Assistant Secretary General to UNICEF, the United Nations Children's Fund.

Mr. Speaker, I am very pleased to announce that for the third year, the Inuksuk High School students have worked towards this goal. This year's students, Andrew Bedard, and Stephanie Rose have been selected to attend the conference representing the country of Bangladesh and debating the issue of peacemaking.

Mr. Speaker, this is an excellent example of what our youth can achieve with hard work and dedication. I would also like to recognize the efforts of Ms. Sheila Levy at the High school, who coordinated and organized the program. I would like to extend our thanks for her tireless efforts in providing opportunities for our youth.

Mr. Speaker, I would like to wish Andrew and Stephanie good luck during their debate and I am sure that they will enjoy and benefit from their experience.

Mr. Speaker, I also understand that Mr. Bedard will be attending Wednesday night's hockey game in Ottawa, so maybe if we are lucky we will be able to see Nunavut's flag or something flying in the audience in the hockey game.

I would like to ask all member's of the House to join me in wishing them well during their conference. Thank you, Mr. Speaker.

>>Applause

Speaker: Member's Statements. Mr. Kilabuk.

Member's Statement 096 – 1(6): Congratulates all Graduates and Constituency Graduates

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I was just drinking my water. First of all, like my colleague, I would first like to congratulate all the students who graduated last Friday, and also I would like to congratulate the students from my constituency of Pangnirtung; it was sad to see that some of the students did not make it.

For the first year of Nursing, Eva Eeseemailie and for accounting, Jaypoody Akpialialuk, and Tommy Kuniliusie. For Management Studies, Rita Kishak, For Inuit Studies, Anna Nakashuk also from Pangnirtung. And also for Management graduates, Rosie Mike.

Also the Member for Uqqummiut and I can congratulate Thomasie Panikpak together. Also graduating from Management Studies Pangnirtung resident, Elaine Akulukjuk, as well as another original Pangnirtung resident, Lena Akulukjuk, who is also the older sister of this individual that I mentioned earlier on and who now lives in Iqaluit.

There were further recognitions of individuals undertaking on the job training, people like Lorna Arnakak, for Language studies and culture studies. Also there were some graduates from Pangnirtung from the Management Studies program, Mary Anne Mike, Delia Young and Sheila Nowdluk.

I would like to congratulate all those individuals who graduated from Pangnirtung. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Ms. Thompson.

Member's Statement 097 – 1(6): Condolences to Arlooktoo Family/Student Graduates

Hon. Manitoq Thompson (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I was not here during last week's session when we heard about Goo Arlooktoo. I was not here and he was a very good friend of mine; I also would like to send my condolences to the family. I have been a Member of the NWT Legislature since 1995 with Goo, and I believe that God will take care of his family.

Mr. Speaker, I would to make a statement in regards to the students that are graduating. There will be a lot of students graduating from our communities and from our constituencies. The numbers of graduates are increasing and they will be inviting us and we are very proud to see students graduate from carpentry. Thirty-two students graduated and they took this course for two years, and it is really heart warming to hear of the commitment that the students are showing in order to graduate.

We are always happy to hear about our graduate students. Mr. Speaker, I would like to encourage students who have given up on their training courses and some of them in their lives and some of these young people are just staying at home twiddling their thumbs.

As parents we believe in them but at times as parents too we give up on our children but there are many people out there who would like to go back to school but they're unable to due to age.

We have to be able to deal with these individuals, Mr. Speaker, that are not going into school and too old to go to school and my colleague, Mr. Anawak was talking about where these individuals can go for more help.

We don't have a program or service for the parents who have given up on their children. They need a place where they can go for help when the children are just staying at home and they don't know how to deal with their children.

There should be a service where the parents can go because their children are not working or they did not complete their education. Yes, we have to guide them in order to get them back into the job force if we are not going to be giving them any constructive criticism and some individuals can't find jobs in our communities.

Mr. Speaker, people who graduate from grade 12 end up working at the coop stores and the northern stores because there are no other employment opportunities. Mr. Speaker, this needs to be rectified. I would like unanimous consent to conclude my statement, Mr. Speaker.

Speaker: The member is seeking unanimous consent to conclude her statement. Are there any nays? There are no nays. Proceed.

Hon. Manitoq Thompson (interpretation): Thank you, Mr. Speaker. Parents of graduates feel very proud of them. I congratulate the students and the parents for completing the course for carpentry and they have a very good future and I'm very proud of them.

Mr. Speaker, the individuals who don't seem to have any future, we have to start dealing with those individuals as a government. We need to find solutions for the parents who have given up. I remember and acknowledge the parents who have given up on their children and give them blessing in the name of Jesus. Thank you

>>Applause

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

Item 5: Recognition of Visitors in the Gallery

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. I would like to recognise some people today, and I am happy when I had made my member's statement earlier I had mentioned that there were three individuals here in the gallery. I have three constituents here, Julia Uyarrai from Gjoa Haven, Mary Niviaqsiq from Taloyoak, and Mary Ikkutisluk from Gjoa Haven. So I would like to recognize these people and I also would like to welcome them to the Legislative Assembly and wish them a very safe trip back home. Thank you, Mr. Speaker.

>>Applause

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

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rarely get the opportunity to recognize anyone in the gallery. I would like to recognize my wife, Victoria Alakannuark and my adopted daughter Martha Alakannuark because I rarely get the opportunity to recognize any individuals in the gallery. Thank you, Mr. Speaker.

>>Applause

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

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, it gives me great pleasure to welcome to the gallery today a well known Iqaluit and Nunavut business woman and a constituent of mine, Ms. Natsiq Kango, to the gallery. Thank you, Mr. Speaker.

>>Applause

Speaker: Item 5. Recognition of Visitors in the Gallery. Ms. Thompson.

Hon. Manitoq Thompson (interpretation): Thank you, Mr. Speaker. Mr. Speaker, the person that I was going to recognize has been recognized but I'd like to recognize Natsiq Kango who has always been very hospitable. I want to also remember her grandmother whom I remember fondly and who used to live in Coral Harbour. Thank you, Mr. Speaker.

>>Applause

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

Item 6: Oral Questions

Question 101 – 1(6): No Contingency Fund in 2002/2003 Budget

Mr. Arvaluk: Thank you, Mr. Speaker. My question is to the Minister of Finance. In last week's budget address the minister did not provide for a contingency fund for the 2002/2003 fiscal year. As this has been the case, I would like to ask the minister why the minister didn't provide for a contingency fund in this year's budget? Thank you, Mr. Speaker.

Speaker: Minister of Finance. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, due to the fact that we have a significant accumulated surplus that we can draw upon if required. Thank you, Mr. Speaker.

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

Mr. Arvaluk: Thank you, Mr. Speaker. In the event that there's an emergency requirement for expenditure, from which department will the government take any needed funds? Or is there a sufficient surplus as the minister stated that will take care of emergency expenditure requirements. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, it would depend on the magnitude of the emergency situation, if that were the case. By and large though, given normal operating circumstances, the accumulated surplus we have now would suffice in dealing with regular matters that might require emergency funding. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Arvaluk.

Mr. Arvaluk: Mr. Speaker, perhaps the minister misunderstood me. I didn't ask for regular matters, but if there is an emergency situation that arises, will the contingency that he has this year for 2002/2003 take care of it from the present surplus? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I did understand the member's question. My answer was that it depends on what size of the emergency, if there were a situation that required emergency funding, what it would entail. If there's a situation of a community learning centre for example, you're talking about one and a half or 2 million dollars that burned down and had to be replaced, that's well within the range of anything that we could handle in respect of our current contingency and even larger.

If we were to lose a school for example at anywhere from 10 to 15 million dollars, I mean obviously it would create additional stress on the system but again we would have the capability to deal with a situation of that size right now.

If you're talking about anything larger than that, obviously it would compound the matter in respect to trying to deal with the issue. Thank you, Mr. Speaker.

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

Question 102 – 1(6): Assistance To Correct Spelling of Names

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I'd like to direct my question to the Premier or the Minister of CLEY.

In respect to the first issue, this may be under the Department of Justice, in regards to some names from the 1960s and 70's. The GNWT was instructed to collect names and during that time, names were collected and even unto this day, when we are living in Nunavut, the spelling of our surnames are still fraught with spelling errors. There are still a lot of people who do not have the correct spelling of their surnames. The Law Review Commission was in charge of this review.

Mr. Speaker, in my community, I was approached...I'll make my preamble short. I'm just trying to explain to the members. In my community, a couple has a child in the south. That child called the parents about how he would get his name changed to a proper spelling.

When you do not have any knowledge of the government and its structure, it is hard so if I wasn't sure of spelling my name or how to write my name properly, who would I approach for the resolving this issue? Thank you, Mr. Speaker.

Speaker: Minister responsible for Justice. Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. In regards to a change of name, that would be under Health & Social Services. The Law Review was instructed to deal with this issue, or was responsible for this. The problem they kept running into in respect to the issue were the people born outside of Nunavut. They are under the different provincial governments, depending on where they were born. The name as spelled out by the certificate has to match this spelling or else they lose their benefits.

That individual would probably have to approach the departments in those provinces as they have to follow the legislation that applies to this issue. If they had a problem, they would have to identify where that individual was born. If it's under Nunavut, our department would be responsible for dealing with the concern that the member has. We can work with the member. That is as much as I can say based on my understanding of the

matter. We are open to any letters requesting further assistance or resolution of matters such as this, insofar as we can assist that person. Thank you, Mr. Speaker.

Speaker: Oral Question. Supplementary. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker and thank you, Mr. Premier. When a person is born outside of Nunavut and if he wanted to do a correction on his name, for example my name is Puqiqnak, where would I go to correct the spelling of my name, if there was a spelling error? Would I deal with it in Nunavut or outside of Nunavut, depending on where I was born I guess, but Mr. Anawak was saying if you have problems, you can approach organizations for certain issues, so who would I go to on that matter? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I'm trying to respond using my personal knowledge of the matter. It depends on where you were born and the legislation used by that province. Outside of Nunavut, if you were born in one of the other provinces, you would approach the government public relations office in that province, but in Nunavut you would probably have to go to Health & Social Services.

This is a problem we faced when reviewing the legislation that covered this matter. Forms could be made available but I'm sure Health & Social Services would be happy to help the member. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. I know where that individual was born. He was born in Nunavut but my question is just so you have the proper spelling of your name.

Would I have to go through the court system or who would I go through to get a correct spelling of my name? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I'd like to thank the member for explaining his question. You would have to go through the justice system and there are forms that would be filled out. You would work with that department for the proper spelling. There was a proposed Change of Name Act that was before you; however it was not passed, so in the meantime you will have to go through the Justice system. Thank you, Mr. Speaker.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. When the responsibility was given to the law review commission, once the commission has dealt with this matter would we no longer be dealing with Justice? Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We were trying to pass the Change of Names Act; if it had passed it would have given everyone an opportunity that wanted to change their name for approximately one year without going through the Justice system. It was not passed as there were obstacles that were beyond our control. We are presently changing names by working through the justice system. Thank you, Mr. Speaker.

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

Question 103 – 1(6): Update on Nunavut Identification Cards

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. Welcome back Madam Thompson. You took awhile.

I'd like to direct my question to the Minister responsible for Community Government & Transportation. On September 11 the World Trade Centre towers were destroyed due to terrorist attacks. After that the Transportation minister talked about Nunavummiut having to have identification cards. I'd like to get an update on how that is going. Thank you, Mr. Speaker.

Speaker: Ms. Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. I'm very glad to be back, Mr. Speaker. I'm glad that this question has been raised. We are a bit behind on getting identification photo IDs and I just met with my staff recently about this issue and the mayors also brought this up in Ottawa.

Mr. Speaker, we are presently working on this matter and we know we are late but, I'd like to have them completed before the spring is over or by springtime. I know it is spring now, but as my department was responsible for this, we haven't been able to complete it due to other commitments. I apologise but we'll endeavour to work on this. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. For the Arctic Winter Games, I asked if there was going to be a camera available to take passport photos for the people who were involved in the Games, especially those people who were going to Greenland. If we want to get a driver's license, we have to get a photograph and produce identification and generally that is in the communities. How can we get a passport and

what protocol or process is involved? The picture equipment, is this the same system that is used for the driver's license photos? How easy is this process to get a passport? We know that you have to undertake a different process for this. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. They are using the same camera for either process as it takes pictures of your face only. You use the same camera when you become a member of this House. For identification information, there's a yellow background for the driver's license. There are different background colours that are used to identify the different classes of licenses. With the two kinds of colours available for ID and also for the driver's license we have generally agreed that the photo ID for our people will have the yellow background.

Unfortunately, the spelling of names becomes a problem. It usually takes time to correct surnames and the spelling of names. There are a number of spelling mistakes on ID cards also. This is something we will be working on and attempting to speed up the process. I know that people worked on the athlete's ID cards all night long and we're caught up to that. For the people who are to receive their photo ID cards, we have agreed on the colour of the background and the lettering as well. The only hard part will be the proper spelling and the proper person for the photos. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. I'm talking about taking pictures used for ID, especially travel related. The equipment never worked properly and as I mentioned previously, it was impossible to use it for passport purposes. We were told that there was supposed to be somebody coming into different communities to take pictures with proper equipment. This never happened either and I would like to find out more about this since we need ID to travel and will it cost our people anything? Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. The first picture taken for ID will be free but for the second time, if you lose one, you will have to pay for the second. If some of the communities don't have proper equipment to take pictures, my department will make sure to make the cameras available for everybody. Thank you, Mr. Speaker.

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

Mr. Nutarak (interpretation): Yes, I would like to get some clarification. There are cameras in the communities. Would you be telling the community social workers to take pictures or will your workers be going to the communities? Is your department going to be able to travel to communities to take pictures? Thank you, Mr. Speaker.

Speaker: Minister Thompson

Hon. Maniok Thompson (interpretation): Thank you, Mr. Speaker. If the communities are able to take pictures on their own without someone coming into the communities, then they will be doing that, however, if they are unable to do so then people from my department will have to go to them. The communities will be informed by our department. Thank you, Mr. Speaker.

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

Question 104 – 1(6): Update on Airline Transportation Plans in the High Arctic

Ms. Williams (interpretation): Thank you, Mr. Speaker. I would like to direct this question to the Minister responsible for the Department of Community Government and Transportation. I mentioned this one time before about the reduction in airline services for the high arctic.

There are fewer and fewer flights going to the high arctic and it's getting harder for government officials to travel around. What is the status of airline transportation plans for the high arctic to date? Thank you, Mr. Speaker.

Speaker: I believe the question is directed towards Minister Thompson.

Hon. Maniok Thompson (interpretation): Thank you, Mr. Speaker. I would like to talk with the member here. As the Minister for Transportation, I talked about the airlines in Nunavut; the study of airlines and services to Arctic Bay are also being looked into.

The RFP we're talking about was recently closed on April 30th and we will be reviewing these concerns about the airlines. Thank you.

Speaker: Oral Questions. Supplementary. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Speaker. Traveling in the high arctic is very hard. People want to know exactly what the future of airline services is going to be and how the study is proceeding. I would just like to thank you for responding.

I want to be able to provide an update on this airline transportation plan to my constituents. Thank you, Mr. Speaker.

Speaker: Oral Questions. Mr. Alakannuark.

Question 105 – 1(6): Helping Elders Pass on Their Knowledge

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

There are fewer and fewer elders today in the communities who know the cultural and traditional skills and they want to be able to do something but there is never enough money available in the communities. How can we help them pass on their knowledge in our communities? Thank you, Mr. Speaker.

Speaker: Minister Anawak.

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. When we are speaking about funding it's in the main estimates. We put money in the main estimates for the elders and youth to work together in each community.

It's just an estimate so I can't say how much each community is getting. Also, aside from that, we are looking into whether each community should have an elders' committee that can be approached by the government and others to make sure the elders' voices are heard.

Sometimes we can approach these elders' committees for anything that we might want to know. When the government is planning something, we will be able to collaborate with these elders from each community, to plan with them. It will be good to have elders' committees in each community so we can approach them when we need them.

Perhaps the Hamlet Councils can work with these elders to form a committee. We are getting into that level of detail later on and it's in the main estimates. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Alakannuark.

Mr. Alakannuark: Thank you, Mr. Speaker. I understand what you're saying and thank you. You're talking about the elders' committees. When would it begin? Will it be this year or the year after? When can we expect to see the elders' committees in each community? Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. Yes, we are working on this plan starting from now. We are hoping to meet with them this coming August. I personally don't like to meet with them in the spring and summertime when everybody prefers to be out on the land.

Perhaps it would be better to meet with them in the fall when everybody comes back to the communities. First of all I would like to ask my colleagues here what you want to see, in respect to these committees, and further we should approach the elders. The kinds of things you would like us to work on with the elders and perhaps prior to the Christmas season, we can plan these things in detail. Thank you, Mr. Speaker.

Speaker: Oral Questions. Oral Questions. Mr. Iqaqrialu.

Question 106 – 1(6): Location of Mineral Discoveries

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I was falling asleep. Thank you. Mr. Speaker, I'd like to direct this question to the Minister responsible for Sustainable Development about these reports that he tabled with all these nice photographs.

There are application forms in this document that you have to request. In respect to these reports, I'm very happy that there is about 5 thousand dollars that individuals can request from the department for their proposals. Perhaps if I could ask this question first, I recall a time when there were a lot of people who were prospecting in and around the communities, way back from my youth all the way to today.

Perhaps there are all sorts of secret deposits that have been found that are now just being opened up. There are a lot of prospectors that come out to the communities and there must be a lot of minerals that are out there in Nunavut. It seems like this document is a little bit late for people to do prospecting although it has been around for about three years.

The minerals that have been discovered previously that are in Nunavut, do these deposits have specific places where the maps and sites are located and does the government know their whereabouts? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Some of the mineral deposits that have been previously discovered are listed in the report. They are located in documentation that is not translated, and it shows which communities are closest to these finds. We have the information in the English version, it is written where these minerals have been discovered. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Perhaps, I will make a mistake and if I err, please let me know. It's just that I want more information and further clarification.

Non-renewable resources such as oil and gas, and other mineral deposits, years ago the shamans knew where they were located although they didn't know what uses they had. It is also designated in this book, whereabouts these finds are. We discovered those years ago and I think the prospectors and the people that look for oil and gas have stolen our birthright. Have you looked into this issue and how it relates to these mineral claims? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. The shamans, if they were able to write down where they discovered those things it would have been a lot easier because we would know where they were located.

In this day and age, we have to look for them ourselves or the prospectors and the people who explore for oil and gas. As many shamans have died off, we won't be able to get any direction from them. I'm sorry Mr. Speaker. Thank you.

Speaker: Oral Questions. Supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I am starting to get hot under the collar, but I'll try to make it clear; it is not really related to the question that I posed, but this is background material. Inuit had reached the moon quite some time ago during the shamanistic ages, prior to the Americans reaching it with their machines and finding out it wasn't what they thought it was. Those are the types of things that I'm talking about, non physical discoveries.

Looking at the pictures and the maps in this document, it's got symbols of men and other things within the applications. Do those little symbols identify where there's been a discovery, or are they just symbolic? They don't state what kinds of minerals that have been discovered, due to all the competition, I know that, but I would like to know how this will be dealt with. Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. We have to look at the pictures in order to clear up any misunderstandings. The symbols and the approximate locations where the minerals have been discovered are written within the document. You can see by looking at it approximately where those mineral finds are within Nunavut. It just shows the types of rocks that are in the area. It doesn't state whose land it is and whose mineral rights those are at this time. We just provided symbols of where the discovery has been made. Thank you, Mr. Speaker.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. My last question is about mining activities in Nunavut. If somebody thinks that they've found something in a place where there has already been a discovery, does that mean that it doesn't belong to them. The prospectors used to walk for days and all they had was a little hammer and magnifying glass to help them look.

Like today, how they prospect is with geophysical and geochemical exploration either via plane or helicopters and they have new equipment to search for minerals. The towed arrays and their radiation we don't know about as Inuit people and their effect on human or vegetation matter. So, what is going to happen in Nunavut whereby there have already

been discoveries of mineral deposits, can we as Nunavummiut use these same technological marvels to look for further deposits?

The discoveries in Nunavut of minerals are the birthright of persons born and living in Nunavut as it is one of our only means of economic development, therefore the benefits of these minerals should not only accrue to the exploration companies with all their expensive equipment. Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Yes, I realize that. But the Government of Nunavut and the Government of Canada have an agreement to see that mineral exploration undertaken in Nunavut has to follow the regulations and the rules governing exploration in Nunavut. Yes, we realize that there is a lot of exploration and that this has been ongoing for three years, and the future looks bright.

I realize that there are a lot of people in Nunavut that have just begun to do exploration and prospecting. So, I think they should be protected and we would like to help the people of Nunavut follow the rules and the act, in regards to mineral exploration, so these types of things will not be taken away from the people who have already staked a claim or know the location of a mineral outcrop that they have discovered.

So even when the legislative session is not going on, these types of concerns felt by the prospectors are all things related to my department. Thank you, Mr. Speaker.

Speaker: Oral Questions. Mr. Iqittuq.

Question 107 – 1(6): Counsellors' Certification and Qualifications

Mr. Iqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, last month on April the 26th, here in the House, I asked the Minister of Health and Social Services during oral questions about counsellors and what kinds of qualifications they need.

Because the minister responded to those questions in a lengthy way, I couldn't really follow the response that he gave. Say for instance, I posed the question that if an individual, who through life experiences is able to counsel Inuit, did not have a certificate in counselling people and the government does not recognize those people as being qualified without certificates or any educational counselling when they are trying to become qualified as social workers.

I felt that the minister did not respond to me properly and I did not really understand his previous response, so can he give me the response again. Thank you, Mr. Speaker.

Speaker: Minister of Health and Social Services. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. And a very warm welcome back to the member. Mr. Speaker, very quickly then on the question concerning social workers.

I think there's been some confusion exactly on the program that is in place for social workers. Social workers handle statutory requirements which includes for example, working with courts, laws, and so on.

On the other hand Mr. Speaker, we also have counsellors in communities who are unilingual, who are elders. A good example is in Clyde River where right now I believe there are 12 more people from across Nunavut from different communities who are being trained in reality therapy and that is a form of counselling that we recognize as a government. We are certifying them.

So even through Mr. Speaker, the people and the Premier and myself and the member for Clyde River and some of the other members, we went last November before Christmas to Clyde River and were part of a presentation where different people from across Nunavut were certified counsellors, so they can actually counsel people.

So there is a program in place where people who may not have the academic qualifications are actually trained and certified counsellors by our government. Thank you, Mr. Speaker.

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

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. In line with his response, he stated that the individuals who are able to counsel others have been recognised by the government. If they are recognised as qualified counsellors by the government, how come there was a job that was to be open in Hall Beach, how come the government did not recognize these qualifications and hire the Inuit people as counsellors. Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, we do have a community wellness counsellor working in Clyde River who has been certified by the government who is Inuk and bilingual.

At the same time, Mr. Speaker, we just recently filled the social services position in Hall Beach if that's the position the member is talking about. At that time, Mr. Speaker, through human resources, that person met the qualifications that were advertised, there was a screening and hiring process held and the successful person was hired.

In this case, the person does not speak Inuktitut who is the social worker but as I said earlier Mr. Speaker, we do have counselling services available through the community wellness and mental health worker, whom I might add Mr. Speaker, by all reports is doing an excellent job in the community. Thank you, Mr. Speaker.

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

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. The question that I was trying to ask previously, he gave me a different response so I just asked him a question according to that original response.

I think he responded to me saying that we recognise the individuals that can counsel people given their life experiences, but I want a very brief response with the question that I'm trying to ask. An Inuk able to deal with life's issues, who is not educated, but who can do counselling or social work, but since that individual is not certified, is that why the government cannot acknowledge and recognise that person because they are not certified? Thank you, Mr. Speaker.

Speaker: Minister of Health & Social Services. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, first of all Mr. Speaker, as I tried to explain earlier, Mr. Speaker, we have what we call community wellness and community mental health specialists in communities who are hired and certified by the Government of Nunavut. They undergo one form of training which I explained earlier that is happening right now in Clyde River with several people from different communities.

It's called reality therapy, and that is for unilingual or bilingual participants. That is occurring. Mr. Speaker, the member's community has a community wellness counsellor who can provide counselling services. At the same time we have a social worker position, a Social Worker III position in the member's community.

That position, the social worker, not only counsels people and can counsel people but also provides statutory and other requirements. If the member is talking about the counselling position, the incumbent person in that position has been in the position for a couple of years and it has been open.

I believe the member was asking about the social worker position and as I explained Mr. Speaker, in this case, there were several applicants for the position. It was screened by human resources, not health and the successful applicant was a Social Worker III who has experience and that person was hired for the position.

Mr. Speaker, the member is correct that the social worker does not speak in Inuktitut but we do have as I said earlier, a community wellness counsellor in the community who is bilingual. Thank you, Mr. Speaker.

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

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I'm not talking about the level of education and I am certainly not talking about the academic qualifications of the applicants. I just want you to know that I'm not asking questions in regards to that.

The questions that I was posing before, Mr. Speaker, if I can make it clear enough, Inuit people who are not certified are capable of working as counsellors. My question is would the government be able to recognize and acknowledge non-certified, unilingual Inuktitut speaking people to become counsellors. Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, the answer is yes and we are doing it right now. That is what I have just said. We have a counselling program going on right now where we are actually certifying people.

People who don't have their qualifications are actually getting the qualifications in, and for example, in this case, in Clyde River. We have people from all across Nunavut, who are actually taking a certification course.

The member is correct, if they don't have the qualifications, if they apply for a counselling position, or a community wellness position, Mr. Speaker, we will make that course available so they could actually be certified.

That is one of the successes that we have had over the last couple of years. So the answer to the member's questions is yes. Thank you, Mr. Speaker.

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

Question 108 – 1(6): Lapsed Appropriations

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister responsible for Finance. Last week, Mr. Speaker, I was asking the minister in regards to his Budget Address, and he went over the summary of our fiscal position for Nunavut and he had indicated when I asked him where the roughly thirty-two million dollars in lapses that they are expecting in this year and I asked him where they are coming from and he had indicated basically government-wide is where these lapses were coming from.

I would like to ask the minister, those lapses that are, let's say, we will just specify the O&M lapses, seventeen million dollars, what year are they expecting those lapses to occur. Are they occurring in the 2002-2003 fiscal year or are they from the previous years? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, the lapses are for the 2001-2002 operating year. That is what we were reporting on. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. So those lapses are from last year's funding. Last year if you see the revised estimates show fifteen million dollars in lapses from 2001-2002. So I was just wondering are those from last year's lapses that we are looking at, and those other ones of fifteen million dollars are those from the previous years? On these lapses, basically are we always a year behind? Thank you, Mr. Speaker.

Speaker: Minister of Finance. Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I think that I tried to explain to the Honourable Member that the way that we have been operating, every year we have had lapses, because all the departments haven't been able to expend all the dollars that have been appropriated to them and others have gone over their appropriation. But by and large government-wide there has been under expenditures. It is reported on the past financial years.

The member is correct, in that there was for the 2001-2002 year, we are expecting seventeen million dollars, and as he indicated for the prior year before that there was fifteen million for lapses for O&M. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I guess maybe having such a substantial amount of lapses might be the reason why we don't have a contingency reserve built into this year's Budget that my colleague was asking about earlier.

In light of that if we know that we are going to be lapsing that much, that amount of money, why haven't the minister or the government looked at maybe allocating those monies that they know are lapsed from the year before to one time funding programs like they did with daycares last year, I believe it was.

There are all kinds of groups and organizations out there that are always getting told we don't have any money for you. I was wondering why the government never looked at allocating a certain portion of those lapses that they're estimating for things like that. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Because as I'd indicated in the past, the normal course of business when you do the fiscal framework of the government you anticipate certain lapses and just like you anticipate there is going to be some extraordinary supplementary appropriations that come forward on a year by year basis. So one is more than likely to offset the other. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. So, I guess, what the minister's saying for all intents and purposes, this is basically a contingency reserve for the government. Thank you, Mr. Speaker.

Speaker: Minister of Finance. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. No, that's not the case. As I indicated to Mr. Arvaluk's question earlier, on the same matter as far as a contingency reserve. I suggested and I reiterate that there is sufficient funding in our accumulated operating surplus to not require a specific contingency fund for this current fiscal year and that's why we didn't put one forward. Thank you, Mr. Speaker.

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

Question 109 – 1(6): Fees for Money Transfers to Patients in Boarding Homes

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Health. I'm not exactly sure when it was but Gloria Penner was the manager of the Uglivik in Winnipeg for the patients.

I'm not really sure if there were fees taken from the sender or if there were fees taken from the recipient for money transfers. When we would send money to family members in their times of need, we are made to pay 15 dollars through the Co-op or Northern and once the transfer arrives at it's destination they then deduct 5 dollars.

I now hear that if a person sent money, if the amount is under 100 dollars the amount deducted is 2 dollars and 100 and over they are deducted 5 dollars.

Was that part of the agreement that was reached at that time? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, I really appreciate the support I get from the MLA for Amittuq over there on the other side.

Mr. Speaker, first of all, let me say that my understanding was that agreement was not between the Government of Nunavut, and indeed the precursor to that agreement was the Government of Northwest Territories.

What has happened Mr. Speaker, by convention, is that when people wanted to transfer money they went to the local coop or Northern Stores and they were able to transfer the money from the local coop or the local store if there was no bank present, to Winnipeg, to ACL or to Northern Stores in Winnipeg where the Kivalliq Boarding Home is.

Now that was my understanding and when you sent the money through the private company there was an associated fee. I believe the fee was below 100 dollars, it was 15 dollars, 10 dollars for the store and 5 for the sender a total of 15 dollars. And if it was above 100 dollars, I believe the fee was 20 dollars.

Those fees amount to change Mr. Speaker, but that was not an arrangement of the government. My understanding is it was an arrangement with the local businesses in communities that did not have a bank. Thank you, Mr. Speaker.

Speaker: Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. The minister completely misinterpreted my question.

We already know those fees are being charged by the Co-op or the Northern Stores. However, the centre itself, I'm told the centre itself in Winnipeg is now charging over and above that for their collection of it on behalf of the patients.

My question was not, was that part of the negotiation, it's not. If that was part of the negotiations, was your policy, when you negotiate with someone to work for you on contract, can they on top of that, make extra money from your monies or from your services. What's the policy on that? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, this is the first time that I have heard that about the contract holder with the boarding home in Winnipeg, and I want to make sure that this is an accusation being made that we're perfectly clear on what's being said in this House.

Mr. Speaker, the government has no policy, procedure, guidelines with a contractor for the transference of money. The Government of Nunavut is not a bank. Mr. Speaker, if a patient or the family member of a patient wishes to transfer money to Winnipeg and they transfer it to the facilitator or the runner of the Winnipeg Boarding Home and the person receiving or sending the money has to pay a fee, Mr. Speaker, I'm not aware of what that fee would be and who is charging it.

It is certainly not a policy of the Government of Nunavut. Thank you, Mr. Speaker.

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

Mr. Arvaluk: Thank you, Mr. Speaker. I understand that when the patient is being picked up that the airport, there is no extra charge from this company. When they're being taken to the hospital there is no extra charge. When they're being taken from the hospital back to the boarding home, there's no extra charge.

When they, because these are a part of your negotiated agreement, contract, so, anything that is not negotiated that the patient requires for his or her wellbeing while down in the transient centre, does that contractor in the centre have a right to charge whatever he or she feels like. Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, in the contract that we have with the boarding home, there is a contract providing transportation services. Mr. Speaker, the member is correct, when a patient arrives, in this case, in Winnipeg, and is brought to the boarding home, that is covered. If the patient wants to leave the boarding home and go to the hospital, that cost is covered and when the patient's finished their hospital services and needs to be transported from Winnipeg, back to the airport, that cost is covered.

However, Mr. Speaker, if the boarding home also arranges for example, trips to local shopping malls and so on, they don't charge for that cost. However, if Mr. Speaker, a person says, I have money on the other side of Winnipeg, will you take me over there and then the operator of the van or the boarding home has been charging patients, Mr. Speaker that is not something that we have contracted for.

Mr. Speaker, if that's the allegation that the member is making, then Mr. Speaker, we will look into that because that to us, as a government, would not be acceptable that you would be charging above and beyond the cost of picking up the money.

We're in the business Mr. Speaker, as a government, of making sure that our patients who are sent down get the very best treatment that is available including transportation services.

Mr. Speaker, to be double dipping and double charging, if that is the case, Mr. Speaker, we would put a stop to it. Thank you, Mr. Speaker.

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

Mr. Arvaluk: Thank you, Mr. Speaker. If you find out, I'm not talking about rich people who go down to Winnipeg and can afford to go to town and go to the Royal Bank and charge the government for it or the contractor for it, whatever gas they spent.

I'm talking about the people who had to leave in a hurry from home, in emergency cases. You know and I know, in the small communities like Coral Harbour the stores are not open at the best of times, let alone having a bank there to do transfers.

Was this an oversight? This should be one of the measures that the government could have taken to ensure a small service like this; it makes a lot of difference sometimes, if it is done properly. When you find out if this is being done, can you correct it and report back to the House? Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, we take the allegation that the member makes very seriously. Mr. Speaker, we will look into it immediately and find out exactly what has been happening and report to the member and to the House on that situation. Thank you, Mr. Speaker.

>>Applause

Speaker: Mr. Anawak.

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. I would like to recognise in the gallery, my constituents, well known individuals from Rankin Inlet, friends, Paul Murphy and Helen Klengenberg. As well as their assistant Mike Seales to our left and on the right is Joe Kusido. I would like to recognise them.

I am sorry. I would like to get permission to return to item 5. Recognition of Visitors in the Gallery. Thank you, Mr. Speaker.

Speaker: The member is seeking unanimous consent to go back to item 5. Are there any nays? There are no nays. Proceed Mr. Anawak.

Revert to Item 5: Recognition of Visitors in the Gallery

Hon. Jack Anawak (interpretation): I'm sorry I'm an Inuk. I would like to recognise my constituents from Rankin Inlet, who have their own business and everybody knows, I think everybody knows them, Paul Murphy and Helen Klengenberg and the person that they work with is Mike Seales on the left hand side. On the right hand side is Joe Kusido. Thank you.

Speaker: Recognition of Visitors in the Gallery. Moving on to item 7. Written Questions. Item 8. Returns to Written Questions. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Minister Kattuk.

Item 11: Petitions

Petition 03 – 1(6): Petition About Bad Gasoline

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. This petition I would like to table is from the community of Sanikiluaq and there are 204 signatures from people opposing the bad gas situation. As the Member for Sanikiluaq, I would like to table this in this House. Thank you, Mr. Speaker.

>>Applause

Speaker: Item 11. Petitions. Item 12. Reports of Standing and Special Committees. Item 13. Reports of Committees on the Review of Bills. Item 14. Tabling of Documents. Mr. Tootoo.

Item 14: Tabling of Documents

Tabled Document 13 – 1(6): Ruled Out of Order

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, today I would like to table a letter that was sent home with all the students to the parents here in Iqaluit from the Iqaluit District Education Authority outlining some of the concerns that they have with the proposed Education Act. Thank you, Mr. Speaker.

>>*Applause*

Speaker: Thank you. Tabling of Documents. Mr. Tootoo.

Tabled Document 14 – 1(6): IDEA Press Release on Comments in the Assembly

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I'd also like to table a press release that was issued on May 2, from the Iqaluit District Education Authority in regards to comments made here in the House to education and compensation. Thank you, Mr. Speaker.

Speaker: Just a reminder to all members that we've discussed before all documents being tabled should be signed. Letters that is. As a result Mr. Tootoo, your letter regarding the Iqaluit District Education Authority will be ruled out of order.

Item 14. Tabling of Documents. Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Item 17. Motions. Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Ms. Thompson.

Item 19: Second Reading of Bills

Bill 9, An Act to Amend the Property Assessment & Taxation Act – Second Reading

Hon. Manitok Thompson: I move, seconded by the Honourable Member for Baffin South that Bill 9, An Act to Amend the Property Assessment and Taxation Act, be read for the second time. The proposed amendment to the Property Assessment and Taxation Act will extend the life of the general assessment to October 31, 2004.

The current assessed value of assessable property within the general taxation area will remain in effect until that time. Given the increased numbers of properties that have been developed in the last three years, the amendment will allow the Government of Nunavut time to add these properties and conduct a thorough update of the general assessment.

The amendment will also allow the government to continue to generate revenues through property taxes. Thank you, Mr. Speaker.

Speaker: Thank you, minister. The motion is in order. To the principle of the bill. Question has been called. All those in favour? All those opposed? Motion is carried.

The Bill has had second reading and accordingly the bill is referred to a committee. Item 19. Second Reading of Bills. Minister Ng.

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

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I move, seconded by the Honourable Member for Hudson's Bay that Bill 2, Supplementary Appropriation Act No. 4, 1999-2000, be read for the second time.

Mr. Speaker, the purpose of this bill is to formally approve amounts expended by departments in 1999 – 2000 fiscal years in the amount of 337 thousand dollars. This request will comply with the Financial Administration Act and the Auditor General's recommendation that all expenditures be appropriated through the Legislative Assembly. Thank you.

Speaker: Thank you, minister. The motion is in order. To the principle of the bill. Question has been called. All those in favour? All those opposed? Motion is carried. The bill has second reading and accordingly the bill is referred to a committee. Item 19. Second Reading of Bills. Minister Ng.

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

Hon. Kelvin Ng: Mr. Speaker, I move seconded by the Honourable Member for Pangnirtung, that Bill 3, Supplementary Appropriation Act No. 3, 2000-2001 be read for the second time.

Mr. Speaker, the purpose of this bill is to formally approve amounts expended by the departments in the 2000/2001 fiscal year in the amount of 33 million 34 thousand dollars. This request will comply with the Financial Administration Act and the Auditor General's recommendation that all expenditures be appropriated through the Legislative Assembly. Thank you.

Speaker: Thank you, minister. The motion is in order. To the principle of the bill. Question has been called. All those in favour? All those opposed? The motion is carried. The bill has had second reading and accordingly the bill stands referred to a committee. Item 19. Second Reading of Bills. Mr. Ng.

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

Hon. Kelvin Ng: Mr. Speaker, I move, seconded by the Honourable Member for Rankin Inlet North, that Bill 4, Supplementary Appropriation Act No. 4, 2001/2002 be read for the second time.

Mr. Speaker, the purpose of this bill is to seek legislative approval for additional appropriation requirements resulting from increased expenditures in the amount of 6 million 248 thousand dollars incurred by departments for the 2001/2002 fiscal year. Thank you.

Speaker: Thank you, minister. The motion is in order. To the principle of the bill. Question has been called. All those in favour? All those opposed? The motion is carried. The bill has had second reading and accordingly the bill stands referred to a committee. Item 19. Second Reading of Bills. Mr. Ng.

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

Hon. Kelvin Ng: I move, seconded by the Honourable Member for Baffin South, that Bill 5, Supplementary Appropriation Act No. 1, 2002/2003 be read for the second time.

Mr. Speaker, the purpose of this bill is to seek legislative approval for capital carryovers in the amount of 24 million 440 thousand dollars from 2001/2002 to allow for the capital to be used in this fiscal year 2002/2003.

In addition, increased funding requirements are requested for other capital projects including 1.66 million dollars to provide funding for the replacement of the Baker Lake community learning centre and 6.381 million dollars to provide the Nunavut Housing Corporation with funding to purchase and furnish 37 staff housing units in Iqaluit. Thank you, Mr. Speaker.

Speaker: Thank you. The motion is in order. To the principle of the bill. Question has been called. All those in favour? All those opposed?

Members, from the same motion. To the principle of the bill. Would the members please pay attention so we can get through this. To the principle of the bill. Question has been called. All those in favour? All those opposed? Motion is carried. The bill has had second reading and accordingly the bill stands referred to committee.

Item 19. Second Reading of Bills. Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Bill 2, Bill 3, Bill 4, Bill 5, Bill 6 and Minister's Statement 20-1 (6).

According to the authority vested in me by Motion 02 - 1(6) the Committee of the Whole will stay in session until it reports itself out, with Mr. Iqaqrialu in the Chair. Before we proceed, I'd like to ask members to join me in the Members' Lounge for coffee.

Sergeant-At-Arms.

>> *House recessed at 3.19 p.m. and resumed at 3.50 p.m.*

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

Chairperson (Mr. Iqaqrialu) (interpretation): Thank you, we can start now. We are on the Department of Education and I would like to call the meeting to order. Bills 2, 3, 4, 5 and 6, Ministers' Statement 20 - 1(6). What is the wish of the committee? Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Chairman. Mr. Chairman, I would like to continue with the Department of Education main estimates review, Bill 6.

Chairperson (interpretation): Thank you, Enoki. Are we in agreement that we deal with Bill 6, Education. All agreed. Would the Minister of Education, Peter Kilabuk, please step to the stand with his officials, and after introductions of his officials, we may proceed. Honourable Minister, please go ahead.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We have, to my left Tom Rich, my Deputy Minister and to my right Ian Rose, the Director of Policy and Planning.

Chairperson (interpretation): Thank you, Minister Kilabuk. Right now we are on page 9-11, Main Estimates for 2002-2003. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I would like to ask if I can have the opportunity to respond to some previous questions from the members. This is in respect to some questions for which I did not have an answer at the time, Mr. Chairman. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. I will give you the opportunity to respond to the questions. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Last week, after I made my opening comments, there was a question from one of the members and I said I would provide them with a detailed response.

The question was how many Department of Education staff are employed in the communities. There are 47.5 positions in the Department of Education offices. In the Baffin Region, in the Pangnirtung office, there are 13 positions; there are 5.5 positions here in Iqaluit, as well as single positions in the communities of Sanikiluaq, Igloodik, Clyde River, and a part-time worker in Kimmirut.

In the Kivalliq Region, in the Rankin Inlet office, there are 11 positions. We also have two people in Arviat, single positions in Repulse Bay and Coral Harbour and Chesterfield Inlet has a part-time position. In the Kitikmeot region, we have one office in Cambridge Bay, with 10 positions. Out of these 47.5 positions there are 5 vacant positions available.

Mr. Chairman, I was asked another question about the number of school counsellors and assistant counsellors. This year, there are slightly over 20 counsellors in the schools and on top of that there are over 80 assistants that work with special needs people.

Mr. Chairman, in respect to the human resources aspect of the department of education, I would like to also provide further information on these positions and the increases we have faced. For quite some time, starting in October 1999, there were about 122 positions.

From September 2001, there have been 923 positions created after the Divisional Boards of Education were dissolved. This was in July of 2000 and further, the department started to deal with the District Education Authorities and their regional staff. There are 787 positions in 42 schools being funded by the three regional centres.

From there out of 787, there are 136 positions left over in the Department of Education from 2001. We can use this example; there were 122 positions in 1999 including the principals. There are two main headquarters offices, one in Arviat and Iqaluit and in the three regional centres have an office and they deal with income support and adult education.

In adult education and the others, the reason why there are an additional 14 positions added is because they have more responsibilities, the addition of the income support employees and career development programs under the agreement as well as French and computer education and the library services and as well for the operations and maintenance.

Mr. Chairman, there were also some additional questions about student financial assistance and I can tell the members that from October 2001, there were 319 individuals who were receiving student financial assistance. We have not completed the list for 2001/2002 for those students that were receiving student financial assistance.

There were 78 that took advantage of the loans available for students in the year 2000-2001. The total amount used by these students for financial assistance was 298 thousand. As well, I wish to clarify the student's revolving fund issue, the loans fund staff deals with the main set of applications generally in April for the next school year under the Department of Education.

To date, the Department of Finance did not apply for further funding to top up the loans fund, but in our operations and maintenance there's an estimate for the amount. There was no request to put that in this fiscal year's operations and maintenance budget. For

that reason, we will request further funding for the next fiscal year from the Department of Finance.

Mr. Chairman, these are the responses to the questions that were posed earlier on. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. We are on page 9-11, 2002-2003 Main Estimates. I will remind the members that they have about ten minutes to ask questions following the meeting schedule. We are on page 9-11, Education Branch Summary - Adult Education and Post Secondary Services. Are there any comments on that, or questions on that page? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I understand that last week when the question was asked on the funding for the trades program that was basically dropped in half and the minister had indicated that there were other sources of funding available to make up the difference.

Can he tell us that as a result of funding that we have approved here or we have before us of 299 thousand, how much more we are going to be getting from other sources? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For the member's question I will get my Deputy Minister to respond to that question. Thank you.

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

Mr. Rich: Thank you, Mr. Chairman. You will find under Tab 20 the work that we are doing on behalf of third parties, which includes the Labour Market Development Agreement. The minister mentioned last week that the Labour Market Development Agreement is particular provides funding for trades type training.

In 2002-2003 that is 2 million 856 thousand dollars that is available for Labour Market Training. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, if you take that amount of 2.8 million and 299 thousand that is still like even last year, under the Labour Market Development Agreement, there was three and half million dollars and another 585 thousand for trade.

Are we going to see a reduction, like overall there a reduction in funds available for those areas. I am just wondering if he can assure us that we would have enough money there to

provide the training at whatever the current level has been in the past this year. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If you look at 2001-2002, 3 million 545 thousand, and if you look at 2002-2003, there is a difference of a certain amount of money. At the beginning of the fiscal year there was one time funding that we received for the Labour Market Development Agreement. So we had one time funding at that time in 2001-2002, so that is why the figures are not the same in 2002-2003. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. They create a program, I don't know if, forgive me, I am asking a question that was asked last week. What particular area is that targeted at? Is that targeted just for the College, or any other areas, in what communities? Is it something that is carried out in all the communities?

I know as I had indicated last week I know here in Iqaluit, as an example, that almost fifty percent of the kids that go into Grade 10 drop out. I am sure, I don't know what the rates are in other communities, but I am sure that a lot of these young people would make excellent trades people.

I am wondering what the Department is doing to try and fill the cracks for those individuals by way of providing trades orientation programs or pre-trade programs not only here in Iqaluit but throughout the north. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. What we have done is beginning with the higher grades in high school, as they're finishing their educational requirements they start getting credits with pre-employment training or orientation courses towards whatever trades program that they would like enter or apprenticeship programs.

So perhaps there are about 4 or 5 from each community that get their credits and on top of that what we are doing is having a pre-employment program that will be developed for the Department of Education. I'll use an example, Mr. Chairman.

In various communities, there are different programs that we have, just to make it clearer to the member, in the Kitikmeot Region last year there were numerous courses in Cambridge Bay and Kugluktuk. In Kugluktuk, they offered pre-employment training courses, and carpentry training and a community complex training program in Cambridge Bay.

In the Kivalliq Region, what they did was offer an accounting course in Rankin Inlet as well as the pre-employment and carpentry courses. In Repulse Bay as well as the Baffin Region, there was an accounting course in Sanikiluaq, Cape Dorset, small engine repair courses in Sanikiluaq and Kimmirut as well a carpentry program in Iqaluit. As well, air brakes courses in Resolute Bay, Qikiqtarjuaq, Igloodik and Hall Beach and cooking courses were held in Iqaluit.

The question from the member was how we can meet the challenge of those people that dropped out of school and how they can take advantage of trades programs. When we can take a course to a community, either jointly funded with another organization or by our own department, that's what we do. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Does the minister have an idea or does the department have an idea of how many communities and what programs they are looking at offering in trades areas over the next year? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): I'm sorry, Mr. Chairman. Is the member talking about my previous response or about kids that drop out or do you just want to know about the pre-employment courses in the communities? Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. How many communities and how many courses are being offered in the communities? I know having worked in housing before and even just listening to contractors today under the NNI policy, they're having a very hard time finding skilled labour in the communities and here is an excellent opportunity to offer trades programs in the communities so that we can have trades people in the communities and we're not having to import trades people from outside of the territories.

I just wondered on that basis if that's something that we should be looking at doing because there are a lot of people out there that would probably fit right into this type of program.

How much are we going to get out there and with what over the next year? Thank you, Mr. Chair.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chair. Since it is spring time now, there will be more work towards these types of arrangements and agreements and it will continue on throughout the summer. But at this time I cannot give information out to the member until they have completed the required work.

Once we get the information, I'll be able to give you the information but I don't have any detailed information in front of me. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chair. The college I guess would be the delivery mechanism for these programs. Do they have a calendar that these are the programs that we want you to apply for and this is what we want to offer and where it's going to be offered?

I know usually they would have at this time of year, there are already things going out for the start of the fall year and I'm just wondering if the minister is aware if they have anything like that for the college right now outlining the programs that they want people to apply for and where throughout the communities.

I mean, especially as it relates to a trade. Thank you, Mr. Chair.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chair. In regards to his first question, if they are going through Arctic College, let me point out to you that many municipalities in various communities administer these programs even though they're Arctic College programs. As I stated earlier, I do not have this information available at this time as to what programs will be offered.

At this time, I don't have that information right now according to who's partnering with Arctic College, whether it is a municipality like the Hamlet or Arctic College, that's how they operate. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chair. Mr. Chairman, going back to the student financial assistance section, and just more of a, I don't know if you want to call it a housekeeping thing or not, according to the Student Financial Assistance Act, the department is supposed to table a report on that annually and I know the minister didn't have that information available last week when someone asked him and he provided it today.

Does the minister anticipate that they'll be able to comply with the legislation and be tabling those reports annually? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, we'll table a report this coming fall for the fiscal year 2001/2002. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. Would you like to continue Mr. Tootoo? At this time I have no more names on my list. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Very briefly, in respect to funding the Adult Education and Post-Secondary Services, once they find the funding for the programs, are these included in the Adult Student program funding amounts? Here I am talking about funds that are garnered for these programs by the communities. For example, if there's an adult education training program funded by the Hamlets, are those amounts included in this page? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, this funding, are you talking about the funding that's applied for? No, funds requested and not approved are not included on this page.

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

Mr. Arvaluk (interpretation): How easy or hard is it to find individuals who are committed and qualified adult educators in the communities? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It depends on a variety of factors; the motivation of the people, for example, according to the number of interested individuals in the communities, they look at the situation and whether the program and instructor is available and if they can provide funding for the course and once they're approved by the partners, the funding is fairly easy to get.

However, if we need to get instructors or programs either from outside of the community's region or outside of Nunavut, it's harder to get access to this funding, especially if it is to be administered by the community or even the region. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. The reason I'm asking this is because in one of my constituent communities, I want an elder to be able to receive an education even when they are 100 years old. Although some elders are not trained to work with the new technology like computers, and other technical complicated courses available to mature students, for example machines such as scanners and these other technological marvels.

Especially the elders who lived a traditional lifestyle have no idea how to operate these new machines and they are asked to teach a modern approach to life to the students, when all they had was their wits to survive. Once you find out that this is an actual fact out

there, there are some individuals teaching students when they are 70 years old. That's why I was asking if you have a shortage of teachers that can teach modern lifestyles, since everything is computer-based now and we have to use this new technology in order to keep up with progress.

Do you have anything planned especially for teaching these modern skills? Do you have any plans as to how you are going to teach the elders this new technology like the computer and internet skills? Do you have any plans on hiring elders to teach that kind of programs, especially in the smaller communities? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes. Well, this fiscal year we are doing a pilot program and we're trying to find out if it's feasible or not by way of Arctic College at the community level. This was funded by HRDC and we have initiated six for Pond Inlet, two for Rankin Inlet, and two for Kugluktuk.

So, these are, I'm sorry, also two in Pond Inlet. There are in total six programs under this pilot project and they will be teaching more modern skills courses such as computer skills. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. Do you want to continue? I have no more names on my list. Mr. Iqittuq.

Mr. Iqittuq (interpretation): Thank you, Mr. Chairman. I apologize that I was not here when we first started reviewing the Department of Education Main Estimates and since education is one of our priorities in this government.

On the page we're on for Adult Education and Post-Secondary Services, according to the description, although I've done no real research on this, but in my community of Hall Beach we don't usually get an Adult Education Instructor brought into our community.

After saying that, we do have instructors that visit on a temporary basis to my community. As an example, for the past two years now, we've received instructors; they were the RCMP Officer's wives. Every time a married RCMP officer moves into our community, it seems that his wife finds employment right away. We don't even know whether these positions are open or not, they just seem to occupy them.

How do you set up the hiring of adult educators at the community level? Why do I see it that way? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, the Arctic College Board of Governors deals with these types of operational issues. This process goes through the Board of Governors and it's operated through the college offices.

But in regards to my colleague's question, I will look into this further and then I will give him more information but I don't have that at hand right now. Thank you.

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

Mr. Iqittuq (interpretation): Thank you, Mr. Chairman. Mr. Chairman, according to his response, he can check into it, I don't mind if he does not respond to it at this time. When it's visible like that, although maybe there's a position open for my community, maybe it is because the courses last for only a short period of time, if you have no answer, it is fine.

If you don't understand what I'm asking Mr. Chairman, what I'm trying to ask is my original question. They don't advertise the position through the media, so if none of your officials can respond to it, it's okay because I know you'll get back to me once you get the information. But if you do have that information I wouldn't mind getting a response. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I will commit to my colleague to determine whether they are following the policy of Arctic College and find out if they are handling things properly.

I'm not saying that they're not doing it properly; all I am saying is that we'll look into their policies to make sure the community is abiding by the policies of Arctic College, when they're providing an adult educator. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. Do you want to continue? Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. My question has to do with adult education centres in the communities. There are some elders that are interested in taking training programs. Have you worked on getting some elders into training programs? What have you done to get elders involved? Thank you, Mr. Chair.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chair. We are working more closely with the communities and the adult education centres. We're working more closely with them with the scheduling of the calendar and through the capital planning process.

So for individuals that are interested in taking programs, there are quite a number of interested people, and it's obvious those courses might not be available right away but

they have to try to develop programs in communities where people are interested. Thank you, Mr. Chair.

Chairperson (interpretation): Thank you, Minister Kilabuk. Do you want to continue? Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. I raised that question because in the communities where there are interested individuals, for instance an example is, when an individual is interested in taking a course but the program can only take in so many students, like 20 or even 30, some individuals get turned away because there's no space available.

Some communities don't have classrooms available. If there was a program in a community made available, if the people in that community are interested, would there be classrooms made available for that program to go ahead. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If there was a program, for instance, this week if we knew a community was holding an Arctic College program where they could take in 20 students and there were another 20 individuals wanting to take the program, they could, in their proposal, include setting up another time for these individuals to take the program for instance, in the evening when the classrooms are available or where other spaces are available, such as at a high school or the community hall even.

These are things that can be included in these community administered programs. The individuals that have filled out applications to take the programs, the instructors would look at how many people are interested, the spaces available within the community and try to accommodate them. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. Under adult education and post-secondary services, I am sure that in most communities and at least in the communities that I represent, as the minister, I'm sure you've heard that some grade 12 graduates are interested in continuing their education but they're not able to because the program is not available to these individuals who have graduated from high school.

I know of a couple of individuals that want to continue their education but they keep running into road blocks. Who could assist them in furthering their education because these individuals have graduated and are interested in continuing their education, but there is no opportunity for them?

They've graduated in 2001 and some of them are just sitting at home and don't have opportunities available to them.

You have an office in Cambridge Bay or a head office. For the people that I represent that are interested in furthering their education, who would they approach for assistance? Who would be able to assist them? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In respect to the communities and residents of the Kitikmeot, they would approach and speak to the staff in Cambridge Bay for assistance. Thank you.

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

Mr. Puqiqnak (interpretation): When an individual has graduated, there are a few in my community that have graduated from high school, and the Mayor of Taloyoak stated that when you've completed your grade 12 education that the hamlet welcomes graduates.

If they need somebody to talk to and the grade 12 graduates don't really seem to have anybody to turn to or have anybody to assist them in trying to further their education.

So under your department, I think the headquarters in the Kitikmeot under your department should look at how many graduates there are in the Kitikmeot Region and assist them in trying to further their education if those individuals wish to do so.

So could you look into obtaining some information and assisting those individuals? Could you give us a number of graduates from that region and provide us with that information? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For pre-employment and on-the-job training and furthering their education, there are regional staff at the offices available to assist an individual such as the one Mr. Puqiqnak is referring to.

They have counsellors available and I could assist the member in identifying the individuals from my staff in his region who can assist these individuals wishing to further their education. I'm not in the position of telling individuals or communities about what programs they should take but I could provide the member with staff names that he could approach as they are available and willing to assist the communities in that region. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. You want to continue? I don't have anybody else on my list. Under Education, Branch Summary - Adult Education and Post-Secondary Services. Total operations and maintenance 20 million 336 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Page 9-12 is part of 9-11. Are there any comments? Page 9-13 is also a part of those two previous pages. Page 9-14. School Services. Education Branch Summary. School Services. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. If I understand correctly, students are taught English and math up to grade 12. They also take social studies and science courses.

There's also physical education and social studies that don't pertain to the Inuit or the land. There are perhaps three things that we would like to see, to teach them our social studies, pertaining to Nunavut. Things like what sort of people are there, what do they speak, what they wear and things of that nature. Those are the types of things that are taught to them up to grade 12. They're also taught about the other cultures and beliefs up to grade 12.

We've also heard of the Anglicans and missionaries and their history as to how it relates to social studies. In high school they are also taught Inuit skills, for instance, Mr. Chairman knows that there are a lot of legends that have to do with the Inuit culture, and a lot of our parents don't often talk to their children about Nunavut geography.

Many parents don't often talk to their children. They tell them that they love them when they discipline them. When we were growing up, if my little brother caught a seal, if he was on the edge next to the water, I would give him quite a scare. My father would simply tell me that we shouldn't scare the younger kids because as they grow older their hearts would have problems later on. My father taught me survival skills but we were never taught about the human body, those are the things that we learned only when we started going to the health centre or the hospitals.

Students do not learn much about communication, say for instance trying to interpret what I am saying, what am I saying is this and on the other side of it the other person can start to understand and give a reply.

There is not enough communication within the homes and in the schools. At times they are confused as to what to talk about in the schools in reference to life. We lived simply to survive. So when we were growing up we were mainly taught things that we needed to know then and there like how to survive out on the land or how to get to Pond Inlet from Clyde River or how to build an igloo if I there was a blizzard. If I didn't know those skills I wouldn't have been able to survive. I was taught how to survive where there was no snow or how to make a shelter.

Those things aren't taught in the schools presently and some of the members often bring up the issue of suicide because a lot of the skills that need to be taught aren't taught in school, things that have to do with suicide prevention.

But we often take our children, students out in the communities there are programs where our young people are taken out on the land and these youth experience being out on the land. However, we the adults, the teachers and parents, we prepare them and when they go on the land they are prepared. We teach them how to shoot, how to make tea, but we don't often teach them enough about how to survive.

I would like to say, we should probably make a goal, there are many students, when you are in high school you often learn things that you could learn from television and students aren't taught how to learn. There are many things to learn now. The techniques that need to be learned and if I'm not able to learn a technique I have to teach myself as to where I could get those skills.

I have one minute and five seconds, lastly, as a government we also talk about Inuit Qaujimajatuqangit. We often want to see reports made as to what departments are doing and as a parent some people might wonder why I discipline my sons, why do I give them juice and not the crystals that you have to stir. Inuit Qaujimajatuqangit, if their teeth have cavities, you know better than to feed them sugary stuff.

If you're going to bring up your child while he's trying to complete grade 12 you have to work with the parents. If you discuss things with your parent including Inuit Qaujimajatuqangit in what you're learning and if you communicate with your children and discuss things with them you have to try to set goals with them as to where they would be in the future. Because quite often our children look at just what is happening today. These are some things to talk about but I am out of time. Thank you, Mr. Chairman.

Chairperson (interpretation): Your time is up, Mr. Arvaluk. His question is a very strong question and it takes a lot of thought and I hope the Department of Education is able to understand the importance of what he is trying to say, because it is very important. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, the questions that you have here, I noted them down here so we are trying to answer them like some of the questions regarding who should teach social studies and things of that nature.

According to the 2002-2003 planning, it includes Inuit Qaujimajatuqangit. We are working on and want to continue to be working on creating Inuktitut teaching materials from Inuit skills. We want to be able to plan starting from the meetings your ideas and get information from, there should always be elders taking part when we are creating teaching materials.

Also our Regional Employees' Headquarters, they are responsible and we will continue to work on what has been planned for education. We want to be able to create teaching materials from Inuit Qaujimajatuqangit planning.

Along with the help from the elders and also from the Inuit instructors, we want to be able to communicate with them in the communities. Once we discuss this in the communities we want to be able to plan together and talk about the teaching materials and plans.

What will be planned in the system in different regional education offices and also with Nunavut Arctic College? We are also drafting educational materials for Grades 10-12, Inuktitut, Inuinnaqtun languages, from Grades 7 to 12.

We are also working on the Language Services for English as a Second Language, from Grade 7 to 9. And also the Department of Oceans, Inuit Qaujimajatuqangit is helping a lot when we are working on developing these educational materials we are developing.

Also we have geared for Grade 10, which will be math, Inuktitut and Innuinaqtut from kindergarten to grade 6. Mr. Chairman, looking at these plans, they all touch on what Mr. Arvaluk was saying.

I just want to inform you that we will continue to work closely with the elders. So, we are planning what will be the best way to plan the teaching education along with the help of the elders. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. Under all that, there are a lot of issues. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. Page 9-14 and 9-15, is that part of it?

Chairperson (interpretation): Thank you, Mr. Chairman. What was the question?

Ms. Williams (interpretation): Mr. Chairman, my question, 9-14, 9-15, are they together? Thank you.

Chairperson (interpretation): Thank you, 14 and 15 are together. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. The reason why I asked this question is because first of all, the school services, it probably wasn't there but I wanted to mention this, that in the communities there are a lot of storms and when there are storms the children don't go to school.

Whenever there are staff meetings, there is no school all day. There is supposed to be approximately 195 school days. It's probably the reason why their education is behind because there are so many times when they are not in school when they should be there.

Also we've often heard that if a teacher has something to do or meetings to go to there will be no school that day. The education planning, planning the schedule and calendars, are they renewed every year?

I want to be able to know how many days the children are supposed to be in school during the year. Are we keeping track of this? My question is under 9-16, early childhood programs, under 9-16.

What is the difference between early childhood programs and the school programs? I will have one more question after this. Thank you.

Chairperson (interpretation): Thank you, Ms. Williams. We've finished with 9-16 already. This is talking about early childhood. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Let me just point out that early childhood, the little children, those are geared for early childhood, children that are not in school yet. But these are under the plan also according to the District Education Authorities in different communities, for the calendars, the teachers are following the calendars of the school which are set up by the staff and the community. And also we talked about the storm days and staff meeting days also in this calendar; those are the types of things that they plan for. Thank you.

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

Ms. Williams (interpretation): Thank you, Mr. Chairman. Those early childhood education students are just getting ready for the school year. Do they have room in the schools? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We are talking about two different operations in different communities.

Some of the communities are working voluntarily or the District Education Authority is working on these things because there are differences in the communities, but we are able to fund, excuse me, for early childhood programs. Thank you.

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

Mr. Irqittuq (interpretation): Thank you, Mr. Chairman. School services, reading this information, it says here the kindergarten to grade 12 curricula and development and production of resources and materials to support curricula.

Mr. Chairman, one of the members mentioned that we want to see the plans for the school calendar year. To my understanding with the questions on the curriculum, the question was, are the school operations geared according to the school calendar year?

Because of the wording here under school services, if I'm correct, the minister went to Greenland to see what the school services are like in Greenland and reported on the school services in Greenland, my question is do we have any plans similar to the Greenland school services plans? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, I talked about the teachers' education and development plans. Thank you, Mr. Chairman.

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

Mr. Iqittuq (interpretation): Thank you, Mr. Chairman. Now I understand what you are saying. Okay, are we saying that the teaching materials and two year calendar is planned. Are we going to plan similar to the Greenland school service plan? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, on the plan for the Inuktitut teaching materials we were able to go there and look at the school system in Inuktitut but after that we haven't been planning anything after that visit to Greenland but we are more geared towards creating teaching materials in Inuktitut.

There is a difference between Inuit in Greenland and here in our communities. Thank you, Mr. Chairman.

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

Mr. Iqittuq (interpretation): Thank you, Mr. Chairman. I am sorry; I was being disturbed when you gave your response. If I could ask you again, you visited Greenland to find out how the school system is run and you reported to the House that it was a very good system that they had and one that we can emulate.

What did you learn from the Greenland visit and while we are still Members of the Legislative Assembly, before our term is over will that report ever be prepared? Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'm sorry, I guess he didn't really hear what my response was. I'll try to answer him again.

Like I said before in the beginning what we wanted to find out was only what kinds of Inuktitut materials they had, the kind of curriculum that they utilize for teaching Inuktitut.

NTI also came with us and we wanted to be able to work with them after we saw the Greenland system.

I'm sorry Mr. Chairman, but I was trying to say that nothing has happened since our visit to Greenland. We wanted to be able to work together and after that we discussed it briefly with our staff about the visit to Greenland to see what they could do about it but there's no plan in place at this time.

I would like to make it clear to the member that this did not have anything to do with students that are taking primary and secondary education but it had to do mainly with adult education. Yes, when we visited the facility, it was something that we were envious of and we want to see something like this here in Nunavut.

We went with some NTI staff, and just recently I've spoken to NTI and what we're trying to do, we want to put our ideas on paper, including the system that we saw during our visit. Unfortunately, there is nothing solid in place after the visit to Greenland. Thank you, Mr. Chairman.

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

Mr. Iqittuq (interpretation): Thank you, Mr. Chairman. Like the minister said, they were just using the curriculum as an example. Perhaps he was talking about the system of numbers, teaching them in Inuktitut or Inuinnaqtun.

Maybe he just used that as an example when he gave us his response but I would like to ask the minister if there's anyone who knows counting in Inuktitut and the terminology. Is there anyone who knows about making advanced Inuktitut curriculum, such as numbers in Inuktitut? We have individual numbers reaching twenty, and then according to Inuit Qaujimagatuqangit, we start to use numbers of humans to signify twenties. Like if it gets up to 700, I don't think you can get up to 700 when counting in Inuktitut.

If I was to say 700, how would I say it in Inuktitut? I don't think there is such a word in Inuktitut that goes up to 700. I guess that is an example of developing Inuktitut curriculum. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It's good that we hear these comments. I know that we can't go up to 700 in traditional numbering but what I was saying is that we were talking about the kindergarten students up to grade 6 that we were thinking about developing a curriculum teaching them Inuktitut numbers.

So we will be working with the Department of Culture, Language, Elders and Youth on developing this curriculum in Inuktitut. Just to find out the kinds of curriculum we could develop and numbers in Inuktitut was part of an example. I also now know how to say 700 in Inuktitut too. Thank you, Mr. Chairman.

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

Mr. Iqittuq (interpretation): Thank you, Mr. Chairman. I was just using that as an example, because I know that we did not go that far when we were counting in Inuktitut. I also know that when they go out caribou hunting that numbers were used and if they went seal hunting, if they got some seals and if they went beyond twenty, they would say that they got twenty plus.

I know that you can't go up to seven hundred in the Inuktitut way of counting. I was just using that as an example. My question was that, that this is not a game, Mr. Chairman, I am talking about something serious and I was allowed ten minutes for comments, so if you need to reprimand me, please do so.

Let me digress a little, the minister responded by saying that they went to Greenland to find out what is happening over there in regards to Inuktitut curriculum ideas and to use them as a model, but he was also said that nothing has happened since then.

It is unfortunate but I think I know why there is nothing planned in place for this time, because there are twenty-six communities and every one of them will have to have a teacher, if they proceed. The teachers will have to be paid and I know that funding can be a limitation.

Mr. Chairman, if I could have some more clarification from the minister to find out from him whether they will be planning to use the system they have in Greenland, or whether it is being thought about by the department to see what kinds of things that they could do. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. First of all, I can say that when we first talked about this idea to visit Greenland to see what kinds of things they were doing, we heard that there was a facility where they teach people in Inuktitut, and we wanted to find out all the details. Such as, who manages the program, what kinds of materials they have, what kinds of educators they possess and what subjects they offer in Inuktitut.

After that visit to Greenland, we corresponded between NTI at the staff level, where it was mentioned that the idea could probably proceed but we have no plan in place to start any new programs after the visit to Greenland.

As I said before, I tried to make it clear to the members, that kindergarten to Grade 12; it would be have to be outside the kindergarten to Grade 12 program. The plan that they have or the system that they have in Greenland, it is successful because it is outside of the regular school system.

I am reiterating this point and as I stated, what we have done is we have spoken with NTI just recently, but there is no plan in place to follow the Greenland system at this time. Thank you, Mr. Chairman.

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

Mr. Irqittuq (interpretation): Thank you, Mr. Chairman. This will be my last question. It just seems to me that this is urgent, that something should be done to develop a curriculum similar to the one in Greenland. Because we all know from our eldest member who is almost 70 years old, and we all know as members of this legislature even when we start developing grey hair, we realize that the traditional Inuktitut methods should be developed as a curriculum for the schools.

I have never used the number 20. It goes beyond 20 and up but you have to do it one at a time. Those are the kinds of things that should be taught in schools for the students in the schools here in Nunavut while the knowledge is still not lost. The youth have to learn to make sealskin ropes and other traditional stuff, which should not be lost and should be taught to the students in the schools in Nunavut.

If they developed curriculum based on this methodology, then they would have to do the curriculum development for a long, long time and I think it's about time that we start doing it. I believe that it is an urgent matter now. Just for the consideration of the department. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The resource centre in Arviat develops curriculum using the elder's knowledge and what they do is to develop curriculum in the traditional way. In the regions there have been some people appointed to teach part of the day and part of the day they do curriculum development.

The resource centre in Arviat that develops curriculum, it is an ongoing thing collaborating with our elders and they have also provided us with things that we could use in the schools. Curriculum that has been developed over there has included courses teaching Inuit traditional methods of doing things and Inuit terminology and mentality.

What plans we have in place are, if I understand the member, he's saying that we should be doing it now because it'll take a long time to develop that curriculum. But if we want the best, then we will require some time. For example, we used to make sealskin floats and I would not be able to make one in a day but if I required a float, I could probably use a five gallon plastic gas container, even though it is not a traditional float.

But if we're going to use those traditional methods of doing things that were developed a long time ago then we have use them properly. Those are the things I'm talking about. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. You were just talking about some modern floats now, but they break when they go to the deep water. They'll break instantly, so that's one of the drawbacks of those modern floats. Mr. Arvaluk, the floor is yours now.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Those traditional sealskin floats stink. Thank you, Mr. Chairman.

Under Teachers' Professional Development, there is 1 million 517 thousand dollars. We find our teachers in the communities out travelling, the majority of them go down south for teacher's professional development to develop their skills.

For the Inuktitut curriculum, we rarely develop it because we don't have enough staff to do that kind of resource work and since we lack funding. So my question is what percentage of Inuit beneficiaries, when they undertake teacher's professional development days, how many beneficiaries actually attend those development workshops? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In response to his question, they go to teacher's professional development in a variety of places; the majority of the teachers stay in the community to do their professional development.

Just to clarify the matter again, during the negotiations between the Nunavut Teacher's Federation and the Nunavut government, this professional development provision was agreed to. It is protected in the agreement so that's why it's included. We really can't say how many Inuit beneficiaries take part in the teachers' professional development or even where they take their professional development days. Thank you.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Although I know it's in the agreement, as a government you have given the funding and accepted the agreement so I was wondering if you could monitor it closely to make sure that this funding is benefiting Nunavut beneficiaries with this 1.5 million dollars to make sure that it benefits Nunavut beneficiaries.

Is this funding to send the teachers anywhere they wish for teachers' professional development? Can you try and find out who uses this program the most, our southern hires or our Inuit teachers? If I remember correctly, you can correct me if I'm wrong; I remember before we got too many Inuit teachers, that's why this program was developed by the GNWT.

Can you make sure that your goals are benefiting the beneficiaries since we use 1.5 million dollars for teachers' professional development, can you make sure that Inuit beneficiaries are included and taking part in this program? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Yes, thank you, Mr. Chairman. I would like to clarify to my colleague that Inuit take part in that teachers' professional development providing that they're teachers and they are not slighted in anyway.

Also there's another aspect to professional development, this is very useful, and I believe that it is very useful and I've been in support of this program so that our teachers can enhance themselves so that outsiders won't be teaching them professional development skills. We provide this program to the teachers because they need to enhance their skills.

So it would be easier for all that way as we won't have to bring in outsiders to do this program. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. The last comment on page 9-14, I think my colleague had touched upon Inuktitut curriculum. Courses that are elements of technical training, for example being taught how to build a float or an igloo by an elder, those are the types of things I am talking about.

First of all, yes, this is urgent because our elders are the most knowledgeable about that and they're passing away. They either should be recorded and video taped and secondly the Inuit teachers with certification through Arctic College can you try and find out if they can be technical instructors in the different communities?

For example, in south Baffin they can teach how to make sealskin floats and in the Foxe Basin area they could teach another technical skill like how to survive when the ice shears away, because you could possibly get a free trip to Greenland as long as the ice floe holds up.

You can also get technical skills training such as how to survive out on the ice when the ice, out on the floe edge so although it would be the resource centre in Arviat that would be leading the initiative, you still have elders from other regions included. So I was wondering if you can start planning those kinds of programs. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, those kinds of curricula are being developed today. Yes, this kind of technical curriculum is being developed and as we have stated before we want to involve the elders and we want to involve them in the production of curriculum.

As I have stated before, the initiatives that we wanted to work on we can look at how we can involve the elders in the curriculum development. For the community training programs, whether it's made in the resource centre in Arviat, all the schools can utilize those curricula or if there was curriculum developed up here it could be utilized in other regions of Nunavut.

So in response to his question, we have reviewed this and yes, we're making progress in developing technical curriculum and we have been given the mandate to develop curricula. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. Anything else? Thank you. We'll take a five minute break. We have no quorum although we're still dealing with the line items. So let's take a five minute break.

>>Committee recessed at 5.25 p.m. and resumed at 5.40 p.m.

Chairperson (interpretation): Thank you. Mr. Arvaluk has completed his question so we will move on to Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. My question is; in Nunavut there are twenty-six communities and there are teachers in the communities that are here from the south and we are also getting more Inuit teachers and assistants as the minister had stated.

I just want to get some information. During the summer the teachers leave the communities to spend the summer at home in the south. A lot of them travel a great distance. Some Inuit teachers of course stay at home and are still receiving an income I'm sure that's the case.

I'm just wondering if they're able to receive vacation travel assistance for their airfares when our Inuit instructors stay at home are they able to travel south on a vacation? Thank you.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There used to be vacation travel assistance but that was cut in the past. They are now receiving northern allowances which can also be used for travel whether they are Qallunaat or if they are Inuit. Thank you.

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

Mr. Puqiqnak (interpretation): Thank you. That was a very clear response because the money that they used to receive for vacation travel assistance, since that's been taken out, that was a very clear response as to what they receive now.

I've also noticed that in the spring, our teachers often leave the community for fishing trips and when the weather is not cooperating and they're not able to return to the community, they have to take leave without pay.

Some non-beneficiaries, when they travel outside of the community and can't get back to the community because of the weather, they continue to get paid. I think we need to look at things like when our people go out on the land and aren't able to come back to the community because of the weather, they don't get paid for the days they aren't there.

I'm talking about teachers in the communities and I'd like to get some clarification as to what would be done in cases like this. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. With teachers it doesn't matter if they're beneficiaries or non-beneficiaries, under the Collective Agreement they have days that are allowed for things like this with the ability for the workers to still be able to get paid. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. Just briefly, to make myself clear, I understand his response was very clear. As long as they're working at the school and they're not able to come back to the community because of weather or their snowmobile has broken down, I think that it's clear as to how they would deal with those days that teachers aren't available.

I've heard the Inuit teachers weren't paid because of not coming back the day they're supposed to due to bad weather. When was this changed? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The Collective Agreement was dealt with by the Nunavut Teachers' Association. They review it every two or three years and the government staff and the teachers' union negotiate their agreement. Thank you, Mr. Chairman.

Chairperson (interpretation): I don't have anybody else on my list. Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. My question is for Teachers' Education Program students. How many Teacher Education Program students have completed the program to date? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Where would we start from? It's been about 25 years since the program was created. It's been about 25 years since the people started getting certificates or diplomas. Perhaps he could clarify his question? Thank you.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. My question is in the 25 years, how many Inuit teachers have we graduated?

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

Hon. Peter Kilabuk (interpretation): Thank you. I apologize but I don't have the details with me as to how many have graduated in the 25 years but just recently there were 16 graduates this year.

We'll have to get back to the member as to how many graduates there have been in the Teachers' Education Program over the past 25 years. They're all not teachers any more, some have moved onto other jobs. Thank you, Mr. Chairman.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. My next question is the Inuit teachers, how many Inuit school principals are there in Nunavut? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We have the details with us but we have to find them. While they are looking I will try to look for a response, but I can't find one so I will wait for my officials to find the details.

Mr. Chairman, we are not able to find the information at this time however once we do find it we will certainly let the member know. Thank you.

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

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. This is not really a question, but a comment while they are looking for the answers. In Nunavut we often talk about Inuit Qaujimajatuqangit and that the elders are the knowledgeable ones.

When you are growing up you learn something new every day. Life is a learning experience, so as an elder, my comment is even as an elder you learn something new every day.

In Arviat there was Inuktitut curriculum being put together. In communities there are people that speak different dialects, different languages. My comment is that Inuit Qaujimagatuqangit needs to be taught in the communities. It is not a question but more of a comment. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I would just like to say that when our teachers are taking different programs, there are different levels, and a lot of teachers work with the elders. We are seeing a lot more elders working with the teachers in learning traditional skills.

A lot of our elders are more involved in the programs that are being taught in the schools. Thank you.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. To get back to Mr. Alakannuark's question, he was asking how many Inuit principals there are in the schools.

I thought I would be able to find that information here but there were summer courses for principals and I don't see any money put aside for that. Why isn't there any money put aside for principal training? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister.

Hon. Peter Kilabuk (interpretation): The money for principals' training is on 9-15. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. Did you find that Mr. Arvaluk? I don't have anybody on my list. Education Branch Summary. School Operations. Total operations and maintenance, 7 million 30 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): That's part of 9-15, 9 – 16 is completed. So turn the page to 9-18. Education Branch Summary. School Operations. Are there any comments? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I think this has to do with Coral Harbour but I think it also pertains to all the communities for the student-teacher ratio.

For instance, if there are too many students in one classroom it gets overwhelming for a teacher. These problems are corrected only when they are brought up because for example in Coral Harbour, I know that there are no plans for a new school. Presently, our

student-teacher ratio is very high and there are so many students. On April 26, 2002, I received a letter from the District Education Authority Chairperson person from Coral Harbour.

I'm not going to read the letter but it states that we've been trying to get a high school for four years and because there's no plan for a high school we would like to request money for elders to get involved in the school because there are so many more students. We also brought this issue to the Department of Culture, Language, Elders and Youth; we didn't receive a response. This situation is becoming quite urgent and I am looking forward to a response.

Could you tell me, because there are so many students in Coral Harbour and in other communities, in the schools, based on the previous year figures how they determine many teachers there will be in the New Year? We also know that the teachers are doing a tremendous job; the parents are getting involved in schools.

You see a lot more students going back to school that have dropped out and that's why there are so many more students. So my question is the school will be out in June probably. What are your plans for the New Year, not just in Coral Harbour but in the other communities as well, for the fall when the student-teacher ratio is really high?

What plans do you have for schools that might have a high student-teacher ratio? Is the funding set aside under 9-18 to plan for the high student teacher ratio? Thank you.

Chairperson (interpretation): Thank you. Before I get the minister to respond, 9-18 goes to 9-24, please make a note of that. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The Department of Culture, Language, Elders and Youth, there was a program where money was put aside for a time for elders to get involved in the schools and since that isn't there any more we are looking at how we could involve more elders in the schools.

There was an agreement approved for 2.8 million dollars. Eighty five percent of it would be used for new teachers and we would consider Coral Harbour in that program once we start looking at the communities that are in priority need. Thank you.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. The Minister of Finance mentioned that 2.8 million dollars. Are there any other additional plans if there are too many students are for teacher-student ratio for this coming August? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, looking at the students every year, the students increase up to three percent for the schools according to

the report. I don't think we will lack any more positions because of the funding. But of course, we will need to seek more funding for the next school year.

We are trying to keep up with the new students and the student-teacher ratio. We will continue to push for elders to take part in the classrooms. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I think our minister knows this as well as I do that in Iqaluit there are a lot of students moving into Iqaluit because their parents are finding employment here.

In Coral Harbour, there are more people moving there even without the government because it's a dry community, they like the community, there is a low crime rate and the community of Coral Harbour is always looking for ways of having a better life.

Because of that people are moving in even though it's different from Iqaluit. Other communities are decreasing in population while other communities are increasing very quickly, I think we should be aware of that when we are talking about the capital funding for each community.

Coral Harbour for example, because it's a good community, there are more people moving there all the time. Some of the students who drop out in grade 10 are beginning to come back to high school even though the population is approximately 700, there are more and more students in high school.

It's good to see the students coming back to school but they lack classrooms. Sometimes there are 26, 27 students in one classroom.

For example, it's not a big classroom and the more updated classrooms are a little bit smaller. Because of that it's confusing when there are too many students in one small classroom. They would like to be assisted by Elders, they are called classroom assistants but that would be of help. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I talked about the increasing number of students. People are moving from other communities to Coral Harbour and those families with children who move to Coral Harbour I don't know from what community, that other community decreases in students when somebody moves to Coral Harbour. That's something to consider.

It's hard to pinpoint how many students are moving from community to community. This has been happening for more than one year. Looking at the school operations, Coral Harbour for example, there are 27 students in a classroom. The lowest number of students

in a classroom is 12. Looking at this figure it's not just Coral Harbour's concern it's the other communities as well. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. The Finance Minister responded to me saying that there are funding lapses. This 10 million dollars for funding lapses will not be available because it will be used for other emergency operations from what we have used in the last three years.

He mentioned that there was 2.8 million dollars, because of that, not just for Coral Harbour but is there a plan to use that money for overcrowded classrooms? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Sorry, the 10 million wouldn't be here but if we need teachers in different communities I'm sure there will be money available and we're going to keep track of which communities need new teachers, and new classrooms and which of the communities are most in need, perhaps Coral Harbour for example. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. The last item I have Mr. Chairman. That money wouldn't be available then but would we be able to consider in the classroom plans for 2003 – 2004 O&M for the school operations there are just a few, 145 million around that area.

I am sorry, Mr. Chairman, O&M, 152 million 453 thousand. It is up to us to approve that or not and that is our prerogative. Even though we have that figure, are there additional funds set aside? Shouldn't there be an additional two million up to five million for the whole of Nunavut to be used for school operations or sometimes staff housing is seriously lacking in some communities, thereby preventing the filling of some positions.

I have heard of cases where 70% and 65% of positions have not been filled due to the lack of housing and if the housing were to be found, then the school positions might be opened for the next year. Due to that reason and others facing us, for next year's funding, will there be any set aside that can be used for emergencies? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The member here, I understand what you are saying, it would be good to have extra money put aside for things like that, but I can tell you that there will be no money put aside. We have to have a plan for funding to go to the FMB, when we request funding.

I don't have any of the operating figures, the openings are very tight right now, and I doubt that further funding requests would be approved at this point.

Chairperson (interpretation): Thank you, Minister Kilabuk. The last question for Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Looking at the figures for the operations 2001-2002 last summer, which we are using for our planning for this year. They quickly planned a yearly plan in Coral Harbour.

Three up to five, I don't have the figure in the documents in front of me here but there was a motion in the Second Reading of Bills stating that there will be money available from 2001-2002.

Wouldn't we be able to plan just before school starts to make sure that there is enough money for classrooms and enough teachers? This is to ensure that there is no shortfall in our operational requirements, let us say that we cannot hire teachers in August and find ourselves in a jam. Shouldn't we have enough money planned to operate the school system as planned in case of fiscal difficulties? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, there are communities that will be getting their new schools. On September 30th, we will be able to find out exactly how many more students will be enrolled in the classrooms, based on the previous estimate of new enrolments.

So that's when we'll be able to find out the number of students that have enrolled.

On September 30th, we will be able to find out exactly how many more students will be enrolled in the classrooms, based on the previous estimate of new enrolments. That is the only time that we can identify shortfalls or surpluses in our plans. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. At this time I have Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. On 9-18, under school operations, the line item "compensation and benefits", there was 58 million dollars in 2001/2002 and the number has increased in 2002/2003 by roughly four million dollars to over 63 million dollars and I just want to get some clarification as to why the compensation has increased and what has caused the sudden increase. Thank you, Mr. Chairman.

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

Minister Kilabuk (interpretation): Thank you, Mr. Chairman. The collective agreement that was negotiated is part of the reason for the increase. It was a little over 2 million 300 thousand dollars of new commitments. Also because there has been an increase in the teachers and the students, there's a little over 2 million, 700 thousand dollars as well for the forced growth of the schools. That's why there's an increase in compensation and benefits. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. Turning the page to 9-20, the top paragraph, it was a little over 3.2 million dollars and now it's only 2.8 million dollars. What is the reason for the decrease? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Like I said before, it's got to do with a one-time funding that was given for new technology and we didn't have to budget for that again this year. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. The one-time budget that was used, I guess that it was good to have it as it gave the department more funds to allocate but are there going to be difficulties if there are any more decreases coming this year or the next year. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Because it was one-time funding, after this fiscal year is over, we'll be negotiating with the Federal Government for further funding and during those negotiations with the Federal Government we'll be submitting the request for further funding. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): I didn't pay attention to some parts of his response, even though I know that, do I understand that you'll be negotiating with the Federal Government and you will not be decreasing that funding. Is that what I understand? Thank you, Mr. Chairman.

Chairperson (interpretation) Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, we will not be decreasing the funding for the department. We will be negotiating again with the Government of Canada for some funding and it would be under this section. It would be

under this section here under the Labour Market Development Agreement, and it would only be added if the federal government agreed. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): I have to turn back a little bit to 9-19. The 9 million dollars under the line item grants and contributions. Is that 9 million for the entire 26 communities in Nunavut or is that just for one community? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It's for the 26 communities in Nunavut. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): Will that be distributed according to per capita or is it divided as per the wishes of the members. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It'll be distributed evenly for operational requirements and thereafter according to per capita. We will use both methods. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): The minister stated that it would be distributed according to both per capita and distributed evenly for operational requirements. What do you mean when you say that you will use both methods? Are you going to follow the population or by using other formulas and how does that work exactly? So, what will be the process, would the more populated areas get the majority of the funding or the smaller communities, I'll use an example, would Grise Fiord, with its smaller population base be given an even distribution or according to per capita? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It would be for the operating expenses of the schools. If we were to use the old way of doing things, if we were to give the DEAs contributions of 15 thousand dollars and 86 dollars per head, then according to this new formula, it would get 25 thousand dollars and 86 dollars per head and that's for the operating expenses of the schools. These contributions are to Divisional Education Authorities and that's the way we will arrange the contribution funding and it would be about 350 thousand dollars. Thank you, Mr. Chairman.

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

Ms. Williams (interpretation): Thank you, Mr. Chairman. Just further clarification on a question from one of the members. The minister talked about the 4 million dollars on 9-18, the 4 million that is an increase for school operations. What kinds of new programs are you going to be providing? Because four million dollars is a lot of money so what kinds of new programs can the communities expect for that increase in funding? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I mentioned the increase for school operations was primarily for the compensation and benefits according to the Collective Agreement. These are included and two million was for the forced growth of the teachers and the students as well. Thank you, Mr. Chairman.

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

Ms. Williams (interpretation): Thank you, Mr. Chairman. On page 9-19, 9 million 447 thousand was the figure used in 2001/2002, but the revised estimate was a little over 7.783 million dollars. The minister stated that there would be over 800 thousand dollars that would be given as a contribution to District Education Authorities for operations, meetings and temporary teachers.

There's about 9 million 447 thousand dollars that was budgeted for 2001/2002 and then he said that an additional 800 thousand dollars for the next fiscal year would be given to District Education Authorities. There's a decrease in that figure, so how come he's saying that it's going to be more money. Could the minister make a clarification in this regard? Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If I misunderstood your question, please tell me. The District Education Authorities, this fiscal year will receive an additional 800 thousand dollars for this fiscal year. Also, on top of that, what was approved by the education board, are going to be for new staff and the operations and also for the substitute teachers.

Thank you, Mr. Chairman. I hope I understood your question correctly.

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

Ms. Williams: Thank you. In 2001/2002 the Main Estimates were 9 million 447 thousand dollars and the revised estimates were 7 million 783 thousand dollars. Now the main estimates for this year 2002/2003 are actually decreased from 2001/2002.

That's what I'm trying to ask. It's actually decreased. But you calculated from the revised estimates to this year. So I would like to know, my question is, did it actually decrease from 2001/2002. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I was just reminded that for 2001/2002, 7 million 783 thousand dollars, in the revised estimates, according to the way it's written, it was a revised estimate from last year.

This 8 million 965 thousand dollars, it's actually 8 million 965 thousand dollars. There was confusion on the funding of District Education Authorities in Kitikmeot and the Kivalliq due to fact that the District Education Authorities fiscal year ends on July 1st and the fiscal year of Nunavut Government is April 1st.

So their fiscal years differ from each other and because they didn't realize they had made that mistake, we were unable to make that adjustment in the main estimates, but only under the revised estimates from last year's 2001/2002 revised estimates was it corrected.

But I would like to clarify to you that if all the District Education Authorities in the communities of Nunavut to receive their funding for 2001/2002 also, on the agreement, it stated how many dollars were given to them, but I apologise that we were unable to correct this figure from last year's revised estimates. Thank you.

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

Ms. Williams (interpretation): Thank you, Mr. Chairman. Perhaps the minister is trying to say that in the year 2001/2002, it was a reduction for this fiscal year. Thank you.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For 2001/2002 the revised estimate is 8 million 965 thousand dollars but the money we're requesting now for 2002/2003 is 9 million 315 thousand dollars. That's an increase for this 2002/2003 fiscal year. Thank you.

Chairperson (interpretation): Would you like to continue. Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. On the District Education Authority contributions, I want to get some clarification how they're handled. I think we've figured out how much the Government of Nunavut is handing out to District Education Authorities.

On the contribution agreements for the District Education Authorities, is it given out based on how many students are enrolled in each school or is there a secret formula we don't know about?

I take it, it's handed out based on how many students are in the schools. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Thank you, Mr. Chairman. I'm going to take a break and let my Deputy Minister take this question. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. It's no wonder you're tired, it's been four days. Mr. Rich.

Mr. Rich: Thank you, Mr. Chair. There are several different components to the funding formula and I'll give you not only what we used in the past but what the increases will be with the increases in funding this year.

There's a District Education Authority base formula. That gives each District Education Authority 15 thousand dollars no matter the size of the community in the past. That's being increased to 25 thousand dollars for each District Education Authority.

There's a substitute teacher base. That was formerly 98 dollars for each fulltime equivalent student. That's being increased to 120 dollars per full time equivalent student because the District Education Authorities had some substantial concerns about running out of money for substitute teachers.

The base formula also has a student component to it, so in addition to that base formula of 25 thousand dollars they get 86 dollars per full time equivalent student. I already mentioned the substitute teacher base. Then the other thing that we've added additional funding for is in order to allow the District Education Authorities to have an annual regional meeting.

So there's 350 thousand dollars estimated of what that cost would be. So then in each region the representatives of the District Education Authorities could get together, because they said they were having great difficulties of not having that contact they used to have. So that funding will pay for the travel costs and accommodations costs to do that meeting on a once a year basis. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Rich. Mr. McLean.

Mr. McLean: I take it then that every District Education Authority in Nunavut is treated the same way and that everybody's funding for a District Education Authority whether it's in the Baffin, the Kitikmeot or the Kivalliq, they're all treated exactly the same on that. Okay, good.

Thank you, Mr. Chairman. On that one, forced growth in the schools, like our student population increases about what, I know the Kivalliq, especially Arviat, it is increasing faster than I think most places, and I know that Baker Lake is increasing too. So is that school population taken into consideration or do we have to wait another year before we get the District Education Authority contribution? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, the funding the teachers receive, they are separate and the DEAs do the figures, but I will ask my DM to respond.

Chairperson (interpretation): In regards to your response, can you say it again because the interpreter was on the wrong channel. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'm sure they won't be the same exact words in either language, but as I have stated earlier the funding for the teachers is separate from the DEA funding but I will ask my DM to respond. Thank you, Mr. Chairman.

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

Mr. Rich: Qujannamiik, Mr. Chair. As the minister has indicated the funding for teachers goes directly through regional school operations to the schools. And you're correct; it is done on a per capita student basis based on the number of students.

We take the enrolment in September 30th and use that to project for the next year. And the reason for that is actually quite simple. Teachers have to be hired in the spring. And the schools and the principals and the DEAs need to know in the spring how many teachers they are going to have so they can do the class placements and the hiring.

So we provide the estimates to them in the spring so that they can do their hiring. There may be an unanticipated jump in numbers in September. Usually it's a fairly small jump in numbers but there can be a difference a little bit from year to year. So the regional office tries to work with the school to adapt to that situation if there is an extraordinary situation.

It also can go down sometimes too but we don't penalize the school if the enrolment goes down unexpectedly. They live with that benefit, if you will, for another year. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Rich. Mr. McLean.

Mr. McLean: You're doing a great job there Chair. I really like it when you're chairing Committee of the Whole. You give us lots of freedom, so keep up the good work. Mr. Chairman, my next question is, I thought I would get that plug in for you.

My next question is here, would you make that information available of how DEAs get their funding for me, for my own interest. I think the rest of the members would probably like to see it also just so it's a little education for us.

Now, the next question I want to ask you and I don't want to blind side you minister but it's been, I've been wondering about it all weekend, when we were doing the income support page. Where we had 22 million dollars in the education budget and we hear that the education budget is the highest.

And I'm sure, I don't want to put you on the spot but I have to. If we took the income support budget out of the education department and we look at what per capita spending on education in Nunavut and if we took the income support budget out which is roughly 22 million dollars and then we got the budget for education.

What is that on a per capita basis compared to the rest of Canada? Is that a fair question to ask you? Can I ask that question and if you can't answer me I'd like to have the figures later but I'd like to say that, I know each territory, each province in Canada spends X number of dollars per capita on health, education and stuff and I don't think there is a lot of provinces or territories have that income support in their base funding in education.

So where are we on the map if we take the 22 million dollars out? I'm sure it's a hard question to ask but just for my own piece of mind because we are last in this country in education when it comes to students, where are we. Do we know where we are today if we take that income support out? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Oh yes, Mr. Chairman. Our per capita spending is about the highest and that relates to teachers' salaries and the higher cost of living in Nunavut but we do, our spending per capita is the highest. Thank you, Mr. Chairman.

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

Mr. McLean: Thank you, Mr. Chairman. I'm a little taken aback by hearing that. I thought if we took the income support out we'd probably be the lowest in Canada. I stand corrected. I'm glad I asked that question, that we're the highest when we take out the income support.

Thank you for your answer on that. That's about all the questions I have today. Thank you, Mr. Chair.

Chairperson (interpretation): Thank you, Mr. McLean. I didn't hear a question. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I apologise, there was no question so I don't think I need to respond. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. I don't have anybody else on my list. Mr. Arvaluk, no. There are no other names on my list. I apologise. Branch Summary. Operations. Total operations and maintenance, 84 million 564 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Now we'll go back to 9-5. I apologise. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Just briefly, under 9-5, I didn't bring this question up under the Labour Market Development Agreement, I'm wondering how well it's working.

Are there people getting jobs through the program because some of them go through the Kivalliq partners, some go through Arctic College, I'm just wondering how all of this is being used. Thank you.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I am happy with development of the Labour Market Development Agreement, a lot of students are benefiting from this and you see more students working. For last year there were 270 students that were receiving assistance through this program. We are very pleased with the development of this to date. Thank you.

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

Mr. Iqittuq (interpretation): Thank you, Mr. Chairman. I apologise, I wasn't here at the beginning when this department was being discussed. Under capital there is 19 million. I'm wondering what this would be used for and what jobs will come out of that. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Before I give the mike to the minister, the capital was dealt with in the fall. We are presently dealing with the operations and maintenance, 152 million dollars under Education. Education Program Summary. Details of Expenditures. Total operations and maintenance, 152 million 549 thousand dollars. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. In the pie chart have there been changes to the percentages, has it been revised under income support. Have there been any changes? Thank you.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In the pie chart, the percentages are accurate. Thank you.

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

Mr. Nutarak (interpretation): When we met with the Education Minister, he gave us the details of expenditures and the percentages were different and under income support, the percentage was different. The 55 percent for school operations is different from what we saw previously to what is here. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): I apologise, the pie chart, I have noted where the changes are but the money that will be used for each division is the same. It was only after those copies were made that these numbers came out. There might have been a few changes but the first copies were given out before it was final. The amounts stay the same though. Thank you.

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

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. I thought that he might present the proper percentages, revised percentages. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you. I apologise. Perhaps I am confused but the pie chart here is accurate, the one that you are following, my staff have informed me. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Kilabuk. I think that's pretty clear now. I'll go back to Education Program Summary. Details of Expenditures. Total operations and maintenance, 152 million 549 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Carried. With that, I'd like to thank the minister. If you have any closing comments. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you. I would firstly like to thank my staff and the committee. I was glad to be working with them. The information that we were

going to provide the members with questions that were brought up earlier are noted, so we'll be able to give that information to them. Thank you.

Chairperson (interpretation): Thank you, Minister Kilabuk. We will be hearing from your department again. Thank you for appearing in front of the committee. I'd like to ask the committee members what the wish of the committee is. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Chairman. It is just about 7 o'clock and there are some other items we need to deal with. I'd like to report progress.

Chairperson (interpretation): Agreed. There is a motion on the floor and it's not debatable. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Agreed. We can now ask the Speaker to come back into the House. I'm glad that we have completed the Department of Education.

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

Item 21: Report of Committee of the Whole

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

Speaker: Thank you, Mr. Chairman. There is a motion on the floor. Is there a seconder? Mr. Nutarak seconds the motion. The motion is in order. All those in favour? All those opposed? The motion is carried. Item 22. Third Reading of Bills. Item 23. Orders of the Day. Mr. Clerk.

Item 23: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. A meeting of the full caucus at 9 o'clock tomorrow morning in the Nanuk Board Room.

Orders of the Day for Tuesday, May 7th, 2002.

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery

6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Reports of Standing and Special Committees
13. Reports of Committees on the Review of Bills
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 2
 - Bill 3
 - Bill 4
 - Bill 5
 - Bill 6
 - Minister's Statement 20 - 1(6)
21. Report of Committee of the Whole
22. Third Reading of Bills.
23. Orders of the Day.

Thank you.

Speaker: Thank you, Mr. Clerk. Before we conclude, I'd like to invite all the members to join me in the foyer for a presentation with the President and CEO of Tahera Corporation followed by a reception.

I also recognize that members may wish to attend the funeral tomorrow of Mr. Goo Arlooktoo and in accordance with Motion 2 - 1(6), this House stands adjourned until Tuesday at 3.30. Sergeant-At-Arms.

>>*House adjourned at 6.54 p.m.*

