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

Legislative Assembly of Nunavut

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**Iqaluit, Nunavut
Tuesday March 18, 2003**

Members Present:

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

Item 1: Opening Prayer

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

>>*Prayer*

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

Item 2: Ministers' Statements

Minister's Statement 133 – 1(6): Telehealth in Arctic Bay

Hon. Ed. Picco: Good afternoon Mr. Speaker. Thank you, Mr. Speaker. Mr. Speaker, Telehealth has given my department a valuable tool to provide even better health care to all Nunavummiut.

The Hamlet of Arctic Bay is just one example of a community that has benefited from the use of telehealth.

Mr. Speaker, to date Arctic Bay has put the technology to a variety of uses.

Two dermatology clinics have been held. A team meeting was arranged about a critically ill infant whose medivac had to be cancelled due to weather, health professionals in the community joined a teaching session from Saskatchewan University to help upgrade their skills and connections were made between families in Arctic Bay and patients in confinement here in Iqaluit.

Mr. Speaker, this one community's experiences are representative of the benefits this technology is having for our entire territory.

Mr. Speaker, telehealth is simply one more way we could face the challenges of providing health care in the north and Nunavut. Patients constantly have access to the highest quality health care regardless of adverse conditions or distance.

Mr. Speaker, telehealth is an example of my department's commitment to provide all of Nunavummiut the best possible health and social services available.

I'm proud to support telehealth and all the possibilities it can to bring to us here in Nunavut. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Picco. Ministers' Statements. Are there any further Ministers' Statements? If not, we'll move onto Item 3. Members' Statements. Mr. Puqiqnak.

Item 3: Members' Statements

Member's Statement 437 – 1(6): Fake Inuit Arts and Craft

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I might go past my time limit and if so please let me know and I will ask for unanimous consent.

Mr. Speaker, I rise today to talk about an issue facing carvers. I am proud to be a carver myself, which is how I earned my living before becoming a Member of the Legislative Assembly.

Mr. Speaker, today, I still consider myself to be a carver. Every time I make a statement, I have to think beforehand of what I have to carve and what story it should tell the viewer.

Mr. Speaker, it takes a while to carve a piece, especially when you do not use electric tools. It also takes a lot of thought to make a piece. Sometimes you make pieces portraying northern animals, as they are what we eat and what sustains us.

Other time we make pieces simply because we enjoy making it. It all depends on the carver. However, it is not so easy being a carver as one might think.

Mr. Speaker, while in Yellowknife on my way to Iqaluit for the session, I noticed a lot of mass produced plastic carvings in a gift shop. Some of those depict Inuit in our traditional clothing or of our dogs and animals.

Mr. Speaker, I get really upset when I see those imitation carvings because I feel they take away possible sales from carvers because tourists would rather purchase cheaper souvenirs.

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

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker, and colleagues. Mr. Speaker, I consider those mass produced souvenirs an insult to carvers like myself and other carvers in Nunavut.

Mr. Speaker, carvers work really hard to produce such fine artwork, and it disturbs me that some people think they can imitate it. Mr. Speaker, I know that we cannot ban these imitations, however, Mr. Speaker; we can do more to ensure that we promote authentic carvings and artwork from here. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Havioyak.

Member's Statement 438 – 1(6): Keeping Prisoners in Nunavut

Mr. Havioyak: Thank you, Mr. Speaker. I rise today to address an important justice issue. Mr. Speaker, for several years now, I and the other Members of this House have spoken on the need to find ways of keeping our prisoners in Nunavut when they are serving their sentences.

Mr. Speaker, the people in my community of Kugluktuk have told me that our present system is not working. Our prisoners are not undergoing the healing and rehabilitation that they need to re-enter society and return to their communities.

Mr. Speaker, the need for a new Correctional Facility has been clearly identified. In fact, the Department of Justice's own Business Plan says so. It says "There is a need for more institutional bed space to meet the increasing demand. To repatriate all territorial male and female offenders are being transferred to other jurisdictions."

Mr. Speaker, in the last week two stories in the news have caught my attention. In my community of Kugluktuk, the Hamlet's Wellness Committee is trying to work with the Government of Nunavut to create a half way house in the community. I applaud their efforts and I urge the Minister of Justice to help the community with funding and resources to achieve this goal.

Mr. Speaker, the other story that I heard yesterday, according to the news report, almost a quarter of a million dollars is needed to send our inmates out of Nunavut because of lack of adequate space here. Mr. Speaker, I am not happy to hear this. I want to see our scarce resources being spent here to develop facilities in Nunavut.

(Interpretation begins) Mr. Speaker, I will be asking questions on this issue to the Minister later on. I just wanted to inform the House. Thank you.

>>Applause

Speaker: Members' Statements. Members' Statements. Mr. Alakannuark.

Member's Statement 439 – 1(6): Housing in Nunavut

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Mr. Speaker, the majority of the people live in public housing, and the majority of them are unemployed and want to work. Only a small portion of the population lives in private homes.

People who own their own homes work to pay their mortgage, plus helping family members who are unemployed.

Mr. Speaker, it is a fact that there is a high unemployment rate, shortage of housing, high cost of living and cold winters in Nunavut. Mr. Speaker, recognizing the unique situation that we have in Nunavut; this must be rectified in short order. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 440 – 1(6): Sanikiluaq Arts and Crafts in the Legislature

Hon. Peter Kattuk (interpretation): Thank you, Mr. Speaker. I rise today, Mr. Speaker, to recognize and congratulate the people of Sanikiluaq. Here in this Legislature in the hall are some artwork that was done by the people from Sanikiluaq.

Not a lot of people make those kinds of rocks that are framed and the frames were also made by the people of Sanikiluaq. I would like to invite my Colleagues to join me in congratulating work that was done by the people of Sanikiluaq.

These people have done those things in order to make some money for themselves. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Anawak.

Member's Statement 441 – 1(6): Making a Better Government in Nunavut

Mr. Anawak (interpretation): Thank you, Mr. Speaker. There are many people out there who sometimes disagree with the Government and the Members of the Legislature; the Members themselves also do not always agree on some things either.

But, I would like to say that when we talk about things that we do not agree with, what we are trying to do is to make a better Government. And just using those as an example, when we talk about creating employment and creating jobs, say for instance, Peter Tatti

of M and T, he runs a business in Rankin Inlet and Eyvo Airut who has YNC Enterprise in Rankin Inlet.

Whenever there is a problem with the operations of the Government, say for instance Peter Qarlik and Celestino Mappa, those are the people who we can ask for advice because they know what the Government could do to better the system or the operations of the communities.

We are here to do things to make a better life for the people of Nunavut and as a Government and as a Legislature; I think we have to try to make a better system for the people out there.

And maybe the elders can advise us on what things we can do better as a Government and as a Legislature, not just to make it look good, but to actually do work for the people of Nunavut.

And so, I am saying that the Elders' Council that will be established, we should start listening to the Elders' Council so that the Government can have a better operating stage. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Irqittuq.

Member's Statement 442 – 1(6): Housing Task Force - Recommendations

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I am happy to be back from my community. I would like to briefly talk about the beginning of our Mandate as the Legislature and Minister Thompson told us to establish a housing taskforce. We were tasked as a committee to review housing in Nunavut and we talked to as many people as we could in Nunavut.

In the end we made some recommendations, I believe there were 14 recommendations in total. We also asked for a rental scales review but Mr. Speaker, the recommendations that we provided, although the Minister is no longer the Minister of Housing, the recommendations have not been implemented.

As a housing taskforce the job we did seemed like it was for nothing. If we're going to be established as a taskforce, I think the Government should believe in the taskforce that they established and follow through with the recommendations. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Ms. Thompson.

Member's Statement 443 – 1(6): Open an Office for Sealift and Supplies

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. Mr. Speaker, since I am the Member for Rankin Inlet, I will be in support of their concerns. It has been stated that there will be new suppliers for sealift called Nunavut Sea Link and Supply for the Kivalliq region.

The residents of Rankin Inlet would like an office opened there due to the fact that nowadays, more people are putting in their orders by sea lift to last them for the whole year. We're moving towards that trend. Since the public is moving towards that trend, they're requesting that they be informed and consulted with. It would be appropriate to open an office in that area so that the public can access the office in Rankin Inlet so that office would be for the entire Keewatin region. We'd like to see this office established and if they could work in both languages, in Inuktitut and English.

Mr. Speaker, I just wanted to make a statement that the Nunavut Sea Link and Supply will now be responsible for the transportation of goods so we are suggesting that they open an office should be closer to the Kivalliq communities. I will endeavour to work on this issue, as all of the communities are quite concerned about that. Thank you, Mr. Speaker.

>> *Applause*

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

Member's Statement 444 – 1(6): Recommendations Must be Heard

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to make a Member's Statement similar to yesterday's Member's Statement.

As residents of Nunavut we usually purchase at the local level our heating fuel and gasoline and quite a number of other things, particularly when it comes to housing needs. When the housing taskforce made the recommendations to the Government, I don't know why the department has not considered the recommendations that we made.

As regular Members of the Legislature we seem to talk about something that is very easy and we talk about things that are understandable and good.

Once the department starts working on our decisions they bring out some issues that do not pertain to any of the recommendations that we have made. As Members of the Legislature, our recommends should be adhered to by the staff.

Perhaps if that is not going to be happening, we need to get the official who can understand the two languages, Inuktitut and English. Thank you, Mr. Speaker.

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

Member's Statement 445 – 1(6): Education in Inuktitut

Mr. McLean: Thank you, Mr. Speaker. Schools in Nunavut are failing their students. The problem is the message students get when they enter school, save your culture by speaking Inuktitut, or take classes in English to deal with the so called modern world.

Many children are brought up speaking Inuktitut, learning Inuit expressions and traditional skills. As they enter the school system, they learn that English is a necessity in life. Many of their teachers are Qallunaat. It may even seem that math is more important than hunting.

The important challenge that educators face is how to maintain culture and language and prepare young people for a world of computers and technology. Presently, a parent can choose whether to put their children in the English stream, or the Inuktitut stream from Kindergarten to Grade 4.

Each has its own consequences. By putting a child in the Inuktitut stream, an Inuit family helps preserve their language. But what happens in Grade 5, when that child must switch over to English? They fall behind, even if they have taken second language courses. It may take years for them to catch up, possibly even putting them at a disadvantage when they head south to university.

Educate your child in English and you lose that cultural connection. Your child might not be able to talk with their grandparents. Both streams must be available to students in Nunavut, all the way through to Grade 12. To make that happen, textbooks, reading material, and teachers who speak Inuktitut, must be available.

This is something Nunavut has been working on for a number of years but it is still lacking. Emphasis on second languages courses is also essential. English, for those whose first language is Inuktitut, and Inuktitut for those whom it is not.

Currently, there are over nine thousand students enrolled in Nunavut's schools. This year, they are the future of the Territory. Our education system must prepare them to live up to that role. If necessary, sit down with each parent and make a plan for each child.

The skills that children bring to the school must be acknowledged in the curriculum. Important too is for lawmakers, educators, and parents to ensure the skills that children need in the future are also taught respectively. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Are there any further Members' Statements? If not, we will move on to Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Mr. McLean.

Item 5: Recognition of Visitors in the Gallery

Mr. McLean: Thank you, Mr. Speaker. Today I would like to recognize some people from Baker Lake who are visiting the capital. I would like to introduce Lena Tapatai, my constituency assistant in Baker Lake. Also her daughter Emily, and her son Nathan, who just, I think, went out.

I would like to welcome them to Iqaluit, and hopefully, they enjoy their week here. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. McLean. I would also like to recognize and acknowledge Lena, and her two children. Lena was my former constituency assistant in the last Assembly. Welcome to the Gallery. Item 5. Recognition of Visitors in the Gallery. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, I too would like to welcome Lena to the Gallery. It is nice to see her again. I remember when she worked with you in Arviat, and she kept you on the straight and narrow; that was a good thing to see. It would be a tough task today.

Mr. Speaker, I too would like to welcome to the Gallery a couple of very special people. First of all, the former Sergeants of Arms of the Assembly, Mr. Simon Nattaq. Simon has been involved in the political life of Iqaluit for a long time, as well as serving on different boards. Therefore, I would like to welcome Simon to the Gallery.

Also sitting next to Simon is Mrs. Anne Hanson, who has had an opportunity to be here at the Assembly before. Anne continues to do yeoman service on a number of projects.

I think that she was the only member of the National Geographic Council or Canadian Geographic Council of Canada for that magazine in Nunavut and I believe she is one of the few members actually from the north.

So, I would like to take this opportunity to congratulate Anne for that also. Thank you, Mr. Speaker.

>>Applause

Speaker: Welcome to the Gallery, Simon, Ms. Hanson. Item 5. Recognition of Visitors in the Gallery. Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I would like to recognize a former constituent of Cambridge Bay. He used to work as the Regional Superintendent of that dynamic Department of Finance there. Mr. Murray Horn.

>>Applause

Speaker: Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Although I do not have any constituents here, I would like to take this opportunity to recognize Mr. Picco because he recognizes people in the Gallery each and every sitting day. Thank you, Mr. Speaker.

>>Applause

Speaker: Welcome to the chamber, Mr. Picco. Item 5. Recognition of Visitors in the Gallery. Ms. Thompson.

Hon. Manitok Thompson: I would like to recognize Murray Parsons, from former Department of Finance.

Mr. Speaker, I would also like to recognize Lena Taapatai; she is a very good friend of mine from Baker Lake and her husband, I had a very good visit and I usually sleep over at their house. So welcome to Iqaluit. Thank you.

>>Applause

Speaker: Welcome to the Gallery and once again, welcome Murray; next time you can wear your name tag. Minister Ng.

Hon. Kelvin Ng: Mr. Speaker, just to clarify my error there, it was Murray Parsons and I was thinking of all of the questions that were coming with education, that is why Mr. Horn's name was on my memory for some reason. Anyways, thank you and I apologize to Mr. Parsons for that error. Thank you.

>>Applause

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

Item 6: Oral Questions

Question 436 – 1(6): Revision to the Rent Scale

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. According to my Member's Statement, I have a question directed to the Minister responsible for the Housing Corporation.

The cost of living in Nunavut is increasing all the time. Will this Government reduce the rent and mortgage rates especially for those people whose incomes are lower? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, yes, in fact, we have already done that in respect of the revisions to the new rent scale that has been put in place and also respected in the new repayment schedules for the access programs of our clients who we have all across Nunavut. Thank you, Mr. Speaker.

Speaker: Oral Questions Supplementary. Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Yes, I understand his response. Annually, some units rent scales increase and the rent scale needs to be done properly. So, when do we expect to see the implementation of the new change to the rent scale? Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, the new rent scale for those with decreases have gone into effect January 1st of this year and that is also in respect of the repayments schedules for the access program clients. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Since he mentioned January 1st that they were implemented, is that already implemented or when do you plan to implement that or is that already existing implementation? Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, as I had indicated earlier that it was January 1st of 2003, so that is past January 1st. Thank you, Mr. Speaker.

Speaker: Oral Questions. Oral Questions. Mr. Tootoo.

Question 437 – 1(6): Explanation on the Question of Assessment Testing of Students

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister responsible for Education. Mr. Speaker, this morning I was listening to the radio; it was reported on the radio this morning that, as everyone knows, the Iqaluit District Education Authority has been trying to implement assessment tests here in Iqaluit and they had made some arrangements through the Alberta Government.

And when the Department of Education became aware of a motion that was passed at the District Education Authority meetings, they sent a letter within 48 hours to the District Education Authorities saying how tests must have Ministerial Approval.

Now, there already had been some things in the works with the Alberta Learning and the District Education Authority indicated that they found out from Alberta Learning that this had been cancelled by the Department of Education here in Nunavut.

I would like to ask the Minister if he could explain why the District Education Authority here in Iqaluit has to hear from Alberta Learning and not from officials in his Department. Thank you, Mr. Speaker.

Speaker: Minister responsible for Education. Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I would like to, I have been answering the Member regarding the testing issue. I would like to make one point clear first, however, that any province that allows another territory or province to use their testing requires an agreement between the two levels of Government.

So, this would have had to be done from Government to Government. And I have learned in the last few weeks in following up on some of the correspondence that the Alberta Department of Education has not allowed or agreed to giving this to the Iqaluit District of Education Authority.

So, I want to go back to the number of meetings that we have had with Iqaluit District Education Authority's in trying to look at how we can do some testing relevant to the types of learning of the students.

And, also keeping in mind that we have been working with the Iqaluit District Education Authority to ensure that the fair student assessment practises recognized by all jurisdictions in Canada are followed. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, stick strictly to the question that I was asking issues around communication between the Department of Education here in Nunavut and the Department of Education in Alberta, and the IDEA.

The IDEA had applied and was in the process of registering for those Assessment Tests Licence to be able to get those tests from Alberta Education. One of the things that had to happen was once that was done, they would have received information kits on the Assessment Tests, which would have probably answered a lot of concerns that people have been raising over the last little while.

Besides that, the IDEA has initiated that process with Alberta Learning. It was in the process. We hear that one of the departmental officials contacted the Alberta officials

saying that the DEA did not have the authority to do it and cancelled it without communicating that to the DEA.

That is what I would like to ask the Minister to explain why they could not be bothered to inform the IDEA of them cancelling, or getting a hold of Alberta Education saying that and cancelling that process? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. To try and answer the questions more specifically, the number of meetings that my department has had with the Iqaluit DEA, we are looking at doing some pilot testing. We are taking into account, and considering the types of learning of the students.

However, during these discussions, we learned that the Iqaluit DEA went outside of those meetings directly to the Alberta Government for this testing. So I am not in a very good position to answer why the response would not be given to them directly from Alberta, because those were not the contents of the meeting that my staff had with the Iqaluit DEA.

My staff was meeting more on doing pilot testing and taking into account the types of learning, and as I mentioned earlier, also Mr. Speaker, to ensure that fair student assessment practices are being followed. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, it's been well documented by the IDEA that this is something that they have been trying to get through to the Department of Education for over two years now.

They have been thoroughly frustrated in seeming like they have just been ignored and not responded to over the last two years. We are going to keep proceeding. They were, as far as I am aware, keeping the Department of Education, through QSO, informed of what they were doing and they were going along until they finally got some kind of an answer out of the department, one way or the other, which is apparently what they did by contacting the Alberta Education.

Again, I would like to ask the Minister why the Department of Education here in Nunavut did not have the courtesy to at least contact the IDEA here, and inform them that they had cancelled that process with the Department of Education in Alberta? Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I want to assure the Member, and also the House, that we have not, I repeat, that we have not cut off any efforts to doing testing.

Mr. Speaker, however, as I mentioned earlier, the meetings that have been ongoing with my staff and the Iqaluit DEA, to look at pilot testing here in Iqaluit, when the DEA jumped ahead of the proceedings.

Mr. Speaker, when a DEA jumps ahead of the process that has been started, it is very hard for me to say that it would be impossible to say that we have cut off ties. As far as I know, the meetings that we have had with the Iqaluit District Education Authority to look at doing testing here in Iqaluit relevant to the types of learning have not been stopped; they are proceeding.

But, however, because the process for jumps to do a different type of testing that we were meeting with, when the process has been jumped and it gets hard, but I can assure you that the Department has not cut off any ties or communications to do testing. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, the Minister indicates two things. One, on a certain type of testing and you know, I am pretty sure that the IDEA has only had this one type of testing in mind from the very beginning two years ago that they started this process.

So, if you can clarify that for the Minister of the Department that came in with something different than what the IDEA wants to do, testing. So, I want them to clarify that.

I would like then to confirm if the Minister is indicating that he or none of his officials have contacted the Department of Education of Alberta indicating that the IDEA did not have the authority to proceed with the registration that was in the process and that it was to be stopped. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. My ADM, who has been leading the process along with some staff, has communicated to the District Education Authority about the current Act that we are using and how testing can be done.

And the approvals that are required to do the testing, my Department has contacted the Iqaluit District Education Authority on the difficulties for the Iqaluit District Education Authority to go out and do this type of testing.

And it is also very evident with the response that the Alberta Government has come back with that it is not just something that a District Education Authority can approach a Province or Territorial Government and use that same type of testing without the approval of the Minister responsible.

I can assure the Member that we have communicated openly with the Iqaluit District Education Authority. Thank you, Mr. Speaker.

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

Question 438 – 1(6): RFP – Medical Travel – Kivalliq Region

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker, my question today is to the Minister of Health and Social Services. Mr. Speaker, current events that have been happening in the Kivalliq in regards to transportation whether it is sealift or air transportation, and I refer to the Government of Nunavut's request for proposals in Nunatsiaq News, closing date August 30th 2002.

I know that that is a long time ago and for my question today to the Minister is, does he know when he is going to make a decision based on the medical travel in the Kivalliq for scheduled service? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. McLean. Minister responsible for Health and Social Services, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. Mr. Speaker, Minister Ng pointed out, I have never been known to be a procrastinator. I have never procrastinated about making a decision. I try to make the decisions that that is the pragmatic way possible.

I would suggest to the Member that is with the, that is the avenue, that is the route, that is the road, that is the position we will take on making a decision on the contract that the Member has talked about. Thank you, Mr. Speaker.

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

Mr. McLean: Thank you, Mr. Speaker. I really like it when the Minister of Health takes his time in making a decision if he ever gets around to making one, but when they put requests for proposals out into the public and it deals with the public dollars and companies are involved in these decisions and they base their business plans and strategies around the level of service they provide.

This is seven months later and we still have the Department sitting on it. I do not want the Department of Health to jump into making a decision that could ruin companies or cause undue financial strain on the Government of Nunavut.

Or if they are not going to make a decision, why do they put RFP's into the Newspaper and put these companies and corporations through a momentous task of putting the paperwork together and meeting with his departmental officials. Is this just wasting trees again or is he going to make a decision on this contract? Thank you, Mr. Speaker.

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

Hon. Ed. Picco: Thank you, Mr. Speaker. Mr. Speaker, I know that the Member is pragmatic and here in lies the paradox of his question. Mr. Speaker, he has asked me to make a decision.

At the same time, he continues to say in this House to be constrictive, to be congruent on the expenditures of monies that are available and that is what I am trying to do, Mr. Speaker.

I will make a decision in cooperation with the House and with the Cabinet when that decision comes forward. Mr. Speaker, the companies have put in the RFP'S; they will be acknowledged, and they have been met with.

We have an opportunity to review it and we will make the decisions, Mr. Speaker, best based on the proper logistic, administrative, and yes, Mr. Speaker, the financial reasons to do and make the contract aware. Thank you, Mr. Speaker.

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

Mr. McLean: Thank you, Mr. Speaker. I am glad that he gave me that answer. Now, I know that we are showing, I read in the newspaper that we had an \$82 million Operating Deficit for 2002, give or take \$40 or 50 million.

So, anyhow it brings me to this conclusion too. When this Government is making decisions based on strictly financial considerations and I am sure that a company can operate in Montreal into Nunavut or Winnipeg into Nunavut or Edmonton into the Kitikmeot or wherever, but they can do it much cheaper when they have no services currently in the Territory.

It is much cheaper for you to run a business out of Montreal, Winnipeg and Edmonton into Nunavut. We all know that, but you know, it is a given. And that is why we hope we have the NNI Policy that gives away some time for certain reasons.

But my point here, my point here, Mr. Speaker, it is your region also, that it affects you and if that is when we are talking about awarding contracts because we do not have roads or we do not have a rail system or anything like that. Does railroad service mean anything in a contract like this, Mr. Speaker? Thank you.

Speaker: Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. Mr. Speaker, I want to just clarify that the Member is assured in my earlier response, I think it was administrative, financial as well as logistic details would be included in the contract.

And yes, Mr. Speaker, that includes service and the other point, Mr. Speaker, the Government of Nunavut will not be pushed into making a decision on a contract until we

are sure that the contract suits all regions of Nunavut and that is the Government-wide contract proposal and RFP that was put out there.

Mr. Speaker, I would hope to have the information for the Members and for the people of Nunavut by March 31st at the very latest and Mr. Speaker, we are working on that right now and like I said before, meetings have been held with the proponents.

There are some issues to be worked out, but I would suggest to you that at the end of the day, we will see tremendous savings in medical travel costs, on scheduled traffic as well as medivac costs.

And that is something, Mr. Speaker and all the Members, especially the Member from Baker Lake has been asking for. And Mr. Speaker, we will make that comment available to the Member as he has asked for. Thank you, Mr. Speaker.

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

Mr. McLean: Thank you, Mr. Speaker. Tonight, I know what I am going to do, I am going to go home and find my dictionary again because there is starting to be another Health Minister that comes up with a new word every six months for me to trip over.

My final question to the Minister is, is that when he's making these decisions, according to the Bathurst Mandate and the companies that are involved in the Kivalliq that are providing a service for years and years, and have the ground crews, have the ticket agents, bilingual tickets agents and have the infrastructure in place that it took some 20 to 30 years to pay for.

When he makes his decision based on saving money, will he take those things into consideration and also, when he takes these things into consideration, we take the peoples' feelings of the Kivalliq also into his consideration and not just go swipe and boom and destroy an airline. Thank you, Mr. Speaker.

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

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, I'm being serious. I said to the Member, and I've said now, this will be my fourth time in his question. We take into consideration logistics, administrative and yes financial.

The cost is not the only factor. For example, in the RFP, we ask to make sure that if the flight is over one hour, that there would be a bathroom available for example Mr. Speaker. We want to make sure that the comfort of the passenger at this time, and this place in the RFP concerns medical patients traveling.

We want to make sure Mr. Speaker, we have heard what people have said, and we want to make sure that the medical travel, the scheduled travel is the very best possible. That means having convenience, being able to stand up for example on the plane and so on.

So all of that, Mr. Speaker, the administrative, the logistical, as well as the financial aspects of the contract are included in the RFP and Mr. Speaker, that's what we will look at. And that's what we have been looking at. Thank you, Mr. Speaker.

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

Question 439 – 1(6): Question on Patient Input Regarding Airline Travel

Mr. Anawak (interpretation): Thank you, Mr. Speaker. The patients who have to go to the hospital from the Kivalliq Region, we want them to be able to be comfortable when they are medivaced out whether they are from Repulse Bay, Baker Lake, Arviat, Rankin Inlet or Whale Cove.

Having said that, we know that there are some people who have airlines in the Kivalliq region. Have these companies been asked by the Department of Health or have the patients been asked for their input into the types of airline that they would like to use when they go on medial travel?

Or is it just the Department of Health that meets with the airlines or do the patients get asked for their views as well? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, as the Member knows, people working for the Department of Health, some of them are actually patients too. This is not some group of people doing an RFP from outside of the territory.

The RFP specifically stated a request for proposals for a type of aircraft that would be used. Mr. Speaker, it also looked at the type of flights, the frequency as well as the price contingency.

All of those factors have been involved in the screening of the RFP and I would suggest to you that comments have been made over the last two or three years concerning for example, no bathrooms on scheduled flights and so on; we've addressed those in the RFP.

At the end of the day, Mr. Speaker, we want to make sure that whoever is awarded the contract, has the planes that are available that would be the very best benefit for the patients who are travelling and that's what we're trying to attempt to do in the RFP. Thank you, Mr. Speaker.

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

Mr. Anawak: Mr. Speaker, we're talking about the Keewatin patients from several communities, however, about a year and a half, two years ago, we had the same problem with two of the communities in the Keewatin Region, Coral Harbour and Repulse Bay.

They realized that the plane flies for less than an hour from maybe Repulse Bay to Coral Harbour or from Repulse Bay to Rankin Inlet.

However, when you go from any one of those communities, you have to go through, if you're going to Winnipeg, travelling through Thompson, travelling through Churchill, so even if the flights are less than an hour in duration, there's still an awful lot of flying time.

So the Minister should be concerned when we're asking these questions, that because of those concerns that we expressed the first time, that we're now expressing those concerns the second time, because the first time there were no bathrooms on those airplanes that were flying from Repulse Bay and Coral Harbour.

Do we know that if they were in deep discussions with one particular airline, are they making sure that those airplanes have bathrooms and enough room not just for passengers but also for the medical patients? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, I appreciate the concerns of the Members and especially the Member.

The Member has been very strong in voicing these issues before and we have heard those concerns. I want to point out Mr. Speaker, that there was never a contract in place in the history of the Government of Nunavut and before that, to one single carrier in the area that the Member is talking about.

I don't want to get into regions, because one thing that we've talked about in this government is trying to get away from regions. Mr. Speaker, in this case, there was only one area of Nunavut and that was here in this area of Nunavut, the Baffin Region, that had a contract in place with First Air.

Mr. Speaker, that was done by the former Baffin Regional Health and Social Services Board. There were some real cost savings by using that one airline and Mr. Speaker, we wanted to use that model if possible across the territory, so therefore and thus put out an RFP to look at the territorial wide scheduled air travel.

Mr. Speaker, the results of that RFP have been examined by the Cabinet briefing. I would hope to have a decision made by the end of the month, March 31st and Mr. Speaker, the factors that have been asked by Mr. McLean and Mr. Anawak, have been considered in

looking at some of the logistics as well as the administrative aspects of the RFP. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Just a reminder to the Members that when you're asking a question, your first question is the preamble, which is fine but after that, you should limit that and be more direct and concise.

Also, to the Ministers, if they could be a little precise and concise. It does take away from question time for the rest of the Members. Thank you. Mr. Anawak.

Mr. Anawak: Thank you, Mr. Speaker. Semantics aren't going to work here whether they did have a contract or not.

The fact remains, that the people saw an airline flying without bathrooms on the plane. So, we just want to make sure, and I asked the Minister this, that if there is going to be a contract issued to any airline in Nunavut, and not just in Nunavut but in the Keewatin, in this particular case, that there be involvement by the users, by the people who work with them, the business people, the private businesses that have to work with the airline as well as the Members of this House. Thank you.

Speaker: Thank you, Mr. Anawak. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. I can assure the Member that the terms and references and conditions of the RFP will be followed, which includes making sure, number one, that whoever is successful on the contract award, provides the very best service for our travelling patients.

Mr. Speaker, that has not been the case in the past in instances that have been brought up before in this House. And we will do that. Thank you, Mr. Speaker.

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

Mr. Anawak (interpretation): Thank you, Mr. Speaker. When my colleague from Baker Lake asked a question considering the people's wishes and how long the flight is, from each community, will the Minister consider the duration of the flight from each community when he is considering giving an RFP? Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, that is one of the major considerations here in the RFP. I want to point out, just for example, Mr. Speaker, servicing Kimmirut, as an example; there is only a Twin Otter. So it would be unrealistic for me to say in an RFP to put a bathroom in that plane, because a plane with a bathroom cannot land there due to the airstrip.

So there are logistical issues to deal with in any type of RFP like this. In ninety-nine percent of the cases, where a flight is over one hour, we have asked that a bathroom be provided and a person could be able to stand up on the plane, and be able to move around. We want to make sure that there is comfort for the patient.

The Member is correct. That is what we are trying to endeavour in the RFP. Thank you, Mr. Speaker.

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

Question 440 – 1(6): Correctional Facility for Kitikmeot

Mr. Havioyak: Thank you, Mr. Speaker. I will direct my question to the Minister of Justice. (Interpretation) In my Members' Statement I stated our inmates who are incarcerated are sometimes sent out of Nunavut. I would like to ask the Minister in regards to the statement that I had earlier about providing more correctional facilities Nunavut. Thank you.

Speaker: Minister of Justice. Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. We have stated that what we want to do is plan the facilities for Nunavut. We have said that we would like to get another correctional facility. We do not want to take prisoners outside of Nunavut. What we are trying to do this year, or next year we will be considering which community that we will be putting the facility in. Thank you, Mr. Speaker.

Speaker: Oral Questions Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. I just wanted to get reassurance because the Hamlet of Kugluktuk has been asking for a correctional facility in the region. I want to ask the Minister again for reassurance in terms of a Corrections Centre in the region.

As we know the Minister has stated since last year that we need another institution in Nunavut. Has the Minister been in contact with the Hamlet of Kugluktuk in regards to this matter, because the residents have not been informed in regards to where the other institution will be in Nunavut? Thank you, Mr. Speaker.

Speaker: Premier Okalik.

Hon. Paul Okalik (interpretation): The people of Kugluktuk have written to me. We will involve the hamlets in our consideration of the location of the facility. They also informed that there already exists a building.

Those are the types of things that we are going to be reviewing. We will be making a decision by next year. Thank you, Mr. Speaker.

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

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. It is not for certain that we will be here by this time next year, so I want this matter clarified, as I may not be a Member next time.

I would like the Minister to answer my question in that regard. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Like I said before, I support this idea completely and this year we have to make a decision as to the placement, but it will be outside of Iqaluit. We also have appropriate some funding to do some planning for that facility.

I would like to consult with my colleagues before the final decision is made this year on the location as well as the planning for this facility. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Okalik. Just for the information of the Members, if the Members signal that they want to be put on the list for a question and they leave the House, they go to bottom of the rotation. That is normal procedure.

If you do come back before your name is called, of course you will be called in order. But it's certainly not fair to expect to go back to where you were if you have left the House.

>>*Applause*

Oral Questions. Oral Questions. Mr. Irqittuq.

Question 441 – 1(6): Polar Bear Radio Collars

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. My wire is getting caught. Mr. Speaker, I would like to direct my question to the Minister of Sustainable Development. I was going to ask him a question previously and I'm sure he has the answer now.

During the polar bear biologist consultation meetings for the memorandum of understanding agreement in the Foxe Basin population, they started putting radio telemetry collars on polar bears.

I am wondering if the Minister of the Department of Sustainable Development knows how many telemetry collars were put on polar bears over the course of the study? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Since the Government of Nunavut was created in 1999, there were seven polar bears tagged with satellite collars and around southern Hudson Bay where there are several jurisdictions, a radio collar project is also happening.

The governments at that time have been working on polar bears and they have about twenty-two collared bears. They have been working for a long time in the James Bay, southern Hudson Bay region on their polar bear population.

There were around 177 projects pertaining to the polar bear survey and study in Canada and other countries. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I would like to thank the Minister for his immediate response.

Some polar bear biologists went to Hall Beach and explained in detail about how the radio collar will be used on the polar bear and how they will be tracking polar bears. We were told that this radio collar is biodegradable and they said it would fall off eventually.

Mr. Speaker, I want to ask if the biologists still use the old style of radio collars on polar bears? Thank you, Mr. Speaker.

Speaker: Mr. Minister.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. The radio collars are used for polar bear research although we do not really want to use this type of research method in the future. In respect to the old polar bear collars, although we don't want to use those polar bear collars again, we have to look at how the collar is used.

The detailed information is not in front of me at the moment, although I can provide him the detailed information at a later date as to how the collars come off. I will provide that information to the Member for Amittuq. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Perhaps the Minister can't respond to my question whether they're still using the old radio collards or new collars. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Yes.

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

Question 442 – 1(6): Promote Authentic Inuit Carvings

Mr. Puqiqnak (interpretation): Finally, I've waited awhile for my turn. Mr. Speaker. Thank you for allowing me to ask a question.

Mr. Speaker, I will direct my question to the Minister of Sustainable Development. In my Member's Statement regarding imitation carvings, Mr. Speaker, first of all I'd like to say earlier on I talked about imitation carvings that are made of plastic.

There are also some Inuit who order other carvings to look at. They're very beautiful, they're unique from these plastic imitation carvings because you can actually see where the axe had chipped off pieces from the carving and actually see where they have filed. You can literally see the marks from the axe and from the files that they had used.

With the new technology, we are seeing imitation carvings. They're very detailed carvings, from the hair to the beard and the moustache and the nose. They're quite detailed right down to the ears.

Mr. Speaker, I would like to ask the Minister, what is the Government doing to promote authentic Inuit carvings and artwork in Nunavut? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Puqiqnak. I know you waited quite awhile for your question but sometimes we save the best for last. Minister.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. In regards to the Member's question, I hope I'm coming off clear. In Cape Dorset the Co-op shows off the tags which identify that piece as an authentic carving and the Nunavut Development Corporation also uses those tags with a picture of an Igloo so that the public out here or the carver or buyers of the carving can know that the carving is authentic because of the tag.

At this time we are dealing with this issue through the Nunavut Development Corporation and also other arts, whether it is sewing or other handy crafts. Yes, we try to put identification on all authentic handy crafts and carvings so we have worked on that and we want to promote authentic carvings in other international countries.

When I visit the art galleries in the south, all the authentic carvings are identified with that tag. Thank you.

Speaker: Oral Questions. Supplementary. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. The Nunavut Development Corporation and the Minister's department are using tags to authenticate the carvings and the handicrafts. Will the Minister tell me about the plastic imitations? How about the

plastic ones because we do produce those plastic carvings in Nunavut. They are displayed in the Gift Shops, and you can see all those things.

Is your department and the Development Corporation working together with that entity to promote authentic carvings? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. Perhaps I will try and elaborate to my colleague. Some of the plastic carvings that are made outside of Nunavut, we cannot stop those people from producing those items. We can only work on carvings from Nunavut because it is within our jurisdiction. It is not our responsibility and it is not within our jurisdiction to try and stop those mass produced imitation carvings.

Since these mass produced carving are not within our jurisdiction, it would be impossible to try and stop them. The only thing that we can actually work on is to authenticate the carving and artworks of the Inuit people from Nunavut. Thank you.

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

Mr. Puqiqnak (interpretation): It is impossible to work against them, because we are carvers, I am a carver myself. I am sure that these people in the gallery will be carvers. There are twenty-six communities in Nunavut. If you go to any one of these communities, there are people who are carvers, who are residing in the community they have a hard time marketing their carvings.

The Minister has stated that he cannot deal with the mass produced imitation carvings. Who are we? We are the people who are the beneficiaries under Article 24. The Nunavut people's carvings should not be imitated by the people who do not know anything about our Territory.

Are we going to be using Article 24 as our foundation? Should not the Minister say to the Nunavut Arts and Crafts Association and tell them that we should be protecting our carvings? Let us start working on it and do something about it.

I would like to ask the Minister, according to our Land Claims Agreement, Article 24, do we need to be imitated? Do we have a copyright? I would like to ask him, NTI, and the Nunavut Government, do we have a right for copyrights? Have you met with the Nunavut Tunngavik? Thank you, Mr. Speaker.

Speaker: Mr. Puqiqnak, I know that this is a very passionate subject and topic for you, but be careful how you address the Chair. Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. One of these individuals here in the Gallery is a carver. He is a well recognized carver from Cape Dorset

Yes, in regards to dealing with carvings. I know that it would be very hard to work with the provinces with Article 24, but the beneficiaries and NTI are willing to work with them as to how we can better promote the Inuit carvings of Nunavut. Thank you.

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

Mr. Puqiqnak (interpretation): I feel a little better. Mr. Speaker, I would like to know, for example, if you used Japan, overseas, Canada and Nunavut, what kind of approval did they receive to mass produce Inuit carvings? Is there any paper approval that allows them to plagiarize our sole means of income? Thank you, Mr. Speaker.

Speaker: Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker.

In regards to the other jurisdictions in Canada, we do not work with their arts and crafts associations. But we can initiate dialogue with Nunavut Tunngavik Incorporated and see what we can do to market authentic Inuit carvings and I'm sure that we can work very hard with the other entities to produce and market carvings. If required, I am sure that they would be willing to participate in a legal suit.

Thank you, Mr. Speaker.

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

Question 443 – 1(6): Differences in Employee Benefits

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Yesterday I tried to direct my question to the Minister of Human Resources but he could not answer it, so today I will be redirecting my question to the Minister of Finance.

In regards to the employees flown in, whether they are from southern locations or other Nunavut communities, there seems to be a disparity in the amounts allotted to them. As has been relayed before, some long term employees earn less than some of the new employees.

I stated yesterday that to the government that there are a lot of Nunavummiut with the same responsibilities who have less income, who are not provided the same benefits as southern imports and they don't get the same housing benefits.

I would like to know what kind of accommodation policy you have in this regard for transient or imported workers versus local hires. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, first of all, I want to be clear that we don't discriminate with our employees based on where they come from. In respect to staff housing, if there is a need, if a person is qualified, then they will be allocated staff housing.

The rents are charged right now, based on a formula that was adopted from Public Works and Services. As the Members may recall, the Housing Corporation took over the portfolio for staff housing in the course of this current fiscal year.

As I've indicated in this House, and before Standing Committee, and all Members are aware, we are looking at revamping the whole staff housing rental scheme right now. At the same time, we are trying to be fair to current employees and trying to move the staff housing rental scales closer to the way that we operate under the public rental scale.

That work continues to take place and all Members of this House will be apprised of developments as we move towards a new staff housing rental policy. Thank you, Mr. Speaker.

Speaker: Oral Questions. Supplementary. Mr. Iqaqrialu.

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

Perhaps that is the case where we're fair to all the employees we have but only when they are from outside of the community that has the position. However, if we're looking at the local hires, they don't receive any benefits such as those afforded out-of-town hires. If that's the case, they have smaller scale salaries and they're not provided with housing allowances, so a large portion of their income is redirected to rental payments.

Is it possible to make a change to the housing allowance policy? For example, if we look at the teachers, the nurses or the local hospital employees, they don't get any housing benefits whatsoever if they're a local hire. I don't think that they are being treated fairly if this is the case.

Is it possible to look at making it an equal benefit across the board, whether they're local hires or not. Are they going to be paid the same salary and benefits as outside hires? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, employees do get paid the same in respect of equivalent positions. It doesn't matter what or where you come from.

The issue the Member refers to is probably in respect to the availability or accessibility of staff housing.

I could tell the Member that by and large, the majority of individuals hired from communities are already in public housing or possibly in their own housing depending on their circumstances.

Over the years, depending on the community of course, those individuals would have been already housed. So, from that perspective, it may seem that newer employees that are coming in from outside of the community would have preference, I guess, if you want to say that, in respect of being able to have staff housing because obviously they would have been newer arrivals to the community.

There would have been a staff housing pool available to them. So it may seem a bit unfair from that perspective, but having said that, Mr. Speaker the Member does raise a valid point.

It has been brought up, like I said earlier in what the appropriate Standing Committee and it has been brought up in this House during the review of the Housing Corporation policies and in this form, in the form of Question Period. I have said that the housing corporation and this government are moving towards bringing more consistency in how we deal with people all across the territory, whether they're employees or members of the public. Both from the perspective of trying to bring the staff housing rental policy more in line with the public rental policies that we have. Thank you, Mr. Speaker.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I like your response. For the newcomers who arrive to our communities, do they get subsidized housing if they're government employees? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Sorry Mr. Speaker, I missed the Member's question. Maybe if I could ask him to indulge me and repeat that. Thank you, Mr. Speaker.

Speaker: Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I will be asking the same question. In regards to the newcomers who are hired as Government of Nunavut employees, do they get subsidized housing or do they get housing benefits? Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, right now, yes, in respect of the cost of housing for employees, it is subsidized. If you have a staff housing unit, no different, if you're in public housing as well, I can say that the Housing Corporation also subsidizes tenants as well. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Supplementary. Final supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. For the local hires who are hired by the Government of Nunavut, do they get subsidized housing or do they get housing allowances. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, no they don't get any housing allowance, but if they are in public housing, then it would be subsidized.

If they're in their own home as well, there would be subsidies available for different government programs. I would like to point out to the Member and to all Members of this House, like I said earlier; we don't discriminate on our staff housing policy.

It's based on availability and need for different positions in different communities depending on availability. There are, just to let the Member know, there are lots of Inuit beneficiaries who are in our staff housing as well, whether it's in Iqaluit here in the headquarters or in some of our decentralized communities.

So, even though the perception may be that it's individuals coming in from the south, there are individuals who have come to work in headquarters here that have come from other communities who are beneficiaries as well and also in the decentralized communities. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Members will note that question period is now over. I just want to make a comment about the preambles on questions from the Members and some of the lengthy answers that we get from Ministers. We have two Members who did not get a question in today.

We have another three Members that wish to ask a second question. So in view of that, just try to be a little more conscious of the Members who are allowed to get at least one question in. Thank you.

Item 7. Written Questions. Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you. I am seeking unanimous consent to go back to Item 5, Recognition of Visitors in the Gallery. Thank you.

Speaker: The Member is seeking unanimous consent to go back to Recognition of Visitors in the Gallery. Are there any nays? There are no nays. Please proceed, Minister Akesuk.

Revert to Item 5: Recognition of Visitors in the Gallery

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. I would like to recognize two individuals from Cape Dorset, Kooyoo Peter and Maggie Saviarjuk. I would like to welcome them to the Gallery. Thank you, Mr. Speaker.

Speaker: Recognition of Visitors in the Gallery. Return to Item 7. Written Questions. Item 8. Returns to Written Questions. Item 7. Written Questions. Mr. Tootoo.

Item 7: Written Questions

Written Question 007 – 1(6): Question on Legal Opinion by French DEA

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, my Written Question is for the Minister responsible for Education. The first question is:

1. Has the Department of Education received a copy of a legal opinion prepared on behalf of the French District Education Authority dated December 11th, 2002?
2. If the department has received this document, on what date was it received?
3. Has this document been reviewed by the Minister?
4. Has a formal response to the French District Education Authority been prepared and provided?
5. If a formal response has not been prepared, when will it be prepared?
6. Have officials from the Department of Education held discussions on the content of the document with the French District Education Authority subsequent to December 11th, 2002?

Thank you.

Speaker: Item 7. Written Questions. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Mr. Iqaqrialu.

Item 11: Petitions

Petition 007 – 1(6): Unfair Rent Scale

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I am going to be reading this document. We, the undersigned people who have signed our names to this petition are opposed to the Rent Scale that was set up by the Housing Corporation.

We would like to see changes made to the Housing Corporation's policy prior to it being implemented by the Corporation. It is too costly on the individual, especially on the employed poor. It is going to make it harder for the individuals.

Therefore we would like to oppose the April 1, 2001 Rent Scale that is going to be implemented. Thank you, Mr. Speaker.

Speaker: Item 11. Petitions. Mr. Irqittuq.

Petition 008 – 1(6): Support for a New Community Hall

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. The people of Igloolik have submitted a petition with over four hundred name signatures asking for the building of a new Community Centre. Thank you, Mr. Speaker.

Speaker: Item 11. Petitions. Are there any further Petitions? Item 12. Reports of Standing and Special Committees. Item 13. Reports of Committees on the Review of Bills. Item 13. Reports of Committees on the Review of Bills. Item 14. Tabling of Documents. Mr. McLean.

Item 14: Tabling of Documents

Tabled Document 084 – 1(6): Issue on Northern Food Mail Program (Hudson Bay Regional Round Table) Resolution # 4

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker, I would like to table two resolutions from the Hudson Bay Neighbours Region Round Table Meeting held in Southern Gillam, February 11-12, 2003.

Resolution # 1:

Whereas the Auditor General has identified issues with the northern food mail program, and;

Whereas these issues affect the cost and availability of nutritious foods in Northern Manitoba and Nunavut;

Now therefore be it resolved that the Hudson's Bay Neighbours Regional Round Table requests that the Minister of Indian and Northern Affairs Canada to proceed with an evaluation and study of those issues raised by the Auditor General.

**Tabled Document 085 – 1(6): Evaluation of Total Energy Situation in Nunavut
(Hudson Bay Regional Round Table) Resolution # 1**

The second resolution moved by Hamish Tattie, seconded by Chris Tungalik;
Whereas, Ikuma 2000, recommended formation of the Nunavut Power Corporation, an
evaluation of the total energy situation in Nunavut, and;

Whereas Ikuma 2 adopted in 2002, deals with significant initiatives in energy
coordination, development and conservation involving electricity, fuel and energy
opportunities;

Now therefore be it resolved that the Hudson's Bay Neighbours Regional Round Table
will encourage the Government of Nunavut to maintain the priority on implementing
Ikuma 2, and keep the Hudson's Bay Neighbours Regional Round Table informed of
progress and opportunities.

It was carried unanimously.

Thank you, Mr. Speaker.

Speaker: Thank you, Mr. McLean. Item 14. Tabling of Documents. Mr. McLean.

Tabled Document 086 – 1(6): Aeroplan Miles

Mr. McLean: Thank you, Mr. Speaker. Who says good things don't happen. I'd like to
table a document from Air Canada, in regards to a letter that a group of Members of the
Legislative Assembly from the Kivalliq sent to Robert Duseinge, President and Chief
Executive Officer of Aeroplan dated May 1, 2002.

In short, the letter says and I'm sure that you're familiar with it, that we didn't like the
way that we were being treated in the Kivalliq in regards to 25 thousand points being
needed to go south. And Mr. Speaker, you'll be glad to know, because this affects your
constituency also, among the other Kivalliq constituencies.

Furthermore, upon review of our reward grid, we have decided to categorize flights
between Nunavut and Manitoba as a short haul flight for redemption purposes. This took
effect last November 10, 2002. So there's a little bit of good news for people in the
Kivalliq.

>> *Applause*

Speaker: Thank you, Mr. McLean. Item 14. Tabling of Documents. Are there any further
Tabling of Documents? Item 15. Notices of Motions. Item 16. Notices of Motions for
First Reading of Bills. Mr. Ng.

Item 16: Notices of Motions for First Reading of Bills**Bill 31 – Supplementary Appropriation (Capital) Act, No. 3, 2002/03 - Notice****Bill 32 – Supplementary Appropriation (O and M) Act, No. 2, 2002/03 – Notice**

Hon. Kelvin Ng: Thank you, Mr. Speaker. I give notice that on Thursday, March the 20th, 2003, that I'll move that Bill 31, Supplementary Appropriation (Capital) Act Number 3, 2002/2003, and Bill 32, Supplementary Appropriation (O and M) Act Number 2, 2002/2003, be read for the first time. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. 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. Item 20, Consideration in Committee of the Whole of Bills and other Matters. Bill 22, Bill 30 and Minister's Statement 126-1(6) with Mr. Irqittuq in the chair.

In accordance to the authority provided to me by Motion 2-1 (6), the Committee of the Whole will stay in session until it reports itself out.

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

Sergeant-at-Arms.

>>*House recessed at 15:10 p.m. and resumed at 15:40 p.m.*

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

Chairperson (interpretation): Thank you for coming back. Welcome, Mr. Minister, Members. We can now come to Committee of the Whole.

Under consideration for this afternoon, Bill 22, Bill 30 and Minister's Statement 126-1(6). What is the wish of the committee? Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. The committee would like to continue on with the review of the Bill 30 with the Department of Education main estimates and once that is completed, we would like to go onto the review of the main estimates of the Department of Justice. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Ms. Williams. Is the committee in agreement?

Some Members: Agreed.

Chairperson (interpretation): Perhaps if the Minister's officials can go to the witness table.

Sergeant-at-arms.

Thank you. If you could perhaps introduce your officials, Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We are asked to always introduce our women first; so on my right is Kathy Okpik, my Assistant Deputy Minister. As well on my left, who was also here yesterday, is my Deputy Minister Tom Rich. Thank you.

Chairperson (interpretation): Thank you. If we can go to Department of Education, Adult Learning, under page 9-11. Total Operations and Maintenance, 21 million 608 thousand dollars. Prior to visiting my list of names for questions, I would like to give you some forewarning about the process.

Some people tend to sway from that page under review. Please try to refrain from leading questions to issues outside of the page we are reviewing. For the information of the Members, you also have to watch your time limits. You have ten minutes to ask questions. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, in the funding for student financial assistance, in the Minister's opening comments he indicated they had increased funding through FANS to beneficiary students.

I was wondering if there was a reason why they didn't increase that funding to all students. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In this present year O and M appropriations budget, there was an increase to student financial assistance levels. We could not give all students in post-secondary education an increase because of the fiscal constraints that we have presently. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I guess budget restrictions is the only reason that the Minister is indicating that he could only give beneficiaries increased funding through FANS and not non-beneficiary residents in Nunavut. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. What we did was we followed the review that was done on Student Financial Assistance that the students receive. We tried our best to try to find some funding for the other students and the only increase that we have had was for the beneficiaries. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Are there any rules or conditions attached to that additional funding that they are able to find that resulted in just going to beneficiaries? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The Financial Assistance for the beneficiaries, according to the Nunavut Land Claims Agreement, were given for the students who do not have to pay it back and some students are eligible for loans under this Financial Assistance. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, how many students does this funding cover and last year, it was \$3.6 million. Now, can the Minister indicate how many students took advantage of that money and could he also have indicate the break down of whether how many of them were beneficiaries and how many of them were non-beneficiaries from Nunavut? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In total, in the Nunavut communities, 340 people received funding and percentage-wise for the beneficiaries and

non-beneficiaries, the beneficiaries were 76% and there were 265 and non-beneficiaries were 24% and 84 in total. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, of the \$3.6 million dollars here that was allocated last year, was all of it used with those 340 students? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. That \$3.6 million was almost depleted, but there was a little bit left over. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I am going to try and ask to mention it again, how much of that funding was left last year? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We do not have the information right now, but I will make sure that I get the information to the Members.

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

Mr. McLean: Thank you, Mr. Chairman. Under the Students Financial Assistance, \$3 million, 642 thousand, does NTI or the Federal Government kick in any money or is that just the Territorial Government's funding? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The Government of Nunavut is the only one that put in that money. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. On that issue, does NTI contribute anything to Students Financial Assistance in Nunavut? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Only through the Inuit Organizations but the ones that we have in these figures are from the Nunavut Government. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. Does NICC contribute any money to Student Financial Assistance, or is that just for their Organization? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. They only go through the Organization, not through the Government of Nunavut.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. As far as the Government of Nunavut is concerned, NTI does not contribute anything to Student Financial Assistance? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, the only amount of money that we give out as Student Financial Assistance comes from the Nunavut Government. We do not get any additional money from anyone else. Thank you.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. On the training side, do they contribute any financial resources to any of our training in the Government of Nunavut? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. They help out with funding through the Inuit Organizations. The various Inuit Organizations give out some funding under the Agreement. For those people who are given training, they give us a contribution at times. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. I know that this is a hard question probably for you to answer. What kind of contributions do they give to the Government of Nunavut when it comes to training dollars? Do you have any idea, roughly? I do not need the exact figure but just for my own curiosity's sake. Is it in the thousands, or hundreds of thousands, or millions? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. At this time I do not have the information with me, but through an agreement and according to the training we have an agreement with them for some funding, but I do not have the exact figures with me at this time. Thank you.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. On that issue, I am not an expert on the Land Claims, but under Article 23, the Government of Nunavut is supposed to shoot for an eighty-five percent Inuit employment target. I know in this organization, the Government has targeted millions of dollars for training to get those staffing levels up.

Currently how much does the Department of Education have earmarked for training Inuit people under Article 23 of the Agreement? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The Department of Education does not have any funding for that, but they go through Human Resources. It is the Department of Human Resources that gets funding. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? We are on 9-11. Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. On your Trades Program for the development and delivery there is a drop and you explained why that reduction is. On that point I want to ask, is there is going to be any reduction in the Trades Programs that are currently offered in the NWT, Fort Smith, or Hay River?

Are you aware of any Trades Programs that are going to be stopped in the NWT? How would that affect us if there is going to be any program stopped? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. At this time, we don't know if any programs might be stopped in the NWT for those trades programs. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Mclean.

Mr. McLean: Thank you, Mr. Chairman. Currently what does it cost the Government of Nunavut, how much does it cost us to send people to Fort Smith, Hay River and those other places to get their training. Does he have a dollar figure of what it would cost the Government per year? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There are various costs such as travel, registration and the course fee. Perhaps if we can get some information on what it costs us last year, we can give out the information.

We're not sure at this time because we don't have the information on hand at the moment. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Mclean.

Mr. McLean: Thank you, Mr. Chairman. On that issue, we know what programs are basically being run in Nunavut today when it comes to trades programming. Does your department have any plans for the next few years on maybe accelerating some programs in Nunavut to offer more trades training in Nunavut?

Has your department formulated any plan at this point? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. At this time, we're now making plans for adult learning strategy. At this time we are collecting information as to what kind of interest there is to take for trades programming.

This review, perhaps this coming fall, I'm sure we'll be making a public announcement after the review has been done. But it's our plan and I'm sure that we'll be able to make an announcement and it's our plan to make this multi-year. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. My final question here for now is, are there any plans currently in place, and we've talked about it for four years, to establish any kind of trades training programs outside of Iqaluit, Rankin Inlet and Cambridge Bay? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In regards to his question, outside of Iqaluit, Rankin Inlet and Cambridge Bay, if that is the question, yes, we do various programming for training in the smaller communities where there is no decentralization. For example in Iqaluit we are running a carpentry certificate program and also we're sure that some other programs can be developed.

So we have to look at the plans and review them so the only programming is Carpentry Certificate Program. The communities do have trades training programs at the local level. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. On that college contribution, I've asked the question I think three years in a row. But just to reaffirm it again this year, out of the college contributions every year, how much of that comes from third party funding? Do you have that figure this year? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. From the operations and the maintenance of the Arctic College, we expect for 2003/2004 fiscal year that the projection for revenues from outside funding total of around 6 million dollars.

Our total budget is \$23 thousand, I apologize, \$23 million dollars and a bit over for the O and M budget. Thank you.

Chairperson (interpretation): How many last questions do you require before it actually is your last? Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. This is my last question and it affects your community also, my colleague beside me and I are always talking about it, which is training in the mining industry and how much is in the college budget this year that is designated for pre-mine training? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Although his question is a relevant one and although I wish to provide a good response, it's going to depend on the kind of training programs the mining sector will provide to the adjacent community. It is very hard to estimate this need at this time, until we actually review the results of the previous year's funding for the program and I'd be able to tell you later on how much money we expended for mining sector training.

Chairperson (interpretation): Are you done? I would remind you not to state it is your last question so that you can ask many more questions during the 10 minutes allotted per Member. Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. Partly, first of all, I would like to ask how many students from Nunavut attend trades school in Fort Smith? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. As to how many students there are in Fort Smith, I don't know the number because we have only a few

days left from the fiscal year end and perhaps afterwards I'll be able to give you a concrete figure. Thank you, Mr. Chairman.

Chairperson (interpretation): Any further questions? Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. Too bad, I wanted to know the figures. It's almost the end of the fiscal year. Perhaps he could say there are 10 or more students in Fort Smith. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, perhaps to elaborate a bit. For apprenticeship program students, the apprentices only go to Fort Smith for part of the year, for a partial course and they do the rest of their training in the home community.

In some areas like carpentry for example, they could be in Fort Smith for 8 weeks because they require specialized training. I think there are more than 10 students attending courses in Fort Smith. Thank you.

Chairperson (interpretation): Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. In one of the communities of my riding, Randy Nungak of Resolute Bay, who took that training program graduated. He was on the news media that he had graduated from that program so therefore I would like to ask again, how much funding do we expend annually for the Fort Smith courses?

I'm not talking about the transportation or tuition costs we are paying, I'm just asking about how much money is given to the Northwest Territories Government from Nunavut?

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For tuition fees for each student and for accommodation, those are the areas that we provide funding for students who go over there. Thank you.

Chairperson (interpretation): Ms. Williams.

Ms. Williams: I will ask this in English to see if I could be more clear. How much do we pay the Government of the Northwest Territories because they are providing the training for our students from Nunavut? I am not asking about the costs for a student to be there, but my question is how much do we contribute to the school in Fort Smith? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. The Member is asking if we pay a fee to send our students over. There is no such charge. The only thing that the students pay for is what I just mentioned, that their tuition and their room and board. Thank you, Mr. Chairman.

Chairperson (interpretation): I have no more names on my list. We are on Page 9-11 and 9-12. Do you agree?

Some Members: Agreed.

Chairperson (interpretation): Total Operations and Maintenance, \$21 million, 608 thousand. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Carried. Turn the Page to School and Early Childhood Services on Page 9-14. Total Operations and Maintenance, \$36 million, 642 thousand. Any questions? Do you agree? Mr. Haviyak.

Mr. Haviyak: Thank you, Mr. Chairman. On that page, I think, you can correct me on this one. Before we get to the numbers, I just wanted to ask you about the Training on the Job Program which you have in your Business Plan.

At what level do you have people training on the job? Senior management, or skilled workers, or somewhere, I am just trying to get a feel as to where you are putting these training on the job positions. I just want some information on that. Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Perhaps in order for me to be clear, they use it for various things, and also they use it to enhance their career. It is used for various things. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Haviyak.

Mr. Haviyak (interpretation): Thank you, Mr. Chairman. Yes, I am aware of that. I am just trying to see the scale. For example, you have some management, senior management, and so on. Do you have many people going on the Senior Management training on the job in this area to date? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In regards to his question, there is none. Thank you.

Chairperson (interpretation): Anymore? Mr. Haviyak.

Mr. Havioyak: Can you give me some examples then, where you have these training on the job positions? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For example, if you have to do an upgrade it would be included in here and if you're going to take math or computer skills, upgrading or carpentry skills, it would be used for upgrading. Reading and writing. This line item is more geared towards those types. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. When I look at this title, Career Development, as soon as I look at that title I see in my mind that you can't get the senior management position open to Nunavummiut. That's where I feel that we're lacking, more senior management Nunavummiut working at that level. Where can we see training on job in those senior management positions? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'll have my deputy minister respond to that question in regards to career and early childhood development. And I would also like to apologize to the Member because we might be misunderstanding each other. Thank you.

Chairperson (interpretation): Mr. Rich.

Mr. Rich: Thank you, Mr. Chairman. The training on the job funds are primarily used to support the wage subsidy program to support the private sector and community Government in particular to train for a whole range of jobs that might be an outside worker, it might be someone who is working in an office, in all different levels.

They could be someone who is a financial person in a community government; it could be someone who is going to be an office manager in a private business or a truck driver in a private business.

They apply for the funding and through that we provide it. So it's not primarily aimed at senior management training, particularly for Government workers, that training, if we look at the FANS training that provide universities, which is particularly what we want when they come into senior management and government to have is university training.

And the Department of Human Resources has some specific programs to support people for management level jobs in Government and you'll talk about those as well with the Department of HR. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. You mentioned that we have an apprenticeship program that they can go on to so and so, and we have an adult in training education, that we can hire more people to do carpentry and so on.

Training on the job to me, I understand how it works, but trying to get more people in senior management, that is what I was trying to get at. Not only in your department, but overall in the Government of Nunavut. That's what I was trying to get at here.

I understand you don't have it here, but will you have something in there soon, in place to have this kind of program? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It's for the employers out there. It's not specifically for the Government departments; it's for the private business out there who we provide subsidies for. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak: I'm just saying with the apprenticeship program, is that the same way that it works when you say training on the job. And then you go through the apprenticeship program, there are two differences but do they work the same way? When I say that, I mean, is the apprenticeship program open to the business people when they have a company, for example? Thank you, Mr. Chairman. .

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'll have my ADM respond to your question. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. There are two types of programs available. There are two types of certification programs, one for journeymen certification and also the apprenticeship program where they work 80 percent of the time in their field and possibly two classes in a school environment which takes up the other twenty percent.

But through our office, we will keep their names and hours so that they can obtain their certificates or diploma or whatever they require and this is where this is different. What is similar is that we provide subsidies to the employers who have these apprentices.

Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. 9-14 and 9-15. I have a question on 9-15.

In regards to this literacy program with 75 thousand dollars allocated in the line item, I would like to know exactly what literacy entails in this case as literacy covers all grade levels. Thank you, Mr. Chairman.

Chairperson (interpretation): Let me read it for you. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. This program is for the community proposals for literacy programs from the community. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Have there been requests for funding for these literacy programs and which language does that cover? Is it Inuktitut literacy, French or English literacy funding? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, the requests for funding can be made for any language. I can use an example of communities who have made requests for the following; for children and adults literacy classes or for blind people who would like to learn Braille.

So there are different types of literacy programs that can be used at the community level and you can access funds through this specific program. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): How many communities accessed funds through this limited literacy program? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Not all communities have accessed these funds but approximately half of the communities throughout Nunavut have accessed these funds for literacy initiatives in their communities. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you. Going on to the next line item early childhood programs and daycare grants. Does the Department of Education have a policy where the clients of these daycares are required to attend classes? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, in regards to daycares, it is the starting point that I'm sure that every Member knows that when children are together in the same setting, that's where they start the early education.

This program goes up to age 6. These funds are accessible or available for the operations of the daycares. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I'm sure that there are a lot of children with working parents in these daycares and if we're talking about early childhood education for pre-schoolers, what happens to the children who are being babysat at home or who have parents who aren't working?

What happens to the children who are at home? Exactly how does this work? Is it being fair to the children in the daycares and some who are at home like our colleagues from Nanulik stated.

There is a big difference between what the children in these daycares have learned and what is not being taught to the children at home. It's going to put a different level on a child depending on whether they are at the daycare or not. What happens? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, to make it clearer, the daycare operators decide what will be taught in the daycare environment. For those of us from the Department of Education, we don't make any specific guidelines for rules on what happens there. It's up to the daycare operator to decide what they'll be doing in that environment. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. If that's the case, usually a child enters the formal school environment when they're age 5.

So, this child who is at the daycare has an advantage over the child who stayed at home. Do you see the difference between the two children? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In some of the communities there are daycare centres that encourage the parents of children to bring them to the daycare possibly in the afternoon to participate in some of the activities that are provided there.

The parents are encouraged to bring their children and we do provide pamphlets on programs that are made available at the daycare centre. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I have noticed that if you're going to bring your child to the day care centre, you pay a fee. Is that the case? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes they do pay fees to the daycare if they have children in there. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): You stated that you encourage the parents to bring their children to the daycare possibly in the afternoon to participate in the activities provided. But do they have to pay a fee if their child is not enrolled in the daycare? Thank you, Mr. Chairman.

Chairperson (interpretation): For you information, we are talking about the O and M that we are providing daycare so that the parents can go out there and participate in the work environment. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The programs that are made available in the afternoon are open to the children and the parents. This is outside of the activities that are provided out of the daycare and it's free to the parents. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Going on, on the same page, early childhood programs, healthy children initiatives. It's \$1.533 million. What does healthy children initiative mean?

Is that geared to the children who are at the daycares or are these funds available to the communities as a grant or contribution? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In order to provide a safer environment and healthy children, we do know that children are our first priority. You can access these funds going through contributions through the healthy children initiative. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. If we go back overall on 9-14, there's an increase in compensation and benefits from the previous year and I'm just wondering if that's a direct result of collective bargaining increases or is there an increased PYs there? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The increase is for the income support office here in Iqaluit. Thank you, Mr. Chairman.

Mr. Tootoo: Thank you, Mr. Chairman. I'm sorry. The interpreter never heard the Minister. If he could repeat it, because I didn't hear it because she didn't hear it. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. The increase was for a receptionist for the income support office here in Iqaluit. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. So there is an increase in the PY. Was there not a receptionist there before? I am just wondering surely you think that an office would have a receptionist. I am just wondering what happened to the one that was there before? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. There was no receptionist before, but also at the same time, there is a very heavy workload for a receptionist which has necessitated the position. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. So basically, this is a forced growth issue PY that the Minister is indicating? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. We can say that, but also at the same time, we found the funds from within to create this position. Thank you.

Chairperson (interpretation): Anything else? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I echo some concerns that my colleague, Mr. Iqaqrialu, mentioned. In early childhood development, it seems that some students have the benefits of participating in pre-school programs or in a daycare where they are learning things like that in those environments.

Has the department given any thought to expanding or offering a pre-school program that could be available to all residents of Nunavut, regardless of whether it was a daycare program, or not? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. At this time we provide funding for the daycare facilities and their programs. In the communities where daycare is being provided, we provide some funding. This is contingent on the community initiating this type of service provision. There is no universal program in Nunavut for children to participate at this time. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, some concerns have been raised over the last two days in education referring to the children at different levels when they enter the education system, like kindergarten, or grade one. Some children have had the benefit of a pre-school or a daycare program where they learn certain things that other children have not been fortunate enough to have that opportunity and exposure.

That causes some of the problems within the system. I know in other jurisdictions around the world, they have a pre-school program as part of the school system. It starts at age three. It is just like going to regular school. It is not mandatory for the children but an optional program.

Has there been any thought given to looking at a model or something like that to prepare our youth so that when they get to kindergarten, or grade one, that they are on an equal playing field when they get there? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. To date we have not discussed this idea to have the program for Nunavut. We are in support of these Early childhood programs because we know that it would be good for the preschoolers and

they're taking good care of them in the daycares and the early childhood programs. What they do is that they give them an early childhood education.

At this time as a department, we don't have anything setup to do a program for the numbers that they are talking about because we don't have any funding for that kind of program.

But Mr. Chairman, if we compare with some of the other jurisdictions and our Nunavut communities, we have some very good programs available as well. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, in the daycare grants the same number is listed as the previous year and the Minister indicated earlier in his opening comments or in the Finance Minister's budget address, he indicated that there was quite a significant increase in the number of daycare spots available throughout Nunavut.

As a result of that, is each facility allocated less money because the funding has stayed the same or are they getting less money because the finding hasn't increased to match the growth up there? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There is no decrease in the amount of money that is provided for the daycare facilities. But aside from that Mr. Chairman, there are also Inuit organizations who provide further funding for those programs.

As the Government of Nunavut, we're not the only ones that provide funding for those early childhood programs. This is a very good part; working with the Inuit organizations to provide a breakfast program to enable our children to learn. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Again, under the daycare thing and it's great to see the government working with different organizations, we have the same clientele that we're trying to help and it's good to see that partnership.

I remember a few years ago, raising the whole daycare and the funding issue. Since that review was done at that time, it resulted in increased funding. Have any subsequent reviews been looked at to make sure that their funding is still adequate or are more needs out there?

The cost of living goes up and the cost of everything goes up, the daycares aren't immune to those increased costs so I'm wondering if any further reviews were done to ensure that the funding level is still adequate? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Perhaps my ADM could respond to that question. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. The review that the Member is talking about, that happened quite a while back. We have not had any reviews since that review.

I can say that the Inuit organizations has some funding available to deal with daycares or to get funding for daycares so we work with them on a continual basis as it relates to early childhood education and to train the early childhood teachers. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Maybe just to bring up a couple of questions. Would the department consider, whether it be polling or a survey or a questionnaire to the daycares, to see if over the last few years since this increased funding came out as a result of the last study, is that still adequate or have your costs increased and at least then we would have an idea of whether we need to look at additional funding for them if it were necessary. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, I realize that since that last review was done, Ms. Okpik has met with the various Inuit organizations to look into those concerns that the Member is talking about.

Ever since the first review was done, we have not talked about doing another review. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Would the Minister commit to doing that with the daycares, not the Inuit organizations to make sure that the funding that they get is adequate?

Have their costs increased since the new funding was put in place. Then maybe report back to the Members to see whether or not it would give us an idea of whether we should increase the funding to those subsidies to the daycare or not. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, we will talk with the daycare centres in Nunavut communities to ask them those types of questions that the Member is referring to. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. The other thing that was mentioned and I know it's been an issue with the daycares for ever I guess is with the staffing and the qualifications of the staff who work in the daycares and whether there's a certain certification program that they need to take in order to be able to work in a licensed daycare.

One of the things that I know every daycare in the city here and I'm sure every daycare across Nunavut, is I know they have a very hard time attracting and retaining staff because the certification required isn't something that is very well recognized; wages that they can pay these individuals are not very much.

I'm just wondering if there's some type of a strategy or a plan in place to look at that with the daycares to try and address that solution to that problem that they have. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The daycares that are in the communities have their own staff but in regards to their further training, we have talked about the concerns that we have. Perhaps Ms. Okpik could explain a little further on that. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Like I said, we have met twice with the Inuit organizations in various regions to ask them question such as the kinds of training they could partake in.

There have been two regional training sessions for the daycare workers and there is also going to be a training session at the Arctic College in the fall in the Baffin Region. Those are types of things that we are working with them and it's an ongoing thing and as to the qualifications of the daycare workers, what we have done is we work with them on those training initiatives. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Just on the qualification requirements, are there any legal requirements to be able to work in a daycare? Or can anyone work in the daycare?

Is there any recognized training that an individual has to have before they are able to work in the daycare? Or is the absence of a criminal record and the willingness to show up is good enough to work with daycares? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, at this time, we have no policy in place in regards to that but the daycare committee hire the daycare workers when ever they need to be hired or when ever they request a worker. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Ms. Williams.

Ms. Williams: Thank you, Mr. Chairman. In 916, that's where my question is. On 916 it states contribution to provide support services to students from Nunavut who attend post-secondary institutions and training programs in the Edmonton area.

What if they were in Ottawa or Winnipeg, why is it only specifying this city? Is it for early childhood education? Can you please elaborate on that? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The northern student education initiative is a specific program to provide support for students from Nunavut who attend post-secondary in Edmonton and surrounding areas.

That's only geared for the programs for 8 weeks. We need to provide apartments for these students and as well, there is a transportation program for these students and there is support to help them find accommodations and it is orientation for the students regarding the area in Edmonton.

And part of that is orientation and how to live in the southern city and those are the kinds of support that are within that. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. I wonder why this a part of career in early childhood services? Are services provided to students going in Ottawa area? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk:

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. My apologies, these are under the early childhood services section regarding the northern student education initiative.

It's geared for students who go on an eight week program in the Edmonton area and this is like a pilot project as to whether how successful they retain this kind of program and it is not being offered anywhere else at this point. It's a pilot project to get information on how good it can be run. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Williams.

Ms. Williams: Thank you, Mr. Chairman. Are these daycare workers under the careers for early childhood services, and it's talking about students attending post-secondary and the Minister responded that it's a pilot project and it just started now because it never had any money before, now we have \$15 thousand in there.

Did that just start, and why Edmonton, why not something that is closer, somewhere like Quebec or Ontario? Just for clarification. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Just to clarify the situation to my colleague. On the title of this page for career and early childhood services, it's just a title. They are bunched into one category. So it's not only pertaining to early childhood education; it's also career programs as well.

On her other question, if you look at Nunavut, Ottawa and Montreal are not the only gateway cities to Nunavut. Nunavut is a vast area because we have people in the Kitikmeot who are geographically directly under Edmonton and that's their gateway city and we have Winnipeg as well.

As I said, this is a fact finding initiative and it's only the beginning and only in Edmonton. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Williams.

Ms. Williams: Thank you, Mr. Chairman. How many students do we have on pilot projects? Another question was that we didn't have this program before, now we have \$15 thousand that's budgeted for this year so do we already have students in there? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. My apologies Mr. Chairman, I think I misunderstood her other question, but I think there are around 15 to 20 students who are involved in this initiative. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Williams.

Ms. Williams: Thank you, Mr. Chairman. 15 to 20 students, that's a lot of students. It is good to know that our young people are going to training like this. What kind of program would they be on, on the job training? I guess that is what the Minister said. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'll ask my ADM to respond to the specific programs under this line item. Thank you.

Chairperson (interpretation): Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. The apprenticeship training programs fall under this initiative and they go there for eight weeks at a time. This is meant to benefit those who are going south for the first time to the Northern Alberta Institute in Technology and it's for first time students. We give them assistance to find accommodations because these guys only go down temporarily for duration of eight weeks.

We also give them an orientation about the institute and also give them different orientations about the bus routes, how to open bank accounts and there's a staff person who assists these students as well, especially those students who are going down for the first time. Thank you, Mr. Chairman.

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

Ms. Williams: Mr. Chairman, thank you. I'll try to ask the question again. What are courses these people are taking? I know they need to have accommodations and they need to go to the bank and the hospital.

What kinds of courses are these people talking? We have 15 to 20 students. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The different programs that fall under this initiative, I can't specify exactly, but there are different programs from any where from aircraft maintenance to engineering, automotive service technicians, cabinet making, carpenters, cooking courses, therapists or heavy equipment operator

mechanic training and as well oil burner mechanic training, pipe fitting, welding and different trades programs.

Those are usually the types of programs that can fall under that initiative. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Any thing else. Oki.

Ms. Williams: Thank you, Mr. Chairman. It's good to know that a lot of people are training in these areas. It would be good to see a plan that some of these could be done in Nunavut.

I'm sure that a lot of this could be established in Nunavut. It's too bad that we're sending our students down to the provinces to do that. It's just a statement Mr. Chairman. Thank you.

Chairperson (interpretation): Would you like to respond to that, Mr. Kilabuk?

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes I do agree with her, Mr. Chairman. It would be preferable to keep our students within Nunavut.

Give the circumstances that there's no place in Nunavut, as yet, it's hard to say although it's in discussions now. That's what we keep hearing that in each session in the House, we need more Nunavut based training.

Mr. Chairman, during one of the sessions, that review for adult education will also be a part of that as I've stated before. We're going to look into it as to how we can provide more Nunavut based training and that will be part of the upcoming review.

Perhaps we'll be included in the upcoming interim report. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Ovide.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. My question is under early childhood programs, daycare grants.

There are different daycares in the communities. Are elders included in the Daycare Program, as part of the programming? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The elders who are unilingual Inuktitut speaking, yes they are involved. I am aware that some daycare workers in my community were totally involved within the daycare. I would like to remind the Member that these daycares are responsible for staffing themselves. Thank you.

Chairperson (interpretation): Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. My other question is also regarding daycare. The children that are at daycares, in what language are they taught within these daycares, in English or Inuktitut? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In the majority of the communities, the language of instruction in the daycares is in Inuktitut. In some of the daycares, Inuktitut is not as prominent, but it is used. The majority of the daycares, Inuktitut is made a priority. Thank you.

Chairperson (interpretation): Are you done? Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. Do they also have a daycare curriculum for these kids? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. They do their own planning for the activities in the daycare. Thank you.

Chairperson (interpretation): Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. He says that the daycares provide their own activities within the daycares. Have there been discussions as to whether your department can provide some curriculum materials? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The daycares provide their own activity planning. I thank you for asking me. The communities had wanted to take on more of their everyday activities. That is a part that we also believe that we should give these communities the authority to run their own affairs.

As I said they arrange for their own activities within the daycares, whether it is the operation or the scheduling of schedules. It is done by the daycares. Thank you.

Chairperson (interpretation): Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. My final question will be regarding your statement about videos in the daycares. Are there any Inuktitut-made videos that are shown in these daycares? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I apologize if I had him misunderstand. What I stated was we did was that we would like to promote not particularly videos. I am sorry if he understood that comment. We wanted to have some information and it is not pertaining to any videos. I am sorry if there was a misunderstanding there. Thank you.

Chairperson (interpretation): Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Chairman. I think it is part of the dialectal difference that we misunderstood. Thank you for responding to my question. Thank you.

Chairperson (interpretation): Was that a question? Comment. Mr. Havioyak.

Mr. Havioyak: On 914 you have income support fees and payments. I just want to ask the minister, I know that there has been a high turn-over rate in my community. Maybe it's in the region, I don't know.

I just know that the community has been having problems having that position filled, that the income support worker.

I'm sure some of your staff are aware of that. I'm just wondering why this is? Maybe not enough wages there or is it? I don't know, I'm just trying to get a feel as to why we have this high turn-over rate in the community of Kugluktuk.

I don't know if it's the same in other places but the reason I know that they had to borrow some employees from different programs and services within that hamlet. So, if you can just touch on that a little bit, I'm sure it's in the contribution agreement between the hamlets but again is it because of low pay or is it because half the day work they move on to a full-time job? I just want to get the feel for that. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. For the specifics of the wages for the Member's community, it's hard for me to say at times if it's been the reason behind it all.

But, I'll just say that, we as a department heard where communities expressed their concerns to us but a lot of it goes back to the agreement that we have with the municipalities and it is through those municipalities that have the final say in control of the agreement, the contract.

So, why would you have a high turn-over in your region? It is very difficult for me to answer. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak: Okay, let's use Kugluktuk as an example. I'm sure it's the same thing across Nunavut. Some communities, I won't say all, but I know they have a high turn-over rate.

There might be some personal reasons, maybe there is confidentiality there, if the hamlet for example, identifies that we need to re-negotiate that agreement?

Are you open to that type of approach from the hamlet when they're saying that we have a high turn-over rate here; we need to revisit that and re-negotiate the agreement. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If I'm correct, there is an annual agreement that's reviewed every year. Thank you, Mr. Chairman.

Chairperson (interpretation): If you would introduce your official please, Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. My big gun. (interpretation) She is the income support coordinator, Ms. Sandra Tieman.

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

Mr. Havioyak: Thank you, Mr. Chairman. I really want to make sure that, I know that part-time I'm sure she's aware of that.

We need to address a permanent solution, some how, because who is having a hard time when they don't have income support for the people who needs some food in their house, they're the ones that are suffering because the positions isn't filled at the time they need that individual.

Then they have to wait for the regional person to come over to the community and say, no she's not going to come for another week. Those kinds of things have been happening. I'm looking for ways to resolve this somehow so we have someone permanent in the community.

I'm sure it's in the agreement with the hamlet, but how to get people interested in staying in that position. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Thank you, Mr. Chairman. I don't want to sound like I'm trying to get away from a potential problem but Mr. Chairman, with the agreements that we've got with the municipalities, I want to ensure that our partner, through the agreement is

involved in the decision making as to what the expectations are for the delivery of the program.

I encourage the Member, my colleague, to discuss these issues also with the hamlet so that we can possibly look at identifying the areas of concern. But I want to emphasize Mr. Chairman that I want to make sure that our partner, which is the hamlet, be kept in the loop of any possible redirection for any delivery of the service. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. We'll try to keep the subject at hand. We're on page 9-14 and 9-15 and 9-16. Let's keep to the subject at hand. Mr. Havioyak.

Mr. Havioyak: I think that's what I'm doing, keeping on that page 9-14, income support. That's why I'm asking these questions. According to your answers, we can try and work with the hamlets, but when I get back, so I have something to go by, that's why I'm trying to see if there's open communication and make sure we identify all the problems that are in that community.

I just wanted to comment on that. I want to make sure that we have open communication here even though there's that contribution agreement. Thank you, Mr. Chairman.

Chairperson (interpretation): I don't hear a question. Mr. Puqiqnak, you will have ten minutes to ask your questions. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. I always seem to go over my time limit, but first of all, one of my colleagues asked a question and I wanted to tell the High Arctic Member of the Legislative Assembly as Members of the Legislative Assembly we have the Central Arctic, if you were from the central arctic, to go to Edmonton, it takes a lot longer than it does here.

We are representing the whole territory of Nunavut and we have to look at all the regions as we represent Nunavut. This is more of a comment to the colleague from the high arctic. I don't always like your responses, Mr. Minister, but this time I agree with you.

First of all, this question was asked earlier in regards to the early childhood program, daycare grants. Those are the daycares at the community level. I don't know if they follow the same policy, but each individual community, I believe has a daycare board or society.

Are these daycares able to hire their own employees, for example childcare workers, finance comptrollers and so on? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The daycare committees do have the authority to make the decisions at the community level in regards to the

operations, in regards to how many child placements they will have, what types of activities and programs are going to be held at that daycare and so on. They do have that role and responsibility. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. There are 26 communities in Nunavut. Do they all have daycare centres? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. 25 out of 26 have daycare centers if I'm correct. Whale Cove is the only community that doesn't have a daycare centre. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. Just for my information, do the daycare committees have policies for committees or do they have orientations so they'll know what kinds of roles and responsibilities they have? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I would like to apologize first of all. I have responded earlier without saying they do have policies but they do.

They also have guidelines but the daycare committees make the decisions about the employees and everything related to the operations of the daycare centre. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): A little earlier, my colleagues wanted to know if elders are involved in the operations of the daycares. Our language is very important to us and in that part of the Kitikmeot area, there are young parents who have forgotten their mother tongue.

There are children who are brought to the daycare centres who do not or are barely able to speak in Inuktitut. With that, if we're going to preserve and promote our Inuktitut languages, is it possible for your department to direct the childcare workers to use the Inuktitut as the primary language so that it would be promoted right at the childcare stage? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I am not sure and do not know whether we can tell the daycares to use a specific language. If it is okay with you, Mr. Chairman, I will have the deputy minister to make the response. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Rich.

Mr. Rich: Thank you, Mr. Chairman. There are two things that responded to that. First of all there is a program called the Aboriginal Head Start Program, which is a federally funded program, which has a particular emphasis on language and culture.

There are seven of those that currently operate with that federal funding in Nunavut. In the recent budget the Federal Government announced some expansion of that funding. That program is particularly designed to help communities recapture language where it is being lost.

In addition to that, in the language of instruction materials that the Minister released in November, one of the things that were talked about was language of instruction, Inuktitut in a preschool program.

Part of the community consultations will be talking about the need for language exactly as you mentioned in the communities in areas such as preschools. So we would anticipate as we have discussions over the next year, the language of instruction. The very area that you mentioned will be emphasized a lot, and we would like to work directly with the preschools in promoting the Inuktitut language in all preschools. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you for your response. I understand that there is federal funding available through the Head Start Program. Is it possible for the communities to produce their own curriculum in Inuktitut that will be used in the daycare centres? Is there funding available for the production of curriculum that will be used at the daycare centres? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Like I said earlier, you can access Grants and Contributions. One example that I used was that you could make a request for literacy through the Literacy Program. The daycare centres are the ones today who already produce specific programs. They can access funds from the government and the Federal Government in order to produce a curriculum, for example. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. And thank you very much for your response. Going to 9-16, this question was brought up by the High Arctic representative. It is in regards to the Northern Student Education Initiative. I did not quite understand your response, so I would like to ask again.

In 2002-2003, there was no money set aside, and then in 2003-2004, fifteen thousand dollars was allocated for the Northern Student Education Initiative. Is this a first time fund for this initiative? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes it is. We're using this as a pilot project and like I stated earlier, because it's the first year that it's funded, we'll just direct it at this time to the Edmonton area, since it's a pilot project. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. I believe there's only \$15 thousand dollars here that's allocated.

Since this is a pilot project, is that why you've only put \$15 thousand dollars in here. And are you looking at funding this project annually if it's successful? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes and I would just like to tell my colleague that he should be pleased that we're started such an initiative and we hope that it's successful.

If it is, then we can apply this type of initiative to other centres for example to some other Nunavut communities. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. This was probably brought up earlier, but you have identified Edmonton for this initiative. Is there no such initiative in Nunavut? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. At this time, no. If there was an initiative in Nunavut available, there would be no way for us to put in this \$15 thousand dollars.

These are for eight weeks for students and the reason why we've set aside this \$15 thousand dollars for the Edmonton area, is because there are none up here. The reason why we starting this is because those students need support when they're going through that orientation process before they start going to classes. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. Under grants and contributions, I think there was a plan in place, I'm sorry, income support, I think there was going to be a review on income support and we were supposed to be given some information and the people out there were not really aware of the guidelines.

Has there been any information that is going to be distributed to the income support recipients? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. After the review was done, I distributed the information to Nunavummiut.

What we were going to do was give it to the regional centres and we stated that we would give them to the regional centre. I provided the House with the information and what we did was in November, we provided additional information again. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): Has the information been distributed to the communities yet?

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes they have been sent to the communities. If they've all arrived into the communities, or if they have not arrived to the communities, I don't have that information on hand but they were sent out about two weeks ago now. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. Nutarak.

Mr. Nutarak (interpretation): So, \$22 million, 6 hundred? They have taken out 1 thousand dollars for income support. It is now \$22 million 599.

Is it because there are a lot more people working or is this due to constraints in our spending levels? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, perhaps in relation to Mr. Nutarak question, I was expecting a question about the thousand dollars. It was because we assisted with the work of one position in Iqaluit. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Nutarak.

Mr. Nutarak (interpretation): Does that have anything to with income support or is it just a transfer from within your department or your programs?

Like somebody said there is a certain amount of money allotted there that never changes, is that so? Thank you, Mr. Chairman.

Chairperson (interpretation): Perhaps if you could, the Members can stay in the House for a little bit longer because we're going to be taking a break pretty soon.

Just to finish off that page and the department that we're at. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If I understand his question correctly, Mr. Chairman, I explained that 1 thousand dollars was transferred to Iqaluit office.

Chairperson (interpretation): Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. The question that I had, is the money for income support levels changed?

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, I'm not really sure exactly what the Member is asking if he could rephrase his question.

Chairperson (interpretation): Mr. Nutarak.

Mr. Nutarak (interpretation): Mr. Chairman, the money allocated to a certain individual per month, for example if he's single he receives this much assistance. And whether he's got a family or not, does he still get the same amount? I'm not really sure exactly how much income support they receive for each family member.

That has not changed? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, they have not decreased. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Nutarak.

Mr. Nutarak (interpretation): I wanted to ask a lot of questions but it seems that my time is not moving at all so this is my last question. I'm just worried about the decrease taken out of that amount.

Are there a lot of elders who own their own homes who are income support recipients here in Nunavut?

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If he wants to ask a lot of questions my time is available.

To the question, I will get my staff to answer that question. Thank you.

Chairperson (interpretation): Thank you. Ms. Tieman.

Ms. Tieman: Thank you, Mr. Chairman. Under the line object of fees and payments because it is incorporated in the career of the early childhood services branch of the department, it doesn't just cover income support payments.

Its fees and payments are for the entire division. The \$1 thousand dollars was just an internal transfer that went to cover off the new staff position that was put in the regional office here in Iqaluit. There were no other decreases. So any of the transfers that were done were just internal transfers. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. I'm talking about the elders. I just wondered if the elders received income support as well, such as fuel. Is there an increase in income support recipients at this time? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The number is still about the same. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. My last question, Mr. Chairman, the income support recipients, there are elders who have their own homes who

are provided with fuel. Do they get subsidies for fuel purchases? Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Nothing has changed. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Is that it? Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. I just want to get on the topic of income support that I've brought on every year for the last three years, is that I heard an interesting statistic on the radio yesterday in regards to the average annual income for the people of Nunavut is \$48 thousand dollars a year.

It's no secret that other than the pages, most of us make twice or three times that amount. It just shows the discrepancy between the rich and poor in Nunavut. Unfortunately, 50 percent of the people in Nunavut rely on income support as their main income.

Last year's figures were, I think a family of four makes \$950 dollars a month, which works out to \$10 thousand 800 dollars a year, plus their housing benefits and things like that.

Every year, we ask for the cost of living allowance to be built into income support. It was said that the department had considered raising the benefits for food, shelter, clothing but this would be done through regulation.

Detail is always in regulation. The proposed increased in benefits is based on the results of the food cost survey. To date, we haven't heard anything, or where the department is going with this food cost survey.

For the fourth year in a row, are we looking at giving those people who are living below the poverty line any kind of increase in their income support? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'll have our Director of Income Support respond to that question.

Chairperson (interpretation): Ms. Tieman.

Ms. Tieman: Thank you, Mr. Chairman. The income support rates have not changed since August of 1998. It is true that there has been no cost of living adjustment done.

The food survey that was done was not completed, so we used the Department of Indian and Northern Affairs food cost survey that they did for the Department of Human Resources when it came time for the collective bargaining.

The department did put together a financial management board submission to increase the rates for income support but at this time the funds were not available. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Just a brief comment and I'm not directed it to the current Minister. Shame on this government for the way that we treat the unfortunate in this territory according to the Bathurst Mandate. That's not directed at the current Minister, it's directed at this government as a whole.

Like I say, people in this room make 2 to 3 times the average income of other people of Nunavut, and that we do not look after the people who we are supposed to be representing in regards of giving them a cost of living increase on Income Support.

What more can an MLA say. I do not blame the current Minister for that. We all should take some responsibility on what, and I am saying all of us, I mean the nineteen MLAs in Nunavut, should take the responsibility of how our people on Income Support are being treated. It is just a comment. Thank you, Mr. Chairman. That is all I ask.

Chairperson (interpretation): Any response, Minister Kilabuk? I have no more names on my list. We will be breaking for about twenty-five minutes to have coffee and tea. Twenty-five minutes. Thank you.

>>Committee recessed at 17:41 p.m. and resumed at 18:07 p.m.

Chairperson (interpretation): Thank you, for coming back. We are now on page 9-14. Now onto 15/16. General comments. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Career and early childhood services. Total O and M, \$33 million, 642 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): \$33 million, 642 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): We'll now turn the page to 9-17, curriculum and school services, total O and M, \$8 million 847 thousand dollars. General comments/questions. Agreed? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, again in this section there is an increase in compensation and benefits and I'd like to ask the Minister if it's a result of collective bargaining increases or increased PYs. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. It's a result of the collective bargaining. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. So there are no increased PYs in that division. Is that what the Minister is indicating? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, there are no increases in PYs. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, maybe if the Minister can clarify on 9-27 of their business plan, they show 20 PYs for last year and 27 for this year. I am just wondering how come there is no increase for PYs, because there is seven PYs there? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I was shown the wrong information by my Deputy Minister by mistake. The increase for Compensation and Benefits, and PY staffing level is for the Curriculum Development Office and the Language of Instruction Program. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Is that correct, that there is an increase of seven PYs in that division? Thank you, Mr. Chairman.

Chairperson (interpretation): Can you introduce your Official, Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): I am sorry. He was here the other day, Mr. Ian Rose. He is from Policy Analyst Division. Thank you.

Chairperson (interpretation): Welcome. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. This increase is an increase of seven PYs. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Is this a result of new work that they are doing? I know that there is an additional \$2.6 six million in the budget to deal with language of instruction. Is that where this money is going, towards those PYs, and the work that they are doing? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk: That is correct. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, out of that, how much of that money is going to actually go to the materials, and the curriculum? How much of it is going to go to staff? Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I will get the Deputy Minister to elaborate. Thank you.

Chairperson (interpretation): Mr. Rich.

Mr. Rich: Thank you, Mr. Chairman. In many respects, all of it is going to curriculum and materials. That is because the main costs for curriculum and materials are not the cost of printing the document; it is rather the cost of creating the document.

So the staffs that are reflected here are the staff required to create the curriculum document and to write the resource materials in Inuktitut. It is not all new staff; in fact several of the staff are staff who actually were transferred out of School Operations for the Teaching and Learning Centres into the Curriculum and School Services Division, because we have re-aligned how we run curriculum and resources in terms of the Teaching and Learning Centres, so that the Teaching and Learning Centres work more closely with the Curriculum Division in Arviat. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I am sure that the Minister and his staff are aware, and I am aware too, that a lot of teachers who were at the Teacher's Conference here last week, will certainly look forward to this information coming out. It has always been ongoing, and we are working on it. We have yet to see anything materialize.

The people who were at the conference, there was frustration in not having materials to work with. I think that it is one of the most important things that this stuff get out there. I also think that it is important that the curriculum that is developed through whatever grade level is there, it is the same or equivalent as far as the level requirement because I believe that a student should be able to cross over from one stream to another and learn basically the same knowledge base.

It shouldn't have a different knowledge base in the Inuktitut stream as in the English stream. You know the skills that they need should be the same in both levels.

Also under this area here, it mentions that there is some funding of all directions, funding for District Education Authority development.

I'm just wondering if the minister and his staff can clarify what funds are there for that and exactly what in that division do they do for District Education Authority development? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There are workshops conducted for District Education Authorities; it is for training and curriculum development in that department. Thank you, Mr. Chairman.

Chairperson (interpretation): Are you done? Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. On 9-18, on top it states, Teacher Education Strategy. \$1 million, 879 thousand dollars, is that is geared towards the teacher education program?

Please clarify whether this is the case? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, that is geared for that program but this is for more community based programs. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Okay, on the bottom, Teachers Professional Development.

Do teachers receive their professional development courses? Where? Can you clarify that please? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, according to the agreement for the teachers union, the teachers are given an additional five days of professional development and his question was where this training takes place?

For instance, there was a big conference of teachers here last week and that's where that funding would fall under in this program for professional development and that's defined in the federation of Nunavut teachers' collective agreement.

And that's where we provide ongoing support for the development of teachers. Thank you, Mr. Chairman.

Chairperson (interpretation): I have no one else on my list. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, just on that funding issue is another that I heard from that teachers' conference and that was a lot of the classroom assistance or CSAs to be exact, but they had to fundraise and pay their own way to come down to this conference.

I'm just wondering if the minister or the department would look at providing them the same funding to be able to go down to conferences such as this. The point that they were raising was that some of them have been teaching for 30 years and they just get ignored.

They are not considered teachers. Basically they are saying, if you're in the classroom, they're teaching the children. Now, it may not be English, Math, or Physics or whatever but they're teaching the children and I think they expressed it quite strongly last week.

They deserve the same recognition and should be treated the same when it comes to funding for a workshop like this especially in light of the extreme shortage of teachers through out Nunavut and the important role that these people play in the classrooms.

Sometimes they have a whole class to themselves. It would be different if they were inadequate number of teachers in all the classrooms or down to manageable sizes and they were just assistants but the reality is they are a lot more than that and they have been for some time.

So, I'm just wondering if the minister could indicate whether that is something they could look at addressing for a future. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. From my understanding, the conference participants, including the teacher assistants who fall under the District Education Authority and who are employed by the District Education Authority according to the Federation of Nunavut teachers. I'm very aware that the Pangnirtung assistants also had to fundraise to participate in the conference but our

department also receives funding assistance for various parts of professional development.

This includes upgrading courses so that they can go to college to get their teacher's certificates, we want to give them more opportunities to take part in training but the only problem we've had is that they fall within that category of assistants. That has always been the case and the classroom assistants have always fallen under the same initiative. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: I wish the minister would consider look at changing it. I understand how this funding was allocated based on the collective agreement but could not the department come up with some kind of fund to provide assistance to these people to attend these conferences?

Like I asked earlier, how many CSA's come to a conference once a year? It can't be a heck of a lot. I'm sure that the department could probably find some money within its budget somewhere to be able to accommodate these educators. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, we'll take that into consideration.

The five days that are set aside for the professional development and the events last week are geared more towards community based programs but as in other years they go down to a conference depending on the region where it is held and that is certainly a consideration we can entertain. Thank you, Mr. Chairman.

Chairperson (interpretation): Okay, any more? Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. On 9-17, I want to ask the minister in respect to the curriculum and school services. Does this provide overall direction and administration from kindergarten to grade 12 curriculum?

In Nunavut, especially the smaller communities, the Inuktitut teachers have absolutely no resources to try to teach the children about their cultural tools. They use paper products to show the students what types of tools were made in Inuit culture. There is absolutely no support of any kind.

I wonder what types of programs are set up for the provision of materials such as wood for tool making. If they're going to make qamutiks they have to look all over town for materials. Is the department going to look at providing some materials for these cultural classes? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The District Education Authorities are responsible for that funding. The Department of Education also has some funds set aside for materials for different programs. That is how it has always been. Thank you, Mr. Chairman.

Chairperson (interpretation): Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. In looking at the budget for travel, transportation, materials and supplies, there is an increase shown every year. I would like people to understand me. There are no materials for these unique programs, especially for Inuktitut inclusion programs.

Although there is an increase every year, we all know that some of the Inuktitut programs, especially the men do not have the materials like wood for learning how to carve traditional tools.

Can the Minister attempt to meet with the DEAs to ensure that there is material available for traditional tool making. Sometimes they have no choice but to use paper. Here in Inuinnaqtun and Inuktitut they are going to set up a curriculum for these programs, and it would be good to provide adequate material for that program.

We always hear that the Department of Education has no funds available for any initiatives but they now have funds set aside from that particular program? How and why are students excluded from these materials? Thank you.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes we can pass on the information, if there is a misunderstanding. But because this line is actually what it is for. A lot of communities do tap into this funding. We can look into to see if we can provide any assistance, whether it be providing more information as to what they can order or buy materials.

The DEAs and the Principal are responsible for what the community needs are and according to this Members' community can do the same thing. If there is a lot of information out there, we will ensure that it is known to all the communities. Thank you.

Chairperson (interpretation): Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. On the same page, it is written in English: Monitoring and Evaluating Student Achievement and Teachers Certification. It says that they have to monitor these programs. What I am trying to say, Mr. Chairman, that this explanation is very good.

It should be like that in all the communities just like they provided information and the funding for the DEA increases and yet they should be using that funding for the curriculum. Mr. Chairman, this is more of a comment than a question. Thank you.

Chairperson (interpretation): A comment. I have no more names on my list. Curriculum and School Services, total Operations and Maintenance, eight million, eight hundred and forty-seven thousand. Do you agree?

Some Members: Agreed.

Chairperson (interpretation): Going onto the next page. To 9-19. School Operations, total Operations and Maintenance, eighty-eight million, six hundred and eighty-seven thousand. Do you agree?

Some Members: Agreed.

Chairperson (interpretation): Since there are no further questions, we'll move back to page 9-4. I'm sorry.

I'm sorry, I made a mistake, I apologize. Please remain in your seats. Are there any questions on page 9-21 to 9-25? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. My question is on the school operations. My question again is on the compensation and benefits line item. Does this cover off all the teachers in the schools? Thank you, Mr. Chairman.

Chairperson (interpretation): When you are going to be asking questions, please try and remain in your seats. When you leave the chamber, we can't make your comments or questions. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, this is for all the teacher salaries and benefits.

Chairperson (interpretation): Anything else? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I wonder if the Minister could indicate if there are more teachers or the same amount of teachers this year compared to last year? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I apologize, Mr. Chairman, I would like to ask the Member if he's talking about the current fiscal year or is he talking about the next fiscal year 2003/2004 or the previous year.

Chairperson (interpretation): Please clarify your question Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I wonder if the Minister could indicate for the fiscal year 2002/2003 how many teachers were in the classroom, how many teachers we had and for the 2003/2004, how many teachers we're going to have. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The numbers of teachers are going to remain the same, Mr. Chairman. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. Perhaps they are going to remain the same or they will remain the same. I'd just like to get that clarified. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. With the funding that we have, it will remain the same. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Has the student population increased between those two years and if so, by how much? Thank you, Mr. Chairman.

Chairperson (interpretation): They're increasing in my community. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. They have increased by 142 students. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Is the increase of 142 students across Nunavut, is that what the Minister is indicating? I'll assume that's what it is.

I'll refer back to the business plan on page 9-27, under school operations and I'd like to make a very disappointing observation Mr. Chairman, and that is on the school operations section. That is the part that we are on in the budget, is the only division in the Department of Education that has less PY's than it did the year before.

I'm just saying that I thought that education is one of the priorities of this government. Right now, 142 that we know of, is the increase of students just this year. Over the summer I'm sure that there is going to be a lot more.

We have no new teachers to go with that and actually have a decrease in numbers in school operations and I question this government, as we say education is one of our top priorities, but this certainly is not an indication that it is.

Maybe I can ask the minister, all those, the 825 PY's within school operations last year, and the 817 of the 2002/2003 or 2003/2004 only 817, how many of those are actual teachers? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I want this to come across clearly. The reduction does not affect the number of the teachers and we're not going to remove any of the teachers. I want this understood clearly.

Even though the number of PY's has been reduced, the numbers of teachers are not reduced. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Mr. Chairman, thank you. Again I ask the minister what is the actual number for the 2002/2003 year, what is the actual number for the 2003/2004 year? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Mr. Chairman, thank you, in 2003, 594.6 for that year, we expect that the number will not change for the fiscal year 2003/2004. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. 594.6 and there is 817 PY's there as the note indicates, does this include positions funded through the District Education Authority? What kinds of positions exactly are funded through the District Education Authority included in almost 222 positions? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Yes, thank you, Mr. Chairman. For his questions, they pertain to the language instructors, receptionists and janitorial positions. Thank you, Mr. Chairman.

Chairperson (interpretation): Do you have any further questions Mr. Tootoo?

Mr. Tootoo: Thank you, Mr. Chairman. Do the CSA's fall under this category? Is that what the minister considers as language positions and such? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The schools classroom support assistants are included there. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Is this where the reduction in PY's in the CSAs is going to be? Like there are less positions there and whether it is janitors and receptionists PY's, while everyone says that they need more CSA positions and it seems to be less, so I was wondering if the reduction is going to be there. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I apologize. This is for pre-teacher positions. These PY's are from the teacher learning centre and would be affected by four PY's and they would be a reduction from the regional offices. Thank you, Mr. Chairman.

Chairperson (interpretation): Do you have any further questions? Mr. Havioyak.

Mr. Havioyak: Over on the school operations page, I just want to give you a scenario that could happen in the communities of Nunavut, and I'm sure it's already happened before somewhere. Let's say we have elementary students going over to the high school.

We have more elementary students going to the high school this year and there are not enough classrooms in that school because of so many transfers from the elementary school to the high school.

What type of planning is in place, say if it happens this year, how do you get around to getting more classrooms for students who come out from the elementary school to the high school?

I hope my question is clear. I'm just saying, we already had all the classrooms filled, but we had at least 40 more students moving into the high school. Because we've got two different schools right, one elementary and one high school, and we have 40 going over to the high school, so there is not enough space available for those new students.

What do you have in place to address that type of situation? Thank you, Mr. Chairman.

Chairperson (interpretation): It's usually a lot clearer if you ask your question once instead of repeating it a few times. Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. Regardless of how many schools have this problem, and I'll just use this as an example, regardless of how many students you

may have in a grade 12 twelve class. If that's the graduating class for that year, then the classes are moved into those spaces one ahead.

So, if there's a classroom for the class that's coming in, if we find that we have a real problem of not having space in the high school, then we have some situations where the District Education Authorities have changed levels in the school to accommodate the need for the class size to remain at the elementary school.

So, there have been some very creative examples set for us in cases where the space was not available and we've even seen cases where portables were used to accommodate the need for an additional classroom.

There are some different examples that have been set which have been used to meet that need. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Chairman. And thank you, Mr. Minister. (Interpretation ends) No, it was brought to my attention from the District Education Authority that yes, we have some graduates coming out of the high school but not as many are coming over from the elementary school.

So what they are saying is that they just don't have enough room for the ones that are moving over. Let's use Kugluktuk for an example. If you learned by May or June, that you won't have enough space for those students moving over to the high school, how would you deal with that?

Would you ship in a trailer to the community? I'm just trying to get a clear answer here. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. Well, that would be dealt with at the community level because if you look at May to September realistically, there is no way we can be expected to build additional classrooms into a school.

Physically adding on a classroom is not possible during that time. But when they look at the expected enrolment and if there are signals from the upcoming enrolment levels that there is a problem identified by the schools, then the District Education Authorities and the school principals will try to come up with an alternative solution. Thank you, Mr. Chairman.

Chairperson (interpretation): In order to better direct our meeting, I would like you to know that we shouldn't be asking hypothetical questions. Let's look at realistic approaches because it's too close to the beginning of the school year. Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. It wasn't hypothetical, like I said, I met with the District Education Authority, Mr. Chairman, and it was identified so it was not a hypothetical question.

Anyway, I want to ask them what time of the year do you usually find out that enrolment will be higher in the high school than the elementary school? Do you have deadlines that each school must report on? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In order to look at the expected numbers for the next school year, we usually know by the end of September. Thank you, Mr. Chairman.

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

Mr. McLean: (Laughing) Thank you, Mr. Chairman. I am not going to say I will keep it brief, but I'll try.

>> *Laughter*

On the PYs, like two years ago, there was a surplus in the Department of Education because of unfilled PY positions. The funding came through and there was a brand spanking new school bus purchased for Cape Dorset that they badly needed and for your community that they also badly needed.

To me, that is sort of good that we have school buses in those communities because they needed them but it was something that sort of popped up on the plan. We know that you needed school buses for Pangnirtung and Cape Dorset.

The point I'm getting to here, is how many unfilled PYs do you have this year? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If you have patience with me, we will have a look at the numbers here.

Thank you, Mr. Chairman. Looking at the numbers for our Department of Education, we have 66 positions that were not filled out of 937 positions. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. That is quite a few unfilled PY's. How many of them are actually in the school? Are there any actually in classrooms? Are there any unfilled PY's in the classrooms and if so how many? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'll have my deputy minister respond to the question and to remind everyone there is a fluctuation in the numbers every year. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Rich

Mr. Rich: The numbers fluctuate almost monthly particularly with the school system. So, yes, at any given time we'll have vacancies in the school system.

We tend to run in September with about 100% of the positions filled in the school. We may have a maternity leave; we may have a sudden illness or what ever, so our filled rate in schools generally exceeds 95%. Usually about 95% capacity.

If we look at other areas of the department such as the head offices in Iqaluit, what ever, we may have more long term vacancies of positions. But generally the school positions, I would say 98 to 99% are filled during the school year. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. That's good to hear that schools are staffed up and there are no unfilled PY there. We like to say that well, they're not filled at headquarters or something like that, it is really not a great loss but it just means that you have to work 20 hours a day instead of 18.

I commend the hard working staff at the headquarters office and the regional offices. But on that issue, when you get a community like this, this community here is an anomaly where the school population fluctuates as there are not too many other communities other than Arviat that really stand out where once the school starts in September, you could have a large jump in the population because of filling jobs.

How do you deal with that forced growth? Is there any money in the budget to deal with any kind force growth in the school system in Nunavut? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Usually, well what they did was use some of our funding to fill the positions and we had to re-profile some of the dollars in order to fill up those positions. Thank you, Mr. Chairman.

Chairperson (interpretation): Anything else? Mr. McLean.

Mr. McLean: The day is getting long, Mr. Chairman. On that issue, can I ask a few questions on District Education Authority because it's under school operations?

I have a few questions to ask there. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Well, if he wants to ask any question on any issue, please go ahead.

Chairperson (interpretation): I'm sorry, my mind was far away. Go ahead Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. The reason I asked is some other Members are looking at me and I don't know if they're happy that I'm asking questions there.

They're starting to squint and when people squint they're either tired or angry so I'm hoping that everybody is tired.

But the question I have and it's on a serious note, with the dissolution of the regional education boards, has the functions of the regional offices changed?

The regional education board had a total accounting function. They provided a lot more services to the regional districts, the district education authority. Since we dissolved the board and got rid of the elected Members, we still have the District Education Authority. What I'm getting to here is that the functions of the District Education offices are changing.

What I'm getting to here is that the District Education Authority's roles and responsibilities, assuming that they're going to take on more responsibilities with the new act coming down, eventually, have you as the Minister looked at re-profiling the functions of those regional offices? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. As a matter fact, yes. And we have also looked at making some changes already. And that's an area we will continue to look at to see where the necessary changes are required. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. Is one of the changes that you're looking at doing is seeing that these people in these regional offices that are supposed to be there for school support, are actually going out and supporting the schools in the regions?

My concern is when I'm in my home community and I've got the regional office there and I'm going through Rankin Inlet and talking to people from Arviat, they're not quite sure what their function is any more and actually how much support they're getting out of those regional offices. This is to go out there and help in the classroom and give the

teachers and the administration the additional support they need for changing times with regards to dealing with conflicts in classrooms and teaching materials, just all around support for the teachers.

Are you looking at doing that in these regional offices? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We want the regional offices to be aware of these issues and to the question, we want the regional offices to be helping the District Education Authorities more within their regions. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. I'll try to make this my final question. On that issue, when you're looking at these regional offices and you have, I don't know what the PYs are, but there's quite a few PYs in those regional offices, and one of those issues that's been brought up to me for probably the last ten years as the District Education Authority members and even as a Member of the Legislative Assembly, is that you have these PYs and they're supposed to be out in the schools helping them do whatever they're supposed to do in regards to making our education system better.

Sometimes I wonder if those offices provide that function. But on that note, I've been asked numerous times about trying to take one of those positions in those regional offices and turning it into a regional child psychologist so that they could go out and work in the schools to identify issues happening in our schools.

Social workers currently are being overwhelmed in each community with the shortages. Would your department consider looking at converting one of those PYs into a child psychologist on a test basis in the Kivalliq?

You don't have to do it in the three offices but maybe just a test case in the Kivalliq to see if it would provide a good support function for the teachers who are running into all kinds of issues with fetal alcohol syndrome and various behavioural problems. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. I don't know if I'm in a position to commit to that at this time that I will take this position away and turn it into this one.

However having said that, I know this has been a challenge already for the Department of Health but it is an issue that we can look at and review, taking into consideration the number of letters and communication that we've had over the year looking at providing some level of service in our schools. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. I really appreciate this and I may buy those bombardiers from you now.

My last question is on that issue, the seriousness of it. I'm trying to emphasise that with the current situation in Nunavut now, and I don't want to go on about suicides, but if we had a position like that in a regional office, that person could travel around and talk to teachers because teachers deal with kids from kindergarten to grade 12.

They see the behaviour of a child in a school everyday. Most of them have to deal with anywhere from 5 children in grade 12 to 30 children in kindergarten and grade one. If we had a child psychologist in the regional offices that went through the communities once or twice a year to talk to teachers about behavioural problems and what they are seeing in our children, then they could maybe interact with the help of social services in the community to stop a situation that could happen down the road in regards to suicide prevention.

I'm appealing to you as the Minister to seriously consider putting that position or creating it or flipping or turning it or something like that to see if it would alleviate the problem that we have in our communities. That's all I have. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, I know that it's very important. We know as a department that it's very important but what we're trying to finish off right now is reviewing how the students can get more support.

As part of our review, we will find out what kinds of positions or kinds of other support that we can provide. Working along side of Health and Social Services, in regards to child protection or child welfare, we'll be looking at those types of things that the Member is referring to.

From there if we need to, then we will provide some information to the Members as to what we're going to do. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. In regards to the District Education Authorities line items, in the amount of over 90 million dollars, I'm just looking at the figures here in Inuktitut.

The contributions to District Education Authorities for authority administration costs and for a portion of the operating expenses of the schools. I just wonder what it means by the portion of the operating costs, the word, portion. Thank you.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Which page is the Member referring to? Could he tell me the page number?

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): It's on page 9-20, under District Education Authority contributions.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): I'm sorry Mr. Chairman; I just saw the page where he's at. What they mean by portion, this is for the portion costs and a portion of the operating expenses. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. My other question is the District Education Authorities have their funding and in the communities, are they doing more projects on their own as a District Education Authority as a result? Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The District Education Authority's know what they're suppose to do and we know what they're suppose do. The District Education Authority's are reporting more directly to our department in regards to their operations. So, we're working closer together with them now. Thank you, Mr. Chairman.

Chairperson (interpretation): 9-19. Any questions on 9-19? Total Operations and Maintenance. \$88 million, 687 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Going back to page 9-4. Education, department summary. Detail of Expenditures. Total Operations and Maintenance. \$159 million. I'm sorry but my glasses are oops. I'm sorry.

Total Operations and Maintenance. \$159 million, 970 thousand dollars. Agreed?

Some Members: Agreed.

Chairperson (interpretation): Thank you. Does the committee agree that the Department of Education is completed?

Some Members: Agreed.

Chairperson (interpretation): Thank you.

>> *Applause*

It's good that we can complete something that's this important. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Just to say that this is probably my last portfolio and it'll probably be handed down to another minister and I would like to thank all the Members of the legislature for working with them and I would like to also thank my staff for all their hard work in preparing these. I would also like to thank my fellow Members. Thank you, Mr. Chairman.

>> *Applause*

Chairperson (interpretation): What is the wish of the Committee? Ms. Williams.

Ms. Williams (interpretation): Thank you, Mr. Chairman. I would like to continue on with the Minister of Justice. Thank you, Mr. Chairman.

Chairperson (interpretation): Is the Minister of Justice ready to make his opening remarks?

Hon. Paul Okalik (interpretation): Yes, Mr. Chairman. As the Minister of Justice, I am ready. Thank you, Mr. Chairman. Mr. Chairman, I'm pleased to appear before the committee to present the Department of Justice, 2003 and 2004 proposed budget.

The department has been allotted a total operating budget of \$46 million 58 thousand dollars, which represents an increase of \$1 million 900 thousand dollars compared to last year.

The new money in the department's budget will help us enhance our programs to reflect the priorities of the Bathurst Mandate. Last year, I was asked by the Members of the house to ensure an RCMP presence in all Nunavut communities.

I'm happy to report that we are able to comply with your requests for this coming fiscal year. The majority of the new resources cover positions for new detachments for the two communities of Whale Cove and Chesterfield Inlet plus a relief position for those detachments.

There is also some additional funding to support the emergency call centre and a police dog service for Nunavut. Currently, the Baffin Correctional Centre is above capacity and

there are additional costs in housing inmates outside of Nunavut. \$300 thousand dollars will be used to cover those costs.

A longer term solution will be addressed in the department's next capital plan submission. Additional community corrections positions were hired in mid-year in 2002/2003 in order for more offenders to serve their sentences in the communities. The increase of \$200 thousand dollars is to cover the salary costs for those additional community corrections positions.

The community corrections positions are an important way to enrich the Department of Justice in using Inuit Qaujimajatuqangit in our work. Having enhanced supervision available for offenders in communities makes it more likely that offenders can serve their sentences in their communities, maintaining their family contacts and having counselling in their home setting as an alternative to being incarcerated.

All of us in the justice system from the Nunavut Court of Justice, the RCMP, Corrections and Community Justice Committees, are doing our best to divert individuals who have committed less serious crimes to community justice committees, integrating offenders to outpost camp programs and other alternative ways for offenders to make restitution to the community.

This is a good example of Inuit Qaujimajatuqangit and culturally based healing programs. We are always trying our best to enhance our programs and services to serve Nunavummiut better and to do our best to meet the priorities of the Bathurst Mandate.

Those are my comments, but I will be pleased to respond to any questions that Members of the Committee may have. Thank you, Mr. Chairman.

>> *Applause*

Chairperson (interpretation): Any opening comments? Committee Chairperson, Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I'm pleased to be able to give the committees opening remarks as we begin debate on the 2003/2004, main estimates for the Department of Justice. Later on, Members will have an opportunity to ask questions regarding these estimates.

Mr. Chairman, the Standing Committee Ajauqtiit, has had the opportunity to meet with the Minister and his staff.

The Minister was able to give an update on his department's proposed expenditures. Mr. Chairman, Members were pleased to hear that the department will open two new RCMP detachments in Whale Cove and Chesterfield Inlet.

Mr. Chairman, the lack of officers in these communities was an area of concern in the past. The presence of the RCMP will ensure that the people will finally be able to feel safer in those two communities that had not had any officers for quite some time.

Mr. Chairman, Members remain concerned about the housing of inmate in other institutions outside of Nunavut because of our current shortage of space. Members are pleased with the department's efforts to keep inmates within their home communities.

Mr. Chairman, this also brings up the need for a facility for incarcerated women. Fortunately Mr. Chairman, Nunavut does not have a large number of women inmates. However, the lack of such a facility has been a concern for some time now.

Members are very pleased to see the plans for a future facility in the department business plans, even though no actual funds have been put in place yet. Members strongly support action in this area.

Mr. Chairman, Members are also pleased to hear that the law line can be accessed once again. Members are optimistic that we will one day have more Inuit lawyers available to advise unilingual people in Nunavut. Members remain supportive of the Akitsiraq Law School.

Mr. Chairman, Members look forward to receiving the evaluation reports about the pilot project called Inuusimmut Aqqusiuktiit, the Family Law Mediation Program. This pilot project could be very beneficial to families and to decrease unnecessary court costs.

Member's noted with concern that funding for legal aid which helps people without means still does not appear to have increased. While there continues to be increases to funding for internal government legal services, more support is needed in the area of legal aid.

Mr. Chairman, this concludes my opening remarks. Members are generally satisfied overall with the department's progress and I anticipate that individual Members will raise their comments and concerns about the department's 2003/2004 main estimates.

Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. At this point, rule 77.1 allows each Member 10 minutes for general comments and to ask further questions after. Mr. Nutarak.

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

Chairperson (interpretation): There is a motion on the floor and it is not debatable. Those in favour of the motion? Those opposed? The motion is carried. The Speaker can come back.

Speaker: Returns to Orders of the Day. Item 21. Report of Committee of the Whole, Mr. Chairman, Mr. Irgittuq.

Item 21: Report of Committee of the Whole

Chairperson (interpretation): Thank you, Mr. Speaker, your Committee has been considering Bill 30 and the main estimates and would like to report progress. Also, Mr. Speaker, I move that the report of the Committee of the Whole be concurred with. Thank you, Mr. Speaker.

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

Item 22: Third Reading of Bills

Bill 23 – An Act to Amend the Cities, Towns, and Villages Act – Third Reading

Hon. Manitok Thompson: Thank you, Mr. Speaker. I have two bills if you will allow me, I'll read both of them.

I move, seconded by the Honourable Member for Pangnirtung that Bill 23, an Act to Amend the Cities, Towns and Villages Act be read for the third time. Thank you, Mr. Speaker.

>>Applause

Speaker: The motion is in order. All those in favour. All those opposed. The motion is carried. Bill 23 has had third reading. Ms. Thompson.

Bill 24 – An Act to Amend the Hamlet Act – Third Reading

Hon. Manitok Thompson: Thank you, Mr. Speaker. I move, seconded by the Honourable Member for Pangnirtung, again, that Bill 24, an Act to Amend the Hamlet Act, be read for the third time, after eight years, Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Ms. Thompson. The motion is in order. All those in favour. All those opposed. The motion is carried and Bill 24 has had third reading. Item 22. Third Reading of Bills.

Item 23. Orders of the Day. Deputy Clerk.

Item 23: Orders of the Day

Deputy Clerk (interpretation): Orders of the day for March 19th, 2003,

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Reports of Standing and Special Committees
13. Reports of Committees on the Review of Bills
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 22
 - Bill 30
 - Minister's Statement 126 - 1(6)
21. Report of Committee of the Whole
22. Third Reading of Bills
23. Orders of the Day

>>*Applause*

Thank you, Mr. Speaker.

Speaker: Thank you, Madame Deputy Clerk.

This House stands adjourned until Wednesday, March 19th, 1:30 p.m., Mr. Quirk.

Sergeant-at-Arms.

>>*House adjourned at 19:26 p.m.*

