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

Legislative Assembly of Nunavut

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(Akulliq)

Hunter Tootoo
(Iqaluit Centre)

Hon. Jack Anawak
(Rankin Inlet North)

Enoki Ireqittuq
(Amittuq)

Hon. Ed Picco
(Iqaluit East)

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**Iqaluit, Nunavut
Tuesday March 6, 2001**

Members Present:

Honourable Olayuk Akesuk, Mr. Ovide Alakannuark, Honourable Jack Anawak, Mr. James Arvaluk, Mr. Donald Havioyak, Mr. David Iqaqrialu, Mr. Enoki Irgittuq, 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 ask Mr. Irgittuq to say the opening prayer.

>>*Prayer*

Speaker: Good afternoon, Mr. Premier, members. Orders of the Day. Item 2. Ministers' Statements. Mr. Ng.

Item 2: Ministers' Statements

Minister's Statement 019 - 1(5): Nunavut Liquor Board Consultations

Hon. Kelvin Ng: Thank you, Mr. Speaker. I rise today to give Members of the Assembly an update of the activities of the Nunavut Liquor Board.

As members of this Assembly are aware, I have asked the Nunavut Liquor Board through its Chairperson, Mr. Goo Arlooktoo, to conduct a series of consultations and provide me with advice as to what changes are necessary to ensure that the Nunavut liquor Act meets the needs of Nunavut.

Mr. Speaker, on April 1, 1999, we inherited the current Liquor Act from the Government of the Northwest Territories. We recognize that provisions of the Act may not be entirely suitable for Nunavut. In this regard, the Nunavut Liquor Board has been tasked with reviewing the Act and reporting back to me with their recommendations.

I've asked the Board to allow for consultation across Nunavut by seeking written or verbal submissions from individuals and communities. Further, the Board has been asked to travel to a mix of prohibited, restricted, and open communities. Therefore, they will travel to Kugluktuk, Cambridge Bay, Gjoa Haven, Rankin Inlet, Baker Lake, Arviat, Iqaluit, Pond Inlet and Cape Dorset.

I want to stress that each community in our territory will have the opportunity to be heard as part of this consultation.

Mr. Speaker, the illegal acquisition and sale of liquor is a serious issue that also needs to be addressed as part of the board consultations. As such, I've asked the Board to provide me with recommendations to improve the current liquor distribution system in Nunavut. Some options the Board will consider are improving the process for acquiring liquor by the use of import and special occasion permits and the possibility of opening liquor stores in select communities.

Mr. Speaker, I hope to report back to the Assembly during the fall sitting when we will be able discuss options to improve the current Liquor Act. Thank you.

>>Applause

Speaker: Thank you, Mr. Ng. Item 2. Ministers' Statements. Mr. Picco.

Minister's Statement 020 - 1(5): Nunavut Youth HIV/AIDS Fair

Hon. Ed Picco: Qujannami Uqaqti. Good afternoon. Mr. Speaker, it is my pleasure to announce the opening of the first Nunavut Youth HIV/AIDS Fair. Mr. Speaker, the idea for this fair came from our own young people as a way to educate their peers and their communities about HIV/AIDS and to increase awareness of HIV/AIDS prevention.

Mr. Speaker, the Nunavut youth HIV/AIDS Fair is being held in four Nunavut communities: Iqaluit, Arctic Bay, Taloyoak and Pangnirtung. The youth HIV/AIDS Fair will involve projects from grades 6-12 and will be similar to a science fair covering such issues as HIV/AIDS' effects, community attitudes towards HIV/AIDS, economic impacts and facts about HIV transmission and prevention.

Mr. Speaker, I am very happy to see our youth launching such a strong initiative to communicate about HIV and AIDS in Nunavut. We can all be very proud of their efforts to help inform their community - making their communities stronger and healthier in the process.

Mr. Speaker, the threat of HIV and AIDS to Nunavut is a serious one, the more we inform each other about HIV and AIDS, the more we'll be able to prevent it from spreading, and to support those living with HIV and AIDS. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Picco. Ministers' Statements. Mr. Akasuk.

Minister's Statement 021 - 1(5): Nunavut Job Corps

Hon. Olayuk Akasuk: Thank you, Mr. Speaker. Earlier this year my predecessor, Peter Kilabuk introduced a new program to Nunavut called the Nunavut Job Corps. I would like to update members on the progress that we are making in building this program.

Since April 1st 1999, in countless meetings, consultations and workshops, our community leaders, including members of this House have asked this government to assist them in creating job opportunities for our young people.

The Nunavut Job Corps is a unique program because it aims at the young people who are between 15-39 years of age who are trying to find a place for themselves in the economic life of their communities.

Finding a job in many of our communities is difficult, especially for people with limited work experience. What we are attempting to do under the Nunavut Job Corps is to give these people some help in identifying the path forward for their many good ideas.

We are currently working on projects in Kugaaruk, Kugluktuk, Taloyoak, Repulse Bay, Chesterfield Inlet, Cape Dorset and Arctic Bay. The projects proposed for these communities have all been developed within the community, by young people between the ages of 15 and 39, who want to make a contribution to their local economy.

Mr. Speaker, the Nunavut Job Corps was introduced on a pilot basis, and is modestly funded. Thus, one of the first tasks of the Job Corps co-ordinator was to identify all the sources of program funding that could be accessed by our young people. We have learned that not only do many programs exist within government and non-government organizations to fund good ideas in our communities, but many of these program dollars remain unspent in Nunavut.

The Nunavut Job Corps is attempting to address this problem. The Nunavut Job Corps can help young people develop their ideas into practical proposals, which can be submitted to some of the funding programs that are available. This is a much-needed service in our communities.

Mr. Speaker, during the fall session I will table a report on the results of all the Nunavut Job Corps project. Thank you, Mr. Speaker.

>> *Applause*

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

Minister's Statement 022 - 1(5): Unsung Heroes Tour

Hon. Ed Picco: Thank you, Mr. Speaker. I would like to inform the Assembly of a very positive and innovative suicide prevention initiative being sponsored through a partnership between our Department of Health and Social Services and the Kivalliq Inuit Association Youth Department.

Mr. Speaker, from March 6, today, to the 12th, Susan Aglukark the well-known musician and singer will be travelling to Kivalliq communities to perform her Unsung Heroes tour.

Mr. Speaker, Susan will be spending extra time in each community to speak to young people about suicide prevention. She will be challenging the youth in the junior high and high school groups to take what she calls the I CAN challenge. Her approach is to motivate young people who are feeling down or isolated to make a habit of redirecting negative feelings into a simple, positive feeling such as "I CAN", "I can learn to accept myself" and, Mr. Speaker, "I can live".

Ms. Aglukark wants to follow up her face-to-face work with the students by creating a web site where she will communicate regularly with community youth group representatives. Mr. Speaker, she hopes to maintain a dialogue with them by exchanging questions and comments and helping them continue to work on ways to turn young people away from suicide as a solution to life's problems.

Mr. Speaker, Susan is widely respected for her frank approach to such issues as suicide and abuse in all forms. It is exciting that Ms. Aglukark will be working with us on suicide prevention by reaching out to youth in such a creative manner.

Mr. Speaker, I am also very pleased to have an opportunity to work with the Kivalliq Inuit Association in this venture. I look forward to developing more collaborative initiatives between the Department of Health and Social Services and both regional and territorial Inuit organizations.

Mr. Speaker, just as a final note I'd like to add that today Susan is in Rankin Inlet. Tomorrow, Wednesday, March 7 she is in Baker Lake. Thursday, March 8 she's in her home community, your community Mr. Speaker, of Arviat. Friday, March 9, Susan will be in Whale Cove and we'd ask the residents to watch out for her.

Not to be outdone, Mr. Speaker, on Monday, March 12 Susan will also be visiting Coral Harbour and Repulse Bay. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Picco. Ministers' Statements. Ministers' Statements. Moving on to item 3. Members' Statements. Members' Statements. Mr. Irqittuq.

Item 3: Members' Statements

Member's Statement 072 - 1(5): Payment for Grave Workers

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to talk about an issue I have been dealing with since we first became Members of the Legislative Assembly

In the late 1960's or early 1970's there was a relocation of a grave site in my community. As I said I have been working on the relocation of the gravesites issue since I became a

Member of the Legislative Assembly. I have gone to office of the Minister of the Department of Health and Social Services many times about it.

I wanted to speak today to urge the continuation of work on this issue. The workers went through a stressful time as some of the graves were very old, some opened and destroyed and some of them were even seeping blood.

They had to use their kamotiks to relocate them to another area, the same kamotiks that they normally use for hunting, to carry the bodies that were open and were spilling onto the kamotiks and onto the ground. These were the conditions those individuals worked in when they had to relocate the graves.

I have not been able to get satisfactory answers to my questions even though I was told that these individuals would be compensated for the work they did. I have even contacted them to say they would be getting paid soon but still nothing came through.

Tomorrow I will be directing further questions to the minister on this issue. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 073 - 1(5): Soapstone Carvers

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to talk about the carvers of Nunavut.

Mr. Speaker, the carvers of Nunavut work tirelessly, working outdoors in the middle of winter in the extreme cold. Sometimes they even have caribou parkas and caribou mitts because of the extremity of the cold and they work outdoors even when there is a blizzard or even when it's raining, using 60-watt bulbs for lighting.

The carvers of Nunavut go through all these hardships to put food on the table and to provide income for their families. Mr. Speaker, it is especially hard for the carvers in the middle of winter and when they run out of soapstone in the communities, and it is very hard to find soapstone in the middle of winter.

Mr. Speaker, there are very few employment opportunities for example, using my constituency of Uqsuqtuq and Taloyoak for example, there are absolutely no new employment opportunities for the young people and even for the middle age populations.

I urge all levels of the Nunavut Government to recognize the carvers of Nunavut. We as the government should support economic opportunities for the carvers. Mr. Speaker, I make this statement because I know exactly where the carvers are coming from. Mr. Speaker, when I talk about the carvers, I also talk about my two sons who are following

in my footsteps. I'm holding up a page from a show dated June 17th to the 5th of July 2000, which shows the picture of a carving that the three of us made, titled "Father and two sons".

As a parent, I'm very proud of my two sons, Pala and Takiiju. When I see my sons and other young people carving, I encourage them to continue and try hard. For that reason, Mr. Speaker, to all the young carvers I urge you to continue and that you won't be forgotten by us. Thank you Mr. Speaker.

>>Applause

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

Member's Statement 074 - 1(5): Elders and Inuit Qaujimajatuqangit

Mr. Alakannuark (interpretation): Thank you Mr. Speaker. Please excuse my voice, it's bad today. Mr. Speaker, I would like to recognize and support the elders and youth who go out on the land teaching others about Inuit traditional knowledge.

Mr. Speaker, Nunavut is cold and the land, the sea and the ice are unique from any other area. It will always be a harsh environment in the winter and we the Inuit have our own way of life. The language we speak is closely related with the land and nature. Mr. Speaker, we can use wildlife for survival in Nunavut and although there is very little vegetation, we can use the vegetation that grows in Nunavut, using traditional knowledge.

I am not bragging, but merely indicating the importance of Inuit traditional knowledge. Mr. Speaker, it is virtually impossible to teach Inuit traditional knowledge in classroom. One must be on the land; one must feel, see, smell, hear and sometimes suffer a little bit, while learning the ways of the land.

Mr. Speaker, at the appropriate time, I will be directing some questions to the Minister of Education or the Minister for Sustainable Development on this matter. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Mr. Havioyak.

Member's Statement 075 - 1(5): Global Warming Effect on Arenas

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. Today I stand to talk about the situation with our arenas. As we discussed earlier in the session and as many of you are aware, our climate and weather is changing. The changing weather is having a detrimental effect on the use of our arenas. In the past, we could start playing hockey in October and the ice was still good in April.

The changes to our weather have meant an earlier spring and a later fall or winter. The effect is not good for our young people. They don't have places to go. There are not very many different activities to do in the community. Sometimes the kids get in conflict with the law when there is nothing to do.

(interpretation ends) Mr. Speaker, I support the solution of putting artificial ice into the arenas of our communities. Most of us in this House rely upon nature to do the job and global warming has diminished her ability to do the job. Mr. Speaker, I also want to say that it is important that an initiative like this be done in a fair and equitable manner.

It would be difficult to support a situation where only one or two select communities have their needs immediately met without solid guarantees in the House that other communities would have a fair shot at the same assistance.

Mr. Speaker, I received yesterday from my community a copy of a proposal that was made to the Minister of Community Government & Transportation on this issue. I urge the minister to give the proposal his fullest consideration. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 076 - 1(5): Inuit Qaujimajatuqangit Teachings

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I will be speaking about using Inuit Qaujimajatuqangit traditional knowledge. Mr. Speaker, back in 1960's when I was a child I used to see our parents, our fathers, and mothers and other parents who never attended academic schools.

Once they started moving into communities, my parents and other people were able to take part in the construction of the houses, and they were able to work and they were never educated. We can still use the capabilities of our elders, as our elders did just fine even though they are not formally educated. They could participate in the production of materials or for construction. Because of this, we still expect that these people will be given the chance to work.

We are also urging the young people who are in school to continue and further their education Mr. Speaker. The Nunavut residents especially the elders were very capable in the past and worked without formal training and in payment for their work, they were given tobacco or tea. That is how they were paid when they were working.

For that reason Mr. Speaker, I urge that the Nunavummiut use their capabilities. Thank you.

>>Applause

Speaker: Members' Statements. Mr. Anawak.

Member's Statement 077 - 1(5): Coral Harbour Caribou Harvest

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. First of all, I'd like to say how nice it is to see Inuit people working at various levels in the workforce. Last week, I was in Coral Harbour and I went to tour the caribou meat plant. I thought I was going to see Inuit people. However, the rest of the Inuit population had gone somewhere else and I didn't see any Inuit people at the plant. Sometimes I think we lack confidence as Inuit.

At the caribou meat processing plant, they've processed approximately 3 thousand 800 caribou. Their contract was amended so they'll be shipping another 800 caribou to Rankin Inlet. In Coral Harbour, I believe 38 Inuit have received seasonal employment at the plant. The meat plant has been up and running for 6 years in Coral Harbour. It was clear operations there are going well. I would like to congratulate Pootoogoo Adamie, the forewoman at the plant and also Dave Pelling.

The caribou that have been harvested and processed are then sent to Rankin Inlet. As I have said, 38 local people work there who perhaps otherwise could not find another job for one reason or another. Although many can't read and write or speak English, it is not a barrier from working at the meat plant.

The meat that goes to Rankin Inlet is sent to the Keewatin meat and fish plant for further processing. A number of Inuit are also hired there. 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. Proceed, Mr. Anawak.

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. As I was saying, the meat is also processed in Rankin Inlet and we see the dry meat that is being sold around here, in plastic packaging. In Coral Harbour there may be only two workers who would be qualified for a number of skilled jobs but the rest of the staff don't speak English and don't speak and write in English, and this too does not pose a barrier.

Therefore, I would like to recognize and congratulate them for not letting their lack of ability to speak in English prevent them from working at the Coral Harbour and Rankin Inlet meat processing plants. I just wanted to congratulate them Mr. Speaker.

>> *Applause*

Speaker: Members' Statements. Mr. Kilabuk.

Member's Statement 078 - 1(5): Pangnirtung Fishermen Return

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. In the last two weeks, there have been strong winds in the Pangnirtung Fiord and the fisheries lost a lot of equipment. As a matter of fact, Mr. Speaker, from Monday through to Friday four fishermen have lost their equipment. They had two way radio and were able to communicate with Pangnirtung people.

On Friday, these fishermen were able to get to land after going through a lot of difficult travelling conditions and through ice that was constantly moving. With great effort, they were able to return to their families safely.

They are Davidee Evic, Levi Qullualik, Davidee Nowyuk, and Johnnylee Akpalialuk. I'd like to ask the Assembly to join me in expressing our appreciation for these four people being able to get home to their families safely. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Members' Statements. Ms. Thompson.

Member's Statement 079 - 1(5): Appreciation for Unsung Heroes Tour

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. Today I rise to extend my appreciation to my colleague Ed Picco for his statement about working with the Keewatin Inuit Association and having the Unsung Heroes Tour to the Kivalliq area by Susan Aglukark.

I appreciate the fact that they will be going to visit the communities and especially my constituent community of Whale Cove. I'd like to thank them, especially Susan Aglukark, for visiting and speaking to the young people in Kivalliq.

I'd like to tell the young people who will be participating in this forum to be very open. I know that they will have a lot to say on suicide prevention and the difficult issues that face them. It is a big challenge today as a parent, due to problems like suicide. We must pull together to deal with these things in our communities.

We all have to join together to solve this problem of suicide. As parents, we're very concerned for our young people and for their safety and also knowing there are drugs and alcohol available to young people who are very vulnerable to them. The pushers know that even though these things are very expensive, people are able to buy them.

These are some issues that are very much of concern to parents. Even though we love our young people very much, it becomes very difficult to know who to turn to for help. I know that young people are concerned about these issues also and they believe in the same idea.

If we can find something to help them out with, as a government as well as parents, we must carry through with these solutions. I'd like to thank the minister for this initiative. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 080 - 1(5): MLAs vs. Junior Girls Hockey Game

Hon. Paul Okalik: Thank you, Mr. Speaker. Now I'm feeling much better after having sore muscles from the hockey game with my fellow MLAs. I enjoyed the game that we played and I would like to thank the junior girls hockey players in Iqaluit and the members that participated.

There was also a trade show here this weekend. I enjoyed going over to the exhibits and thank them for the good show held in my riding. However, I also participated in the auction and I was auctioned off. It was very embarrassing for me to be auctioned off so I don't want to do that again next year. Thank you, Mr. Speaker.

>>Applause

Speaker: Members' Statements. Members' Statements. Item 4. Returns to Oral Questions. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Mr. Picco.

Item 5: Recognition of Visitors in the Gallery

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, it gives me great pleasure today to welcome to the gallery a person who's come from a long, long way, a long distance, Mr. John Lincoln.

John is from the University of Northumbria, which is located in England. John is here doing an Inuit Health Study project for his degree at the University of Northumbria in England. Sitting next to him is Marianne Demmer, a well-known resident of Apex. Also in the gallery on my immediate left or immediate right Mr. Speaker, is Mr. Andrew Tagak a well known resident of Iqaluit and a good friend of mine.

I'd like to take this opportunity to welcome them to the gallery. Thank you, Mr. Speaker.

>>Applause

Speaker: Item 5. Recognition of Visitors in the Gallery. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. I want to recognize from Cambridge Bay, my relative, my cousin Joanne Hikhik Hamanik.

>>Applause

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

Ms. Williams (interpretation): Thank you, Mr. Speaker. I'd like to recognize a colleague before I was elected, Sarah Flynn of Arviat.

>>Applause

Speaker: I'd also like to recognize Sarah as she is from my home community of Arviat. Welcome to the gallery, Sarah. Recognition of Visitors in the Gallery. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I think everyone in Nunavut knows this gentleman. I knew him from my community and he is also my relative. I have a lot of relatives. On one of the favourite issues in Nunavut, when we were working on housing issues he worked for the Housing Corporation and assisted us tremendously. I'd like to welcome him to the Legislature. Thank you.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. Even though my colleagues already recognized her, I'd like to recognize Sarah Tinashlu Flynn.

I sound like an elder today. When we were starting to do negotiations for the land claim in Ottawa she used to baby-sit for my children and ever since she's always been working hard. I also want to recognize a former classmate, Andrew Tagak. Thank you, Mr. Speaker.

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

Hon. Jack Anawak (interpretation): I also wanted to recognize Sarah Flynn. She is also from Repulse Bay and I grew up with her there. I know she is a very capable person and I welcome her to the Legislative Assembly. Thank you.

>>Applause

Speaker: Item 5. Recognition of Visitors in the Gallery. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I'd also like to recognize Sarah Flynn. When we were making motions and recommendations on the housing task force, she did a lot of the work. I believe she would be well qualified to teach others in a university setting. Thank you, Mr. Speaker.

>>Applause

Speaker: Item 5. Recognition of Visitors in the Gallery. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Speaker. When we were starting to organize our government in Nunavut, one of our first jobs was to deal with housing and it was a very well organized task force.

This lady Sarah worked on that task force, she is from Arviat. I'd like to thank her and welcome her to the Legislative Assembly.

>> *Applause*

Speaker: Item 5. Recognition of Visitors in the Gallery. Item 6. Oral Questions. Oral Questions. Mr. Arvaluk.

Item 6: Oral Questions

Question 071 - 1(5): Training & Income Support Clients

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. Firstly, I'd like to express my appreciation to Minister Akesuk regarding the Nunavut Job Corps statement that he made earlier. I also want to thank Minister Kilabuk for initiating this and I am glad to see that this is going ahead.

I'd like to ask the Minister responsible for income support a question. Will the different departments that deal with employment and income, for example the Health & Social Services department and the Department of Sustainable Development, will they be contributing funds to the Job Corps to ensure that it is successful. Thank you, Mr. Speaker.

Speaker: Minister responsible for income support. Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. We have been working together on this and it is going very well. It is successful because we are working together.

Mr. Speaker, I'd like to note that before April 1, 1999, under the Government of the Northwest Territories, this program was discontinued.

The job creation program was taken out and money was not put into to that program even after Nunavut was formed. We are reviewing this program and we looked at ways that we could create more jobs. We're working with other departments and we'll work very hard for this to be successful. Thank you, Mr. Speaker.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. I appreciate the minister's response. I believe that it was called the social assistance recipient program, where they

would be given training. For the young people that are still living with their parents who don't have jobs, will they be eligible for this. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. For the students that are in school, if the school agrees we can include them. As you know, they can receive income support also. They can also receive support under Kakivak. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Supplementary. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. In some communities, when a community is not informed about a program, sometimes the programs just go on without some communities benefiting from them. Once the program can go ahead, will all the hamlets and the DEAs be informed. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. It is very important that we work together and we will correspond with affected organizations, so I will instruct my staff to make sure the organizations know about this. That is, if it has not been done already. Thank you, Mr. Speaker.

Speaker: Supplementary. Final Supplementary. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. My last supplementary, when does the minister think this program will go ahead. Is it before or after the new fiscal year, when does he think this program will go ahead. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. There are two areas, two groups that can receive this program, there's the income support recipients and there are also the students. We will provide the information in April as to when they can start. Thank you, Mr. Speaker.

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

Question 072 - 1(3): Staff Housing at Kugluktuk

Mr. Haviyok: Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health and Social Services.

(interpretation) On Friday I questioned him about staffing the Kugluktuk regional office and he mentioned the Assistant Deputy Minister position and 14 positions, seven of

which will be from Kugluktuk. I am wondering if he's aware whether there will be enough staff housing in Kugluktuk. Thank you, Mr. Speaker.

Speaker: Minister responsible for Health and Social Services. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, this summer I had an opportunity to be in Kugluktuk with the member. We had an opportunity actually to go through some of the staff housing units. To the best of my recollection Mr. Speaker, the information that has been provided to me, my understanding is that there is sufficient housing for those hires in Kugluktuk. Thank you, Mr. Speaker.

Speaker: Thank you Mr. Picco. Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you. I remember the visit to the region this summer. Yesterday, I someone mentioned that there would not be enough staff housing. I don't want this to be a difficulty for those staff in Kugluktuk.

They felt there might not be adequate housing in terms of numbers. Is the minister aware whether there will be enough housing. That's the reason why I brought this up. Thank you, Mr. Speaker.

Speaker: Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker, the Assistant Deputy Minister for Health, Dr. Keith Best is in Iqaluit right now. I'm meeting with him this afternoon so I will speak to him and clarify the housing situation.

On the other hand, Mr. Speaker, the Premier who is responsible for the decentralization secretariat may have some information that he could share with us today. So maybe Mr. Speaker, the Premier may want to weigh in on this because it is a decentralization issue on the housing. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. Yes, I know that in Kugluktuk the Departments of Community Government, Health, Culture, Language, Elders & Youth will be moving there. Will the staff housing be inadequate. That's the reason why I brought this concern up.

Maybe the Minister responsible for Decentralization can explain further so that it becomes clear. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik: Thank you, Mr. Speaker. When I was in Kugluktuk, just over a year ago, they were explaining why the units were empty and that they wanted those units filled.

Now we are going to encounter a problem, the opposite problem of having not enough units, perhaps. So, I believe we are doing quite well in decentralization and if there's additional units that we may require, we're looking at that as I stated earlier and we'll continue to do that.

We're monitoring every community. Kugluktuk's not the only one that we're decentralizing to and we'll have to see how many units are required for each community. Thank you, Mr. Speaker.

Speaker: Supplementary. Final Supplementary. Mr. Havioyak.

Mr. Havioyak (interpretation): Thank you, Mr. Speaker. I'm happy to hear that the Premier is very happy, it's very encouraging. I just want both the minister and the Premier to be aware that we need these housing units to have the decentralization be more effective. Thank you, Mr. Speaker.

Speaker: There was no question just a comment. Oral Questions. Mr. Iqittuq.

Question 073 - 1(5): Income Support Clients & Fuel Subsidies

Mr. Iqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I have a question for the Minister of Housing and Petroleum Products. Last week, the minister made a statement about a fuel subsidy for homeowners and I was pleased to hear that.

Numbers on how many people own homes were included in that announcement. A question was raised in my community while I was on the local radio station as to how homeowners will receive that subsidy. There are some homeowners who receive income support from social services when they are out of a job, including assistance for fuel.

Since they are subsidized under income support, I'd like to know how this would work with homeowners who are on social assistance. Thank you, Mr. Speaker.

Speaker: Minister responsible for the Department of Public Works. Ms. Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. The forms are available in the communities at local housing association offices. It says on the forms that elders or social assistance recipients are already given assistance for fuel.

If such an individual has to pay for fuel, they are given assistance for seven months of the year. Those individuals could get help to fill out separate forms, and the income support department would pay them. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Irqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I think this question has to be dealt with quite fast; it is an emergency situation because of the winter. Can the minister provide us with the applications so that Members of the Legislative Assembly could take a look at the form. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. There was a trade show held recently and there were some businesses and government departments that were there to show off their products and services.

We had a copy of the application form at our table. I suppose some of the members didn't see the form. I can provide a copy of the application form to the Members of this House. Thank you, Mr. Speaker.

Speaker: Supplementary. Oral Questions. Ms. Williams.

Question 074 - 1(5): Alcohol & Drug Treatment Centre

Ms. Williams (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Health & Social Services. What plans does your department have, after they closed the Inusiqsuqvik Treatment Centre in Apex. What are the plans for helping those that want to deal with their addictions. Thank you Mr. Speaker.

Speaker: Minister.

Hon. Ed Picco: Thank you Mr. Speaker. Mr. Speaker, that question has come up in the past, since April 1st, since we became an Assembly. As the members know, the drug and alcohol treatment centre was closed in Apex by the Baffin Regional Health and Social Services Board in 1998 before the Nunavut Government began.

Indeed, Mr. Speaker, every drug and alcohol treatment program in the Northwest Territories and Nunavut was closed at the same time, indeed as in northern British Columbia. Mr. Speaker, the Department of Health and Social Services, as I said in this House, is trying to build a local capacity at the community level so that when people have concerns with alcohol and drug treatment, and we're talking about Mr. Speaker, people who have an addiction, people who have a need for that type of treatment.

Mr. Speaker, the program that was being run in Apex, the Health Board at that time, closed it down as the expenses at that centre were 750 thousand dollars, three quarters of a million dollars. They couldn't even prove, I guess Mr. Speaker, that the program was working. Therefore and thus they had to move forward and close it down.

But what we've tried to do, since then Mr. Speaker as I've said before, is to provide professional training for the individual at the community level so that the person doesn't have to be taken out of the community, to bring them to Iqaluit or other places. That we would actually help them at the home community.

If there is a person who has a physical addiction, which has been clinically, medically diagnosed Mr. Speaker, we do have the facilities to deal with that. Mr. Speaker we will be doing the referrals for those types of treatments. Thank you Mr. Speaker.

Speaker: Supplementary. Ms. Williams.

Ms. Williams (interpretation): Thank you Mr. Speaker. Thank you for the response from the minister. My other question is, are those people that were given the training in communities, are they doing a lot of work in their community.

After the Apex centre was closed, is it better now that they are training them in the communities. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Ed Picco: Thank you, Mr. Speaker. I thank the member for her question, that's a good question. Mr. Speaker, what we've seen in addictions counselling over the past several years now, not just in Nunavut or northern Canada but across Canada and indeed North America has been a change in the way addictions have been dealt with.

So for example, Mr. Speaker, most addiction centres were for someone who had chronic alcoholism, if they were a heroin addict and they needed a fix, they would go to a treatment centre. In 99% of the cases Mr. Speaker, in Nunavut, that is not the case. We have binge drinking, we have people who are relying on mostly alcohol Mr. Speaker, as a way of escape. So the philosophy, or the way to look at it is through reality therapy and reality based therapy approaches, which we've been successful in including in our program here in Nunavut, is that if someone has an addiction, a physical addiction, and it has been clinically diagnosed, we provide that treatment for them.

But we have found, going back to the member's question, we have found, is that if you take Ed Picco out of the community and treat him, then when Ed Picco, six weeks later, goes back to the community, if you haven't dealt with that problem at the community level, or the family level, that caused me to drink, for example, then you're not doing a very good job. That's why we've been trying to provide professional development for community counsellors.

They have been quite busy Mr. Speaker, we had 20 community counsellors just complete the choice theory, in reality therapy certification. In the past three months, we have three different counsellors who went on to a counsellor's ethics workshop in Hay River. We've had another two community addictions counsellors who completed their certificate Mr. Speaker, in the Northern Community Drug and Alcohol Counsellors Program offered by

Nunavut Arctic College. So we're continuing that professional development of counsellors on the ground. Thank you Mr. Speaker.

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

Ms. Williams (interpretation): Thank you Mr. Speaker. I did not understand some of the responses that the minister gave me, he was in a hurry. However, I also have another question, the treatment centre was not running properly and some the people did not understand why they had to close it down. Who did the evaluation of the centre to find out why it was not running properly and since the treatment centre was not running properly, what have they done to correct the problems. Thank you, Mr. Speaker.

Speaker: Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. Mr. Speaker as I said earlier, the treatment centre was closed in early 1998 by the Baffin Regional Health and Social Services Board. They had done a review at that time, previous to April 1, 1999. I don't have a copy of that report with me here.

What I can say Mr. Speaker, because it has come up in this House before, when you look at addictions and counselling, for example I can give you stats for last year, we had 16 people, 16 adults in Nunavut and three youths who were clinically diagnosed, medically diagnosed with an addiction where they needed a treatment program.

When you go to treatment programs Mr. Speaker, that's to help wean you off an addiction, a physical addiction whether it be solvent, whether it be chemical or in our case almost 80% are alcohol related addictions, where you go to a dry out centre. What happened in Apex Mr. Speaker, we spent three quarters of a million dollars to run a program, that after the evaluation was complete, couldn't show a success rate.

So what I am saying is when people are medically diagnosed with an addiction or affliction Mr. Speaker, they are sent to a treatment centre for that, and again in all of Nunavut last year we had 16 people that we did send out, and three youth.

Mr. Speaker, again what has happened across Canada with addictions, is that, if I had a treatment centre tomorrow, in Apex and reopened, would that make it better for people who had an addiction problem. Probably not because Mr. Speaker, taking a person out of their community, you're not dealing with the causes of the addiction.

Mr. Speaker, for example we have found that a lot of people who are binge drinkers, or using drugs who are using alcohol have suffered from childhood sexual abuse, physical violence and so on and curing them of the addiction has not cured them of the problems that they had in the past. That's not just in the findings here, Mr. Speaker, but it's in the findings in other jurisdictions.

I hope that helps answer your questions as to why this treatment centre was closed. The evaluation report, I will be able to get that, and possibly make it available to the members. Thank you, Mr. Speaker.

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

Question 075 - 1(5): Clarification on Fuel Subsidy Tabled Document

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Yesterday the minister tabled a document about fuel subsidies. I think this money is for a year and there are no other subsidies coming in the following years. I wonder if the Minister for Finance can give me an answer as to whether this is a one-year subsidy only. Thank you, Mr. Speaker.

Speaker: Minister responsible for Finance. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. The tabling of the document was in response to some questions, I believe Mr. Tootoo had raised and some other members about the additional fuel price increases for the Government of Nunavut. So it's what we anticipate as additional costs to the Government of Nunavut for various departments as listed in the tabled document, as a result of the increased fuel prices. Thank you, Mr. Speaker.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I have numerous other questions, which I don't think I can finish today, so I will make my questions short. The subsidy for the hunters is about 80 thousand dollars for 2000-2001. I just want to know whether this 80 thousand is the price of the subsidy. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, as I indicated this is the Government of Nunavut share. As members may recall this program is a cost shared program with NTI through the Department of Sustainable Development. The total amount for the harvesters fuel subsidy program was actually 160 thousand dollars. Thank you.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Is that for one year. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, yes it is for the fiscal year 2000-2001 as outlined in the schedule. You will note that there is nothing allocated for the

upcoming fiscal year yet because the agreement hasn't been committed between the government, Sustainable Development and NTI to carry on with this. As we move into the year, that will be discussed between the two parties. Thank you, Mr. Speaker.

Speaker: Supplementary. Final supplementary. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Mr. Speaker, it just seems like these subsidies are like bait, just enough to leave the people wanting more and it is just to try to get the people to want to have a subsidy all the time.

Perhaps if the government could just decrease the fuel cost themselves. This would be better for the people of Nunavut. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, as you know the issue of costing of petroleum products was debated in quite great detail in the Assembly in the past session and I have no doubt that the issue will come up again once the department responsible's budget comes forward to Committee of the Whole.

One has to recognize that it is an ongoing issue for the government in respect of issues outside of our control, such as world fuel prices. It is an ongoing issue that we address as we encounter it. Thank you, Mr. Speaker.

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

Question 076 - 1(5): Calculation of Fuel Subsidy

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. I thought Mr. Iqaqrialu was going to ask another question. This question is directed to the Minister of the Nunavut Housing Corporation.

She talked about the 450 dollar one time subsidy for fuel increases. I know a lot of people will try to get the 450 dollars and I just wondered how the minister came up with the figure of 450 dollars.

In Arviat today it is warmer than it is in Grise Fiord. In the wintertime when you own your own home, heating costs are different depending on where you come from. If you come from a warmer community or a colder community, the fuel costs go up or down a little bit. How did you come up with it, is it averaged out. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Manitok Thompson (interpretation): Thank you, Mr. Speaker. We came up with the amount based on the 13.9 cents per litre increase. That is how we came up with the

figure of 450 dollars. We calculated that based on the increase of 13.9 cents. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Supplementary. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Speaker. There are communities that when the fuel is delivered they have farther to go. So there are different prices in each community. For example, I think Kugaaruk has the highest prices because their fuel was shipped by air. That's why I asked the question about how the 450 dollar figure was calculated, but I guess it came from the 13.9 cents per litre.

Is that correct. They didn't consider the communities with higher prices, they just based it on the 13.9 cents per litre. Thank you, Mr. Speaker.

Speaker: Minister Thompson.

Hon. Maniok Thompson (interpretation): Thank you, Mr. Speaker. All the communities in Nunavut were considered because all of them increased by 13.9 cents, so that was what we based the subsidy on. Thank you, Mr. Speaker.

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

Question 077 - 1(5): Funding for Search & Rescue Training

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I would like to direct my question to the Premier. Mr. Speaker, all the members and yourself Mr. Speaker, have experienced in our communities people missing out on the land. People being stranded on the land and on the sea in Nunavut.

Mr. Speaker, my question is to the Premier. Has the Government of Nunavut allocated money to teach Nunavummiut traditional land skills. Thank you, Mr. Speaker.

Speaker: Premier. Minister Anawak.

Hon. Jack Anawak (interpretation): Thank you, Mr. Speaker. I apologize, Mr. Speaker, I cannot respond to that at this time. However, in regards to search & rescue, a few days ago here in Iqaluit we realized that a very experienced hunter had fallen through the ice, lost his skidoo and qamutik and fell in the water.

Because he was a very capable hunter the search & rescue team did not go looking for him right away, but it is evident that we could use the Department of Education to teach our people how to survive out on the land. I am sure that Department will be doing something in this area.

In regards to search & rescue, we have to recognize the fact that even very capable hunters can encounter problems. Especially out on the land and out on the floe edge. I know that even these hunters can get stuck, even though their vehicles are not broken.

Perhaps we can encourage, as the Emergency Response Team, we can ask and encourage the Department of Education to see if they can deal with this issue on an urgent basis. Thank you, Mr. Speaker.

Speaker: Supplementary. Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Perhaps I should be elaborating a bit more. I apologize if I did not elaborate enough. Yes, the elders teach people how to survive out on the land. My question is, are there educational materials that our youth can use on how to survive on the land. Do you have such a program. Thank you, Mr. Speaker.

Speaker: Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Today, Mr. Speaker, teaching of Inuit traditional knowledge within the schools, as every one of the members is aware, this teaching of traditional skills is a little bit behind because of various reasons.

Mr. Speaker, I could say that I know that the elders, for many years now that the elders have been going to the schools to talk about traditional skills and how to survive and how to read the weather for safety reasons. Yes, we agree that this is not done on a regular basis and we will keep trying to act on this inconsistency. Thank you.

Speaker: Mr. Alakannuark.

Mr. Alakannuark (interpretation): Thank you, Mr. Speaker. Thank you very much for the response. When do you expect to see that kind of a program coming out. Thank you, Mr. Speaker.

Speaker: Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. As I was trying to say, this has been done on an ongoing basis in the various communities and the district education authorities are mainly responsible for bringing the elders into the schools.

This is something that's very hard to put a clear outline on, but I believe we are not doing as much as we should be. We will continue to work on this. Mr. Speaker, we are working with Nunavut Tunngavik Incorporated to see what we can work out together but once we finalize the plans, I'll be able to make an announcement. Thank you, Mr. Speaker.

Speaker: Just a caution to members asking questions. They should direct their questions to the same minister. It gets a little more complicated and difficult when you have more than one minister answering your question. Oral Questions. Mr. McLean.

Question 078 - 1(5): Amendment to Labour Standards Act

Mr. McLean: Thank you, Mr. Speaker. Mr. Speaker, my question today is to the Minister of Justice.

Mr. Speaker, I understand that legislation was recently introduced into the Legislative Assembly of the NWT to amend their Labour Standards Act, which is essentially the same as ours. This amendment will increase the parental leave entitlement from 12 consecutive weeks to 37 consecutive weeks to comply with the federal government's recently implemented change in this area.

Will the minister commit to either amending Nunavut's Labour Standards Act or take other actions necessary to provide Nunavummiut with the same benefits enjoyed by the rest of Canada. Thank you, Mr. Speaker.

Speaker: Mr. Premier.

Hon. Paul Okalik: Thank you, Mr. Speaker. Absolutely.

>>*Applause*

Speaker: Thank you Mr. Premier for that precise, concise, direct answer. Supplementary. Oral Questions. Mr. Tootoo.

Question 079 - 1(5): Increase in Formula Financing Agreement

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister of Finance. Mr. Speaker, in the minister's budget address he talked about the formula financing agreement that expires at the end of this month.

He had indicated also that he plans on signing a new agreement with the federal government and also that he plans on signing an agreement that would ensure sufficient resources that we need.

I would like to ask the minister, in this new agreement that he is going to be signing, if we are going to see an increase in funding through this formula. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, not at this time. Right now, the plan is an extension of the current two-year agreement that is going to expire. As I have indicated in the budget address as well, there is a commitment to review the fiscal

capacity of Nunavut, which we plan to aggressively pursue over the next few months to identify if there are any shortfall areas and to try to solicit remedies to that problem. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. So then, just for clarification Mr. Speaker, we aren't signing a new agreement, we are just extending the existing agreement. Is that what the Minister of Finance has indicated. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, because of the limitations of the powers that the Office of the Interim Commissioner had when he undertook to sign off the Formula Financing Agreement, back in I believe it was the fall of 1998, that office was only allowed to enter into contractual obligations for two years.

So it is my understanding that it was understood it was a five-year agreement, but because of the legal ramifications of the Office of the Interim Commissioner, there was a two-year agreement with a three-year extension. That is basically where we are at, we are at the signing of the renewal for the three years, an extension of the first two years for the next three years. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, maybe I would just ask my question again as I don't believe the minister answered it. He gave a little bit of an explanation but in his statement in the Budget Address, he talks about entering into a new agreement.

I just wanted clarification that it isn't a new agreement that is being signed, it is an extension of the existing one. I don't believe that the minister answered that. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I answered it from the perspective of how one must view it. It is an extension of a current two-year agreement with a three-year extension, or you can say you are entering into a new three-year agreement.

So either way, depending on which way you look at it Mr. Speaker, it is a matter of interpretation. Thank you.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I guess I am looking at the Minister of Finance's Budget Address and talking about our fiscal situation and outlook for the future. I think a word that could be used to describe it, if something doesn't change in the formula, might be bleak.

If we look at the operating deficits that he has indicated we are going to have this year. What would happen Mr. Speaker, I would like to ask the minister, if the formula isn't good for us, what would happen if we didn't sign it. Thank you, Mr. Speaker.

Speaker: Minister responsible for Finance. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Well two things would happen. We would get zero revenues, that is one possibility. Or we would continue to receive the current formula financing arrangement that we get now from the Government of Canada. Thank you.

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

Question 080 - 1(5): Expansion of Fuel Subsidy Program

Mr. Arvaluk: Thank you, Mr. Speaker. My question is to the Minister of Finance, in respect to the additional costs, estimated additional costs for the fuel price increase. Reviewing the total amount of 4 million 701 dollars, for 2001/2001, it seems to indicate that we are not too far off from the point if we had subsidized Nunavut wide for all the consumers of Nunavut.

My question is, was there consideration for the Government of Nunavut to assist all the fuel users or consumers rather than just a select few like hamlets and the community schools, government buildings and 450 dollar homeowners, etc. and the hunters through NTI. I'll stop there. Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. I didn't catch the member's questions. I heard him speak about different departments whether that is outlined in the tabled statement about additional costs. I didn't hear a question. Maybe the member wouldn't mind repeating it.

Speaker: Mr. Arvaluk, clarification.

Mr. Arvaluk: Thank you, Mr. Speaker. I hope it is not going to be used as part of a supplementary. My question was Mr. Speaker, is there going to be consideration by the government to do a subsidy program for all Nunavummiut rather than just the government programs when everyone else suffers from the fuel price increase. Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, right now the petroleum products division through the government does heavily subsidize the fuel prices throughout Nunavut. Thank you.

Speaker: Supplementary. Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. Mr. Speaker, I think over the last several years we have noticed that the people of Nunavut are trying to be more self sufficient in acquiring the family needs like food, housing and homeownership etc. In fact, some people are working on seasonal jobs, part time instructors in schools, cultural programs. They are getting very little money.

I think these are the people who really need help to survive through the winters. My question to the Minister of Finance is what arrangement is the government proposing to recognize that the people are trying to become more self-sufficient. Where they really need help is fuel and power. Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, through the implementation and adjustment of subsidy programs similar to what has been announced by the Minister responsible for the Housing Corporation, the ongoing power subsidy program that we have and any other requirements that may try to mitigate some of the hardships that private individuals trying to make a go of it have, Mr. Speaker. Thank you.

Speaker: Thank you, Minister. Supplementary. Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. Will there be some kind of tabling of documents similar to this in reference to what it cost the government to make a preparation from department to department to department from their finance officers, what is involved in terms of person hours or person years, in this case I guess, to have individuals pockets of subsidies. Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. No.

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

Question 081 - 1(5): Tabled Document 009 – 1(5), Additional Fuel Costs

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, my question is to the Minister of Finance as well.

Mr. Speaker, on the document that the minister tabled yesterday indicating the additional cost of fuel increase. It has a total of 1.6 million dollars for the 2000-2001 year. I would guess that amount would show just from one increase that was implemented in November till the end of this year, and that the next column that shows 2001/2002 would be for the next full fiscal year.

With that in mind Mr. Speaker, I am just wondering if, other than this listed here, is this all the additional costs to the government as a result of the fuel increase. The reason I ask that Mr. Speaker is that it has on here the Harvesters' Subsidy Program of 800 thousand dollars, sorry, I guess they wish it were 800 thousand dollars. Eighty thousand dollars, but there is nowhere on here that would show the Homeowners' Fuel Subsidy which would be approximately 720 thousand.

So I would like to ask the minister if there is anything else missing from this. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, the member is correct. When this was prepared, the subsidy from the Homeowners' Rebate Program was a fairly recent item and the Housing Corporation staff obviously didn't include that when they factored that into the social housing costs.

So that would be for the current year, the 2000/2001 fiscal year, that additional approximately 700 thousand dollars would have to be included. But other than that, this is the information received from different departments and we think it is fairly accurate, Mr. Speaker. Thank you.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, I am just wondering if there was any type of analysis done on this information. If you look at it, the fuel increase is roughly 20%, if I am correct. For six months in the 2001 year if you look under the Public Works stuff for all government offices, all residential buildings and vehicles, there is an increase of 200 thousand dollars.

Yet, for the next full year it is only an increase of 300 thousand dollars. I am just wondering how it can only increase by 100 thousand dollars if you are doubling the amount of time of the subsidy. Also I would like to wonder if that includes all the fuel that is provided for staff housing as well. Thank you, Mr. Speaker.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, we didn't do a detailed analysis on the information that was provided by the departments. We compiled the information based on the best estimates that came forward, recognizing obviously over the course of

the year firmer amounts come in as the year progresses, as you actually receive billing and usages are actually recorded, Mr. Speaker. Thank you.

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

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, then maybe I could ask the Minister of Finance if he might want to take a closer look at it. I will just note another example of last year in the 2000/2001 Main Estimates, there was an increase of 601 thousand dollars to LHOs to offset a 5-cent increase in fuel prices, Mr. Speaker.

This year we have an increase of, rounded off, 14 cents and it is only a 900 thousand dollar increase. So you know, I am just wondering if any types of discrepancies like that in amounts versus the increase were looked and maybe if the minister could commit to doing a further analysis of these numbers and also the rest of the numbers provided by the departments. Thank you, Mr. Speaker.

Speaker: Just another caution to the members about preambles on their supplementaries. We have two and a half minutes left and there are other members that wish to have a question. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. No, I am not prepared to put a lot of additional effort into analysis of this. I think what would be more proper probably is if members have concerns about some of the numbers that are provided by departments, that they ask the appropriate minister when they come forward during the committee of the whole review of their budgetary requests.

At that time maybe more detailed information can be provided. We will certainly advise the different departments that may be the case and they can prepare the appropriate information. Thank you, Mr. Speaker.

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

Mr. Tootoo: Thank you, Mr. Speaker. I am just wondering then, the Minister had indicated that this information was done some time ago. I'd like to ask him if it was done some time ago why it was just tabled yesterday. I am wondering why did it take so long to table.

Speaker: Minister.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Mr. Speaker, I indicated that bulk of the information was available. We didn't have it all and it was a matter of translation to get it prepared for the House. Before we table anything, it has to be translated. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Oral Questions.

Question 082 - 1(5): Fiscal review - Budget Address

Mr. McLean: Ma'na Uqaqti. My question today is to the Minister of Finance. In his budget address, he said "We are introducing our second deficit budget. I think it is prudent to undertake such a review before long term problems surface that could threaten the fiscal and political stability of Nunavut".

My question today to the Minister of Finance is what type of review is this going to be
Thank you.

Speaker: Minister responsible for Finance. Mr. Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. A good question. There are really two. As I indicated there is one first of all, involving Finance Canada, in consultations with our officials as the Government of Nunavut, Department of Finance.

That is the review, as I indicated, of the fiscal capacity of the Government of Nunavut for providing programs and services. Now we haven't finalized the parameters of exactly time frames, who is going to be involved, what is the scope of the review, but commitment has been made by Minister Martin to myself. So it is a matter of working that out and that is one of the things that I'll probably discuss when I have an opportunity to meet with him in a couple of days.

The second review that was mentioned in the budget is a program review. An internal program review, the Government of Nunavut itself through the Premier's office with the involvement of the Department of Finance with respect to what programs we have now. Whether those programs are meeting the needs that we expect.

As members know we inherited a lot of the programs from the GNWT. We have made some modifications and some changes. We have implemented some additional programs. So now after two full years of operation, fairly shortly, I think it is a good opportunity. The timing is right, given our fiscal circumstances, to review the programs that we have to see if they are adequate. And, if not, to see where we would might want to make some changes to existing programs. Thank you, Mr. Speaker.

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

Mr. McLean: Thank you, Mr. Speaker. That answers my question. The first part with the federal government, that's the finance minister's job to look for more funding and I am surely aware that he's aware of our situation in regards to housing and other needs.

But getting back to the other part of it where we are going to evaluate ourselves. We are just coming on the eve of two years of being created as a new territory of Nunavut. Do we have the experienced staff to do an evaluation of our own programs at this point.
Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Well certainly, Mr. Speaker, there is enough of a corporate history and experience now, internally, from staff whether it is Finance with actual expenditure control or else through Executive & Intergovernmental Affairs on some of the policy initiatives.

But having said that, I can foresee there would be some outside requirements, some expertise brought in, possibly organizations or individuals that have undertaken this type of initiative with other jurisdictions.

So, we would look at, obviously, bringing in as much expertise to the table as possible in trying to certainly identify the issues and make recommendations on a program review. Thank you, Mr. Speaker.

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

Mr. McLean: Thank you, Mr. Speaker. I don't want to take a knock at our government about program reviews and things like that. But in the past we know sometimes the whole picture is not taken into account and that sometimes programs in the communities out there are the last ones to find out about programs that are to be cut.

Will this side of the House be involved in the final decision on program evaluation and if cuts are coming. Thank you.

Speaker: Minister Ng.

Hon. Kelvin Ng: Thank you, Mr. Speaker. Most definitely. Thank you.

Speaker: Thank you, Minister. Members will note that question period is now over. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. Following my understanding of the rules, I'd like to extend the question period for another half hour. Thank you, Mr. Speaker.

Speaker: The member will need unanimous consent to extend the question period. All those in favour. The member does not have consent, question period will not be extended.

Returning to the Orders of the Day. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): I apologise, I made a mistake. Mr. Speaker.

Speaker: Petitions. Mr. Iqittuq.

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. I apologise I missed an item. I'd like to return to item 10 on the Orders of the Day. Thank you, Mr. Speaker.

Speaker: The member will require consent to return. We have agreement. Proceed Mr. Irqittuq.

Item 10: Replies to Budget Address

Mr. Irqittuq (interpretation): Thank you, Mr. Speaker. Mr. Speaker I'm glad I can speak about the budget address, for 2001-2002. Mr. Speaker I'd like to make a short response to the budget address. I realize Mr. Speaker that the money or funds are not enough. I know that government officials are working very hard in order to for us to make ends meet.

First under the Department of Education, when we were first elected we spoke about working on the Education System. I still do not see the government implementing Inuit Qaujimajatuqangit in the schools. I am saying that I would like to see it in next year's budget.

Mr. Speaker, there are some issues in the communities that we are working hard towards, like the addition to a school in my riding. It has been mentioned as something that will be done by the government, but I am still not confident about it. Mr. Speaker, I was going to make a short reply to the budget address but I'd like to talk about Inuit Qaujimajatuqangit.

I realize that Culture, Language, Elders & Youth is a new department but we need to start seeing results. Under the Department of Culture, Language, Elders & Youth, the money put aside for Inuit Qaujimajatuqangit is only 1% and I would encourage that the government increase the 1%.

I say this because, Inuit Qaujimajatuqangit, if we are going to encourage Inuit Qaujimajatuqangit in the workplace it's very important that we provide for this to happen. During our community consultations, we heard from people that they were encouraging us to struggle with Inuit Qaujimajatuqangit and supporting this area. Therefore, I encourage that more money be put into this program. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you Mr. Irqittuq. Returning to the Orders of the Day. Item 11. Petitions. Petitions. Mr. Iqaqrialu.

Item 11: Petitions

Petition 003 - 1(5): Support for NEU Contract Negotiations

Mr. Iqaqrialu (interpretation): Thank you, Mr. Speaker. I'd like to table a petition regarding the Northern Employees' Union contract negotiations. Thank you, Mr. Speaker.

Speaker: Item 12. Reports of Standing and Special Committees. Reports of Standing and Special Committees. Item 13. Reports of Committees on the Review of Bills. Reports of Committees on the Review of Bills. Item 14. Tabling of Documents. Item 14. Tabling of Documents. Item 15. Notices of Motions. Notices of Motions. Mr. Havioyak.

Item 15. Notices of Motions

Motion 004 - 1(5): Adjournment – Notice

Mr. Havioyak: Thank you, Mr. Speaker. I will move the following motion; I move seconded by the Honourable Member for Cambridge Bay that notwithstanding Rule 4, when the House adjourns on March 9, 2001 it shall be adjourned until March 15, 2001 1:30 pm. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Havioyak. Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. 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. By the authority vested in me by Motion 002-1(5), the Committee of the Whole will stay in session until it reports itself out, with Mr. Puqiqnak as Chairperson. Before we proceed we'll take a 15 minute break.

Sergeant-At-Arms.

>>*Short recess*

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

Chairperson (interpretation): Thank you for returning. We can begin our afternoon session. Just before we begin, I would like to let the members know that during questioning of the minister, we have to remember that we have 10 minutes for opening remarks from the members. Please try not to go over 10 minutes because there are other members that would like to speak.

On Friday when we adjourned, we were on page 9-9. Department of Education, Corporate Services. I would like to ask the members if you wish to continue. Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Speaker. I would like to continue with the Main Estimates on Education. Main Estimates 2001-2002. Koanna.

Chairperson (interpretation): Do we agree that we do the Main Estimates. Bill 1-Appropriation Act 2001-2002, Department of Education, Main Estimates. Page 9-9.

Thank you. Minister Kilabuk you could perhaps go to the witness table with your officials. You seem to know exactly where to go, so, thank you for that. Mr. Minister, I wonder if you could introduce your officials again.

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. I would like to welcome an individual that was not here on Friday. Mr. Moody is back with us today. He was away for a while. On my left is Bob Leohr with finance, Department of Education.

Chairperson (interpretation): Thank you, Mr. Minister. Just for the sake of the members. I would like them to recognize the Chair before and after you speak. If the members could look at page 9-9.

Main Estimates for the Department of Education. Any questions from the members on page 9-9. If we can turn the page to 9-9, Department of Education. Corporate services. Total O&M, 1 million 671 thousand dollars.

I am sorry. I made a mistake. It is 1 million 671 thousand dollars. Total expenditures, 30 million 991 thousand. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I just wondered if we could deal with the other ones first and then return to this 30 million 991 thousand dollars. Perhaps that would be better Mr. Chairman. I think this is the total expenditure. Perhaps you can let me know Mr. Chairman. Perhaps if we could take a look at the description first. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Arvaluk.

Mr. Arvaluk: Thank you. It is not the total. It just includes the Capital. Thank you.

Chairperson (interpretation): Thank you, Mr. Arvaluk. Do you agree. Turning the page to 9-10. Department of Education, branch summary. Income support. Income support. Total operations and maintenance, 1 million 865 thousand dollars. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Under income support, I would like to ask a question about whether a study has been done yet. I just wondered if the minister has done that or his department has done an evaluation. Also, after the evaluation whether they have any idea what is happening with those people that go out trapping if they make too much money or people that go on commercial fishing,

sometimes when they make quite a bit of money they reduce their assistance. When are these things going to be addressed.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. About the evaluation on income support, we have finished the review but we are waiting for the translation and approval by the Cabinet. As soon as we can have that available after the Cabinet has approved it within about 5-6 weeks from now, we will be bringing it to the House. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I think I'm on the wrong page. Perhaps I'm not supposed to be asking a question on 9-10. I don't think the total of expenditures for income support is on this page. I think it was about 29 million but I'm not really sure what page it is on, and I will ask the question of the minister at that time. We are on 9-10 at this time. Therefore, I would like to ask a question. Are they going to be using their staff, or are there going to be contract people doing the evaluation or the review.

Chairperson (interpretation): I just want to let the members know that the income support, I think we will be seeing it in the coming pages. I think it's on 9-18. I think you can ask that question at that time. Just to make it clear to the members, I just want to ask the minister if income support is on 9.18. Is that the page. I want to ask the minister. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Yes, thank you, Mr. Chairman. Yes, the income support money is on 9-18. Thank you.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Just before we go to 9-18, my question is about the review on the Income Support Program. Will your staff do that or will it be under contract services. Will it be done by contractors or by your staff. Under contract services, there is 598 thousand that's going to be used. Are you going to be using contractors or are your staff going to do the evaluations.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The review has been done in five communities. We have an individual that deals with the policy analysis, and some of my staff will be involved in the evaluation, but the five communities have already been reviewed. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, just to clarify. This section right here only deals with the administration portions of income support. Is that correct. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, under 9-10, Income Support, that is just for the administration of the program. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Again, Mr. Chairman, the question I asked last week on Compensation and Benefits, is this amount under compensation and benefits based on 100% capacity. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We made it clear that there might be one or two, we're short by one or two staff so I will ask my official to answer the question. Thank you.

Chairman (interpretation): Thank you, Mr. Minister. Mr. Leohr.

Mr. Leohr: Mr. Chairman, there are six positions in this section of the branch. Of that, all positions are filled. Thank you.

Chairman (interpretation): Thank you, Mr. Leohr. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I'm just wondering if there is an increase in PYs in this area over last year. Just looking at the increase in numbers, I'm just wondering if there were additional PYs added to this area. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Yes, thank you, Mr. Chairman. There is no increase in positions, it is for their Northern Allowance increase. The money was put into the Northern Allowance. Thank you, Mr. Chairman.

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

Mr. Tootoo (interpretation): Thank you, Mr. Chairman. This is the administrative section of Income Support so it does not, it doesn't include all the Income Support Workers. I'm just wondering, you know, there should be a lot more than six out there and I know that's

something maybe they've been looking for a lot people. There always seems to be ads in the paper for Income Support Workers.

But I'm just wondering, and would like to ask where those, I would assume as part of the administrative function of providing that support, why they're not listed in this area and where they are located. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, Mr. Chairman, the Income Support is on 9-10 and we have a page 9-18, where you will see the Income Support Workers. Compensation and Benefits under 9-18. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. This sounds like the administrative section of that. How come it doesn't reflect the income support workers in that area. I'm just wondering if there's a rationale as to why, it seems a little confusing if you have the workers in one area, the field workers in one area and the administrative support for the program listed in a different area.

I don't mean to disagree with that, I'm just wondering, maybe there's a good reason for that. I'm just wondering if the minister or his staff could explain that. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Last week I mentioned that all my staff couldn't be here. If you don't mind Mr. Chairman, if I could ask the individual that works with income support services. The individual is not here right now. If I could call upon him. Thank you, Mr. Chairman.

Chairperson (interpretation): The individual that you said was not here, where is that individual Mr. Minister. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Yes, Thank you, Mr. Chairman. The individual is in this building but they can't all be in the House at the same time. We could have the individual come in. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister. Mr. Tootoo would you like to speak on 9-8. The minister is saying the individual that deals with income support and the question at hand at this time, the minister would like to invite that individual. Do the members agree. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Maybe it might be simpler to wait until we get to that. I'm sure that the minister will have the income support person here when we do

income support stuff and maybe I'll ask the question at that time. I won't bother wasting time now. I'm just surprised that they need someone else to answer that question. So, I can wait and I'll ask that question when we get to 9-18 if that's okay with the rest of the members.

Chairperson (interpretation): Thank you, Mr. Tootoo. Mr. Havioyak. At this time, there is a bit of confusion here, so in order to get this going, Mr. Minister I think you had your hand raised first. I'll let you speak first and then I'll continue on. Mr. Minister.

Hon. Peter Kilabuk: The reason why I asked to get our Director down to answer some of the income support questions was because I didn't know how much detail we were going to get into between page 9-10 and 9-18.

So, Mr. Chairman, I fully agree with the members that if we skip the current page that we are working on I'll make sure that we have our Director answer some of the detailed questions when we get on to 9-18. Thank you, Mr. Chairman.

Chairperson: Thank you, Mr. Minister. In order to coordinate the meeting, page 9-10 and 9-18, we will have to get back to these pages. Perhaps we can move on to 9-11. You don't move mind moving to 9-11. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I had a question on 9-10. Thank you, Mr. Chairman.

Chairperson: (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I don't ask many questions on the Main Estimates. However, I do have a question on this page. It states this program strives to enable individuals to make productive choices according to their health, abilities and efforts from among the community.

What does this really mean. It goes through the Department of Education. What does it really mean. It seems to be redundant. It seems to be twofold. Perhaps this is trying to encourage people to start becoming self-reliant. Perhaps the minister can clarify this for me. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We make our programs available to the individuals so that they can be productive and so that we could help them to make productive choices and so that they can become more self-reliant.

As we are all aware, this program strives to enable individuals so that they can make productive choices according to their health, their ability and their efforts from among the community through healing, education, training, and work opportunities. That is how I can elaborate to you. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. The reason I asked this question, in here it is under contract services, according to what you said. You talk about contract services on the same page. Therefore, I felt this did not fit the section. Perhaps if he could elaborate further, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I will try to elaborate further. I will try and explain this. The main estimates were done through the Department of Education. We analyze the income support programs regardless of the source of funding even if it goes through the consolidated revenue fund.

You'll be able to see revenue coming in and during our review of the main estimates under contract services, the contract services main estimates from last year were 599 and this year it's 598. Perhaps the member has a different understanding than I do. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. This 598 thousand to me I understand it as private, it gives support or initiates private businesses. Is that what it means. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I will have my official elaborate Mr. Chairman, if that's okay with you.

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

Mr. Leohr: This 598 thousand dollars is program intervention and case management funding which is a contracted service. The program intervention is compliance audits on the support payments and programs. So that would be through outside agencies and consultants, and contracted workers. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. This 598 thousand, would the communities be able to apply for funding from this program in order to become more self reliant, through the Department of Education. Are the communities able to apply for funds through this program. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I know that we'll reach the applications in the other pages, we don't have detailed information for the 598, Mr. Chairman if that's okay with you. So that it'll be easier to understand when the Director for the Income Support Program is in attendance, you may ask that same question at that time. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Page 9-10. Any questions. If not, we'll go on to the next page. Education branch summary, Adult Education and post secondary services. Total Operations, 9 million 406 thousand. I did not really see the figure 19 million 406 thousand. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. In here, it says adult education and post secondary services and that this mission will be accomplished through the focus areas of Nunavut Arctic College, apprenticeship trades education, to promote active participation in the family, the community and the workplace.

When the programs are geared towards adults would this program be part of the nursing training program or professional training programs. I was wondering what these funds are geared towards because we have adults who are taking training courses and they are covered under student support services although it says here trades education. So, I was wondering, could you clarify to me which one you are talking about.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. On page 9-11, I will try and elaborate on those services. Before I respond, the purpose of adult education is to promote active participation in the communities through Arctic College. This program is for apprenticeship trades education or career development. Student financial assistance, has the majority of the budget under 17 million 619, grants and contributions.

There is 3 million 442 for student assistance; 13 million 664 for curriculum development; 150 thousand 673 for career development. This is the detailed information.

Chairperson (interpretation): Thank you. In order to clarify the contents of this page if there should be any questions, 17 million 619 if you look on page 9-12, this is information for grants and contributions. Mr. Iqaqrialu do you have further comments.

On page 9-13, this is an information item. It's part of 9-12, so 9-12 and 9-13 are information items. Are there any other comments. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Thank you for clarifying that to me. On page 9-13, it's total grants 17 million dollars. We're now dealing with 19 million 406 thousand for total operations and maintenance.

This is a huge amount of money. I'm sure it will be used by Nunavut Arctic College in Nunavut as a whole. However, do the college operations in the communities apply to Nunavut Arctic College for this money if they want to run programs in the communities. Do they apply for funding from this 17 million dollars. Thank you, Mr. Chairman.

Chairperson (interpretation): The 19 million 406 thousand, I'm sure that we are clear on that because 9-12 and 9-13 information items are for the 17 million dollars. Would anyone like to respond. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, in regards to the question that was posed whether the communities apply for funding through that. Perhaps I can respond by saying that the communities' adult education is given a lot of budget money and also the three larger campuses go through here too. So this funding is used to pay for the programs and services at the community level. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. We are on page 9-11. Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. On the trades program it's part of that 17 million dollars, you have 673 thousand dollars in there. I'm just trying to get a clearer picture where we go with this. When we are talking about community-based or regional-based training programs. Is this where you can do a partnership type of a trades program. Is that clear.

I'm just trying to say a good example again is my home town they had this program just completed a couple of weeks ago on the cooking and carpentry and so on training with the DIAVIK and hamlet. Is this where funding is available for those types of programs. Thank you.

Chairperson (interpretation): Thank you. This is a very good question. Which of you would like to answer this question. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The way the budget is allocated for partnership programs is that funding is provided to other field agencies that do job training related to this particular branch. Thank you, Mr. Chairman.

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

Mr. Havioyak: The reason that I am trying to get some clarification is that I know most communities would like to have that type of program. Again, we want to do that in the upcoming year. I just want to, I guess, hear from you that this is going to be ongoing. That there is ongoing funding for this type of project in the future. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'd like to thank the member for asking this question.

In the last year, there was no funding for this particular program. However, since we have made this program available for adult education it's been going quite well and people have been welcoming the program and there have been some applications from some communities to this particular program.

But last year the operations and maintenance should have been reviewed further and we hope next year that we might be able to get more funding for it. However, at this time I have no exact figures for this year, for the last year. Thank you, Mr. Chairman.

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

Mr. Havioyak (interpretation): Thank you, Mr. Chairman. I just want to make clear, as years go by this should be the way it is controlled because we worked really hard on this from the communities. When education takes place in communities, people tend to complete rather than going to other places. This is not really a question but this needs to be taken into consideration when programs are available in communities. Adult Education is complete. People complete their education. I just wanted to make this comment, this needs to continue yearly and not be forgotten. Koanna.

Chairperson (interpretation): Thank you I didn't hear any question here, this is probably just a comment. I have written down Mr. Nutarak next.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. Under the 17 million there was a question posed earlier. Before we are through with 9-11, I would like to ask questions on page 9-12, as well as 9-13, on the program descriptions summary. Thank you.

Chairperson (interpretation): Thank you, Mr. Nutarak. I stated earlier 9-12 and 9-13 are the summary of this program under 19 million 406. Page 9-12 and 9-13 are described in the total operations and maintenance. These two pages are together. Thank you. Mr. Nutarak.

Mr. Nutarak (interpretation): Under 17 million 619. 9-12. 9-13. Under 9-13, thirteen million are exactly the same as 9-12. Moving to 9-12 on the top page, student financial assistance is 3 million. For last year it's the same thing, and for the main estimates for this year, the same. What do they use this budget for. How many students are budgeted for, maybe probably 10 students or is it just for operations and maintenance for the Student Financial Assistance Program. Can the minister answer this question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Nutarak. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. This grant is to support about 300 students. These are developed using last year's revised estimates for operations and maintenance and also the grants given to individual students. Thank you.

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

Mr. Nutarak (interpretation): Further down, teacher education strategy. There's no funding available there. Why is there no funding available this year.

Chairman: Thank you. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. As I stated earlier, these two budgets have been moved over to the Early Childhood Education and School Services program. This funding has been moved over to that particular program. Thank you, Mr. Chairman.

Chairman: Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. Turning the page, on 9-13, 673 thousand dollars. This funding was introduced, we welcome that but this amount of funding, would this be destined for communities or is it just headquarters funding. I'd like that explained further. Thank you.

Chairman (interpretation): Thank you. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The money will be spent in the communities. It'll be spent in the communities under the trades program.

Chairman: Thank you, Mr. Kilabuk. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. The amount that I was talking about, how would it be divided, like is Pond Inlet getting 100 dollars, Iqaluit 100 dollars or how will this money be divided. Will it be divided by students based on how many students apply for the program. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Nutarak. Would you like to respond Mr. Minister.

Hon. Peter Kilabuk (interpretation): Yes Mr. Chairman. We haven't decided how the money will be divided. It probably won't be enough but the money will be spent and we will look at it based on how many students apply. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Minister. Thank you. We're on 9-11. Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman I'm just going to make some comments, I'll try to ask some questions.

Under the student financial assistance there's 3 million 142 thousand dollars, and I don't want to be sarcastic today but I think it's time that this government starts showing some vision. When we created Nunavut in 1999, it's a known fact that we separated from the

NWT and one of the things was that we were going to stand on our own two feet and try to deliver programs on our own.

We've got a young population that we tell them that education is a priority and that to reach self-sufficiency that you're going to have to get a good education. Grade 12 was good enough for a lot of us years ago, but today the fact is a lot of people need a university degree. Like I was saying 50% of our population is under the age of 25 and a lot of them are in school and when they graduate they have expectations of all having jobs in Nunavut because a lot of us were told that and a lot of us have told the younger people that.

I think and it's just my humble opinion that our children are going to have higher aspirations than us, maybe they want to become lawyers and civil engineers and computer programmers and stuff like that. I think you are going to see an influx of kids, high school graduates to southern institutions to get a higher degree of education that we can't offer them up here. I know NTI has scholarships and grants, the federal government has scholarships and grants but what I'm getting into here is that student financial assistance is starting to hamstring a lot of people.

The previous minister developed a policy that you could get it twice a month, bi-weekly which is a great move, because we all heard horror stories of students not having enough money and trying to survive on hand outs, most students in southern Canada are probably like those in northern Canada, they have to go to relatives for meals. What I'm getting to here is student financial assistance, the program that we had in the last twenty years, where we could send our students to Hay River and Fort Smith and Iqaluit and stuff like that. We had a better feel for them, we had a better response for looking after them but like I say, I see a lot more students heading south for post secondary.

That's where we're going to start getting into problems with them trying to deal with the bureaucracy up here, and by the way I can congratulate the Nunavut government on having total bureaucratic lock down right now in a lot of things.

We've caught up, we're there now, but I think it's time to back off on a lot of this stuff and my question to you today is, are you prepared to do a review of the student financial assistance program and have some vision on where we're going and not where we are.

We're still sending people to Fort Smith for heavy equipment courses, we should be running heavy equipment courses in Nunavut. We're still sending kids, adults over to Fort Smith to learn to be cooks. We've got a hotel in every community in Nunavut and I know this has nothing to do with student financial assistance so I'm going to roll into Arctic College shortly. But can you commit to even looking at doing a review with some vision on kids that decide to go south to Ottawa or Toronto, Winnipeg that they won't have to deal with a bureaucratic problem if they want to apply for universities and get assistance. Thank you.

Chairperson (interpretation): Thank you, Mr. McLean. Would the minister like to respond.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Perhaps I could answer him in three ways. As Nunavummiut to review the student financial assistance, we have agreed to do a review and within four months, we expect it would go ahead.

We realize that when a student is receiving assistance they often don't get enough for the month and we will continue to work on this. Thank you, Mr. Chairman.

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

Mr. McLean: Ma'na Itsivautaq. That's good to know. I praise the minister on the review. The review might not necessarily cost more. But when the review is done would the minister commit to doing like a broad range consultation with students whether in southern institutions and also with students that are in northern institutions and facilities to see what can be done to make it easier. Lo and behold, we might save some money. That's just basically my comments to you. Thank you.

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

Hon. Peter Kilabuk (interpretation): Yes Mr. Chairman. We have been getting ideas from the members and I will work with the students everywhere including in the southern institutions. Thank you, Mr. Chairman.

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

Mr. McLean: Ma'na Itsivautaq. I'm sure NTI and the Government of Canada will be involved in this also because that's second and third party funding that the students could probably utilize. But going onto my other topic. Arctic College, college contributions of 13 million 654 thousand.

I've got a sheet of paperwork in my office that I've written to Public Works, Arctic College, Department of Education on a major capital project that is happening in my community this summer. I was starting to write back about six or seven months ago and this all fits into a plan that I've been trying to push forward is that we're probably going to get a large capital project in my community over two years.

One of the biggest issues is local employment and I've been beating that horse for the last year on it, that if the true statistics come out that the unemployment rate in my community isn't 17% it probably hovers around 38 - 39%. Earlier today I was questioning the Premier on EI and how much money people need to survive up here. But the EI fund today sits at 35 billion dollars.

The federal government kind of wrote us out of the equation on collecting EI because our seasonal workers up here are not like seasonal workers down south. But the point I'm

getting to here is I ran into 15 road blocks in the last six months. I would call them cement walls with Arctic College and the government in trying to get Arctic College or Public Works or the Department of Education to set up a pre-carpentry course in my community that would fall into the construction of this project.

They've given me every reason why it can't be done and if they would only understand that a pre-carpentry course if we can get thirty people enrolled, and if they got the basics of carpentry they might get a job on this project. The employer or the contractor that gets the project may be able to hire them if they have a few basic skills. That would help income support, which may get 15 or 20 off of SA, there would be a cost savings there for the government.

But, try to get that through the people that make the decisions in Arctic College. The problem with that is you have Arctic College, they're an autonomous board and I like that, I think that is a good idea, I think. People convince me that it is, and I am still trying to believe in that because I think it is a good idea. But, the decisions that were made at the regional level and sometimes the decisions at the territorial level do not reflect the priorities at the community level. I ran into that in the last two years as an MLA.

Every time I write somebody a letter in Arctic College about a little training course, I am not trying to build rocket ships in Baker Lake. I am not trying to build caterpillars. I am trying to get a pre-carpentry course or pre-mining course or adult basic education program, and it seems like I am asking for the world. If we are going to fund Arctic College, I wish the MLAs had a little bit of input in what happens in their communities. Because the people are telling us this is what we need in our community.

I can't seem to relay that message back to Arctic College at the regional level. I don't know if I am the only one having this problem, but there seems to be great programs at the regional level but try to get something basic happening at the local level that would fall into capital projects or the needs of the community. That is my pet peeve with Arctic College. I know that they are a lot wiser and things like that, but they have to make decisions based on what we need in our community.

If you go to my municipality and ask the hamlet council what their priorities are, they are totally different from Arctic College's priority at the regional level. So, as the minister you probably heard this before. I need help on this, I am asking for your help to help the community help itself. When you have an autonomous board that is not listening, it is very difficult for people in their community, in my community to help themselves. That is all I have to say about Arctic College. It is just a comment.

Chairperson (interpretation): Thank you, Mr. McLean. That is just a comment. There was no question. That was a good comment Mr. McLean. I have Mr. Iqaqrialu on my list.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I have a question regarding the 3 million dollars, following the comments that were raised earlier. It was clarified a bit but, the 3 million 142 thousand dollars under student financial assistance. A lot of the

students end up dropping out of school because the money is not enough to last for a month. It seems like you are encouraging students to give up.

It seems that you're scared that they might succeed. They might take on jobs that are coming up in Nunavut, and I am wondering why we are having problems with the student financial assistance when it should be set up so that the students are comfortable with it.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I don't agree with the member. What he just stated is not true. He stated that we are doing this so that our students will give up. That is not the way it is, what he said is hurtful to the educators and the students. We work hard to encourage our students to stay in school. So Mr. Chairman, I'd like to have it on record that the Department of Education does not encourage the students to give up.

Perhaps he is trying to relay another question, but that is how I understood it. I would like him to clarify. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister. Could you clarify your comments, Mr. Iqaqrialu. Just clarify your comments Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I understand the minister's comments. My question was under 2001-2002, according to the three years that we see here or the two years that we see here we seem to have the same amount of money for grants to student financial assistance. We are hearing that students are giving up because of a lack of money.

I just wondered why the money has not been increased. The question that I have is that the 3 million 142 thousand, is it always adequate. Is it always more. Is that why they never increase it. That's my question Mr. Chairman. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, I thank Mr. Iqaqrialu for clarifying his comment. Like I said, there will be a review of the student financial assistance and its operations. After we receive the recommendations, we will be looking at all the things that we deal with under student financial assistance.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Yes, I understand. I just don't want it to be looked at. I want some action on it so the money in this student financial assistance can increase. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. We just don't want to change for the sake of changing something, it has to have a solid foundation. We have to do a good review then we will be able to change the things that we have to change but I will not make the changes just for the sake of making changes.

Like, everybody knows Mr. Chairman, I just want to understand the member properly. We will do the review and we will make the right changes to it. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. On page 9-12 we have contributions, it provides for the operations and maintenance. Just for information, when was the last time that you did an inventory or review of your facilities across Nunavut. I'm just curious, the reason I'm asking that is do we have enough facilities in each community to address the needs of the communities.

We're spending 13 million dollars on that, it's quite a bit, maybe we need more on that. I'm just trying to find out where we are on that. When was the last time they did a review on the facilities. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. If you don't mind Mr. Chairman, I will get Mr. Moody to respond to the question. He could give us an outline of the review of the college.

Chairperson (interpretation): Mr. Moody.

Mr. Moody: Qujannamiik Itsivautaq. In response to Mr. Havioyak's question, we are actually doing that now for all educational facilities across Nunavut as part of our 5 and 20 year capital planning process. So, what we are doing is compiling quite a detailed database of not only our education facilities including Arctic College, but also the condition and the use of those. That becomes a part of the information that we will use to feed into the wider government capital planning process.

I can't answer when it was last done, but we are doing it now. The information that we are compiling now is very current, and it is our intent to always include Nunavut Arctic College in present and future capital planning initiatives such as that. Qujannamiik Itsivautaq.

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

Mr. Havioyak: I guess that type of information will be available to the House and also to the Hamlet Councils, so that they have some input to that aside from the department itself.

Chairperson (interpretation): Any response to that. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We will be working with both the groups that he mentioned. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Before I go to 9-12, a question on compensation and benefits. In here there is 1 million 140 thousand dollars. I just want again to confirm that is based on 100 percent capacity. Also, could the minister indicate the percentage they are staffed at right now in that area. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Regarding 9-11, 1 million 140 thousand dollars. We are pretty well at 100% capacity. Maybe I misunderstood the question. If he could clarify.

Chairperson (interpretation): Mr. Tootoo could you ask your question again.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I guess I am asking the number of PYs that amount is budgeted for and what levels of capacity is staffed to this point. Thank you, Mr. Chairman. I hope that clarifies it.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For the number of PYs, I am sorry I made a mistake. The number of PYs that are funded is 14.5. There are four vacancies.

Chairperson (interpretation): We are under 9-11. Compensation and benefits. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I would imagine the 14.5 is about 100%. The amount there is budgeted for the full 100% staffing levels. Is that correct. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes. The 14.5 are for that 1.14 under compensation and benefits. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. I am sorry to have to beleaguer and continue to push until I make sure that I get all the answers, but I've discovered by experience that you have to make sure that you get quite clearly the answers that you're looking for and not leave any room for doubt.

Mr. Chairman looking under the grants and contributions for student financial assistance. Showing the level that it's at right now, and I understand that the minister indicated that within the next four months, they're going to be conducting a full review of that program. To what level has it been, or what number of students have gone through and applied for the past year, how many people does that amount to, how many students has that served.

How many students are we funding to go to post secondary education, out of that amount. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The review is ongoing at this time, probably about three hundred students have applied for grants and contributions. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman. Just so I get this, three hundred, like for the 2000-2001 year there were three hundred applicants for student financial assistance. Is that what the minister is indicating. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. Yes.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman is there any indication that the department or the minister knows how many of these students that we're funding are taking post secondary programs offered within Nunavut versus the number of students taking programs outside of Nunavut. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes. We don't have the answers to the member's question at this time, and I will respond to the member tomorrow. Thank you.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I would just ask, if someone applies for student financial assistance, and I know I have a lot of students here in my constituency and I'm sure everyone does in their communities as well. I know of students that have asked me, if they know I'm going hunting, can I come along, or can I come over and eat at your house because I don't have any food. I am wondering how they, what type of formula, or where the numbers, what was used in determining what types of formula was used in determining the levels of assistance that each student gets. Is it the same here in Iqaluit as it would be in any of the communities. Is it the same here in Nunavut as it would be to someone going to a school outside the territory.

I'm just wondering if there's any way of showing that there's a difference, taking into account the different cost of living, depending on where you're going to school. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. What we do is if the person is going to school in Nunavut or in a southern institution, we have to use a northern rate and a southern rate. So that's the formula that we follow. That's the way it is right now. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman can the minister, does the minister or his staff know what the difference between those two rates are. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'm sorry we don't have the information available at this time so, if the member doesn't mind, we will have the information available for him tomorrow. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I guess to go back to where those numbers came from and I know that a lot of legislation and I'm not sure if these numbers, you know, the level of assistance is identified within the legislation or if it's a policy thing. Are these policies that we have or has the policy changed at all since the transfer from the NWT. Has or is this based on the same formula that was in place prior to division. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. The grants and contributions were from the GNWT and they were using them still to date. However, in our review, part of the review will consist of looking at that. What they do, the students at this time, we would like them to be able to get paid two times a month as part of the review. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman maybe just a comment, I know the minister is looking at doing a review and I think it's vital. I've seen over and over again and I was almost a victim of it myself when I was going to school, is that I couldn't afford for a while there, I couldn't afford to go to school.

As we see the rising costs that students are facing not only here in Nunavut but all over Canada wherever you go there's inflation and the cost of things go up, tuitions are going up, books are going up, rent, everything is going up. As one of my colleagues mentioned earlier that, you know, if we really are sincere as a government about making education a priority and ensuring that we give our residents the opportunity to obtain the tools that they need to be able to come back and do the jobs that we need them to do here in Nunavut. This particular program is vital to that.

We have to ensure that any resources that we put in this area, I urge all the government to look at it, it's not going to cost us more money. You have to look at it as an investment. With a sound investment here it should save us money in the future.

So hopefully that type of a mentality and this vision thinking that one of my colleagues mentioned earlier is taken into account when they are doing this review and I would urge the minister to use that argument when he is meeting with his colleagues as well. Not looking at it as an expense, it is an investment.

Going on to the other one, 9-12, is a college contribution. Is this just for the O&M of the college facility or is this for delivery, does this include program delivery as well. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Regarding the O&M costs, some of the funding is for that, for the maintenance and also to support the College. I also want to mention that Arctic College does get funding from other sources outside of this government and they have that opportunity to look for funding from other sources. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. So this includes all the program delivery and O&M costs of the College facilities. I am not saying all of the O&M, all the program

delivery. But, this is the money the government provides to the college to provide some programs and services and not just to operate it's facilities. Could you clarify that and then I got another one to follow that. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, this is for all the facilities of Arctic College in Nunavut. In the larger centres, this is used for operations and for programs on top of this. There is also over 1 million dollars funding that is for the Teacher Education Program, outside this funding which we give as a contribution.

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

Mr. Tootoo: Thank you, Mr. Chairman. If I can ask the minister that not only outside of the Teacher Education Program, which has been reallocated to a different area, I am going to be asking a question on why that is there as well. But, what programs do we get for the money that we provide to the college. Are there certain programs that go along the lines of okay, we will give you this money, but we want you to provide these particular programs.

I am wondering what we get as far as programs, not only in the regional centres but also in all the communities out of this 13.5 million dollars. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The document that I have on hand states that there are very many programs that are supported. If I could explain and highlight the main ones. In all the communities, they have continuing education programs. For example carving and accounting, home economics, cooking classes and prospectors support.

In addition, we provide them with basic office training programs, computer training programs, how to be a child psychologist or environmental technician. Also heavy equipment operators, language and heritage programs, a training course on curriculum development and the literacy program. So there are various programs provided in the communities and I can make them available if the members would like to see them in detail. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. I will allow you to ask another question and when we first started, the chairperson stated that he would give each member ten minutes. I think it has been 20 minutes you've been asking questions so I will allow you to ask another question. Mr. Tootoo.

Mr. Tootoo: Mr. Chairman is it 20 minutes of me asking questions or is it 20 minutes of questions and answers. I've got lots and lots of issues it's probably the most important

department that we are going to be dealing with here. It is the key to the success and the future of our territory, so it's not something just to be ignored or taken lightly.

Under the college programs, I know in the past the college has looked at linking with southern universities for the provision of programs and a good example is with the TEP program. They used to and I don't know if they still do but they used to go down to U of S to finish off their degree.

I know that there was an EMBA program that was done through St. Mary's I believe a year or two ago. I'm just wondering is any of the post-secondary training or adult education services, are they all being offered, is it the college that's responsible for looking and finding and delivering these programs itself or is there another branch of the Department of Education that also looks at providing those types of services. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Arctic College provides the training programs but there's also a special committee that looks at the TEP programs. We do have a special committee to deal with that. Thank you.

Chairperson (interpretation): I will allow you to ask the last question. According to our House rules, we have to allow the rest of the members to ask their questions and our rules say that we have ten minutes to ask questions but if there are no further questions from the other members, I will get back to you. Mr. Tootoo your last question.

Mr. Tootoo: Thank you, Mr. Chairman. The minister mentioned a special committee. Is this committee, does it deal specifically just with the Teacher Education program. I'm just wondering when we are talking about creating efficiencies and economies of scale and delivery and stuff like that, why if there's a special committee, if the college is basically the vehicle in which all of our post secondary training flows through, why is there a different committee to look at certain aspects of it.

I was wondering if you could give an explanation as to why that is. Also, if there are any other programs other than the teacher education program that have a special committee or that the committee is looking at. Thank you, Mr. Chairman.

Chairman (interpretation): I'm sorry. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I would like to ask my Deputy Minister to respond to it so that he can clarify the special committees.

Chairman: Thank you. Mr. Moody.

Mr. Moody: Thank you, Mr. Chairman. The rationale for having special advisory committees in a case like NTEP, is to bring direction to the course subject specialty. So

for example, if you are dealing with teacher education, we would have on that group seasoned northern educators to guide the program, to ensure the needs of Nunavummiut taking the course were taken into account.

Another part of that question, Mr. Chairman, I believe was, are there are other committees. There are, I don't have a complete list here with me today but I can offer a couple of other examples. The member mentioned the Executive MBA program run in conjunction between Nunavut Arctic College and St. Mary's University. It also has a Steering Committee, made up of representatives both from Nunavut and from St. Mary's.

It is my understanding that there are other advisory committees as well on particular topic areas. In terms of the department's liaison with the college, our department has two assistant deputy ministers and one of our assistant deputy ministers, Cathy Oopik, is in charge of all adult programs. So Cathy provides the main liaison between our department and Arctic College so we can ensure proper harmony between related adult programs whether they're run by the department or run by the college. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. On this item, 13 million 44, we haven't received any contents for this particular program since 1999. How well do we use this program. Are we going to receive any description of this. In addition, since the GNWT was divided, the Arctic College is still at the same organization level. Are they ever going to research, or review how many employees there are in Arctic College geared towards the Baffin Region, also in Kitikmeot and Kivalliqmiut.

Are the numbers the same or pretty close within that 13 million dollars. Can he let us know when there's going to be a review on this particular program. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Can the member ask the question again. My official and I understood differently what his question was.

Chairperson (interpretation): Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. We have to know what the 13 million dollars is used for. I will want to know the exact details of the spending. Also under the teacher education strategy, it used to be in 2000-2001 at 1.8 million dollars. Is it because there is nobody training that there is nothing written here.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): This is the same question as earlier. The money is still there but it was moved over to another area to Early Childhood Education and

School Services. It's moved over and transferred to those programs, the money is still there. Thank you.

Chairperson (interpretation): Under 9-11. Are there any further questions to 9-11. If there are no further questions. Total operations and maintenance, 19 million 406 thousand dollars. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Total expenditures, 19 million 406 thousand dollars. Agreed.

Some Members: Agreed.

Chairperson (interpretation): Thank you. Going on to 9-14. Next page. Under Education, branch summary. Early childhood education and school services. Total O&M 7 million 809 thousand dollars. Agreed.

Some Members: Agreed.

Chairperson (interpretation): Thank you. Total expenditures, 7 million 809 thousand dollars. Agreed. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Under page 9-15. It says aboriginal language and culture programs. When it is written like that this sounds like a federal government program in Nunavut. All the aboriginals here are Inuit, so it should say Inuit. Thank you, Mr. Chairman.

Chairperson (interpretation): That is just a comment. I didn't get your question, did you have one.

Mr. Iqaqrialu (interpretation): Under 9-15, it said in the 7 million 809 thousand dollars, I just don't like the way it is written. The name of that program, it is called aboriginal language and culture programs. Only the federal government refers to Nunavut Inuit as aboriginals. I don't know how the English version is written, but we are from Nunavut not just aboriginals.

Chairperson (interpretation): Thank you. Under aboriginal culture and language program. It means aboriginal language and cultural programs. It seems to have a proper name for it, maybe the minister can explain further.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I want to know if there are any questions on 9-14. Was that completed.

Chairperson (interpretation): We didn't deal with 9-14 yet. Total expenditures, 7 million 809 thousand. Do you agree. Do you have any questions on this page. Mr. McLean.

Mr. McLean: On page 9-16. Thank you, Mr. Chairman On teacher education strategies it says provides supports for ongoing Teacher Education Program delivery, funding for teachers' certification and for northerners. That's the ongoing TEP program, a slight increase of 191 thousand dollars, is that correct. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: On the Nunavut Teachers' Education Program and also the community based Teacher Education Program. Thank you, Mr. Chairman.

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

Mr. McLean: Thank you, Mr. Chairman. It looks like the department is putting more funding into it, which is good. The more local people we can train to be teachers the better, I think the turnover would be a lot less than it is now. Does the minister have numbers on how many students are in the TEP program to date. I won't hold the minister down to one or two, if he has a rough estimate as to how many are taking the Teacher Education Program in Nunavut today. What are the numbers. Thank you.

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

Hon. Peter Kilabuk: We do not have those figures here with us at this table, but we can most certainly get them. Probably tomorrow. Thank you

Chairperson (interpretation): I believe he's got the numbers now. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Here is the breakdown. Six in Pond Inlet, in Rankin Inlet they started with five but three have quit, Cambridge Bay six, in Sanikiluaq five, in Iqaluit 14, totalling 33. Thank you, Mr. Chairman.

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

Mr. McLean: Those who are taking the course this year, correct me if I'm wrong, it's a two to three year course. Is that correct. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. This is designed for three years.

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

Mr. McLean: I think the Teacher Education Program has proved quite beneficial to Nunavut as a whole. I see more Inuit teachers in the schools in my travels and I think that's good where you have a lot of communities that are really pushing the Inuktitut

language in the communities and it's nice to have teachers in the elementary schools that speak the first language to the students.

That goes a long way in preserving the language. I know a lot of people in this room were discouraged when they went to southern schools if they talked their mother tongue what happened to them and I like I say today I can't overemphasize how important that I feel over the years that this Teacher Education Program continue and be successful.

But putting that aside, what are we doing as a government and I don't really see a lot of emphasis or a lot of promotion on trying to encourage our graduates which we are starting to have a large number of. In your statement, we had over two hundred. What are we doing as a government to try to encourage our graduates to get into the teaching profession. I don't see much out there. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I agree with the member that we can further promote this program to the students in high school. The Teacher Education Program can be promoted further. All of the schools do get information programs available on Teacher Education Program but there's no specific program geared towards promoting it. We do have other careers that are promoted in schools. I do agree with him that we should promote this to the high school students for their career planning. Thank you, Mr. Chairman.

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

Mr. McLean: There was a program and I hate comparing us to the old GNWT but I think they did a few things that I appreciated. One of the things they had done and I have to compliment Mr. Ed Picco, the Minister of Health for his poster campaign, I was thinking of maybe starting the habit there a few times but after seeing those posters I decided no I think I'll be like Mr. Picco and stay away from the addiction of smoking. I have to praise the minister for giving up his addiction and I hope he stays away from it.

But going back to what I've been saying is that there used to be poster campaigns that showed role models for Nunavut. They had people that graduated from certain courses whether it was nursing, plumbing, teachers, and other various courses and they were put up in the schools, they were put up in government offices, contact this institution if you want to be somebody. I think it also promotes self-pride and motivation to the students. If you go in to a lot of the schools and you ask the kids what they want to be when they graduate it's pretty hard. They have to really think about what they want to do.

We have career development officers and guidance counsellors in a lot of schools and I know kids are talked to and stuff like that but are the, is the upside of being a teacher promoted. I think a lot of people get turned off from the teaching profession because they go into our schools namely the elementary schools and they see that they have to look after 25 to 30 students in every classroom. A lot of the young people that I talk to they

come in and say Glenn I need a job and I go why don't you become a teacher, oh I can't because you have 30 kids in the classroom and I don't know if I can handle that.

But, I don't think that is the main reason that they don't want to be teachers. I just don't think they see the benefits of being a role model. I think teachers in our communities are probably one of the best role models in my opinion that students can have. They really look up to them. That is their first contact when they are six years old is the teaching profession. I am urging the department to maybe put a little bit more emphasis on promoting the teaching profession in Nunavut, because we all see that there are so many kids entering the schools. We get X number entering every year. There is a high teacher burn out, we hear teachers from the south don't want to come up here any more because the benefits aren't what they used to be.

I am sure that if we could make it better that the government probably would. On the other hand I think we can do a better job in Nunavut trying to promote our graduates and making the teaching profession look a lot better than it seems to be to a lot of the students that would go into it today. Like I say I don't think it has to be a costly venture. There are people in the schools now, guidance counsellors, there are regional positions for development officers, and I am sure that they would like to get involved in trying to promote our younger people in getting into the teaching profession. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. McLean. Education is very important and the department that we are dealing with is a very important department. That is a very good comment Mr. McLean. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I think that those were just comments that the member raised. Whenever we talk to our staff, we try to inform them about what has been said to us. Those are good ideas and we will keep them in mind. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. McLean.

Mr. McLean: Ma'na Itsivautaq. It was a comment. It was a long comment, which I am noted to do. However, can the minister commit to do some kind of promotion to young people in the schools, graduates and stuff like that to maybe consider a profession in teaching in Nunavut. Maybe have a few extra pamphlets or information materials available so that maybe they can consider a career in the teaching field. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. McLean. There are other members that would like to speak. We will go to my list. Once other members have spoken, we will give you a chance to ask more questions. Mr. Minister did you want to respond.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The member asked whether we could make pamphlets to encourage students to get into the teacher education program and I agree to do that. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. On Early Childhood Education and School Services, please redirect me if my question is not in this area. I wanted to mention something that has been brought to my attention about the schools. When I look at the instruction and support services, right away what comes to my mind is that the teacher in the classroom has to have a support worker in that area. I guess what I am trying to say, is it in this area where I can address what the plan is for where we have a shortage or over crowded classrooms where the teacher needs an assistant in the classroom..

I am not sure what to call it, a classroom assistant to help the teacher. The reason why I am saying this is because it's happening in my community where we have only probably two assistants in the class, in one of the schools anyway. Two support workers in the classroom, and they are saying they need 4-5 in that school. I'll raise it again when I see that title come up in O&M. So is there some place where we can talk about increasing support workers in each classroom. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, if it is okay with you I'll get my Deputy Minister to respond to that question.

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

Mr. Moody: Qujannamiik Itsivautaq. I hope I understand the question, I'll try my best. I believe the member was asking about the plans to provide increased support in the classroom for teachers. The budget before you in terms of support in the classroom keeps pace with the pupil teacher ratios, and that there are enough funds allocated to take into account additional students. There are no additional measures to provide other support over and above the additional teachers in this budget.

However, the department, I believe the minister has mentioned on an earlier occasion, one of the other reviews that we are doing currently and we hope to have this done by late spring, probably by the end of June. We are looking at all the methods by which we fund the classrooms in Nunavut and the various components to ensure we are utilizing our dollars properly and that the funding formulas relate to our needs here in Nunavut. So that is something that we are doing now. I hope to complete it in late spring probably by the end of June. Qujannamiik Itsivautaq.

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

Mr. Havioyak (interpretation): Thank you, Mr. Chairman. Thank you for your response. I have been told that in Kugluktuk if a teacher has no assistant, it becomes very difficult in the classroom, and when they go home after teaching, it causes them concern because there are so many students in one classroom. You need to be aware of the stress level. They need teacher assistants. When they don't have the assistants, it is not good for the students in terms of learning.

Once you begin to look at the number of teachers or students in the school system you need to be aware of the teachers that are available and there need to be assistants for those teachers in some cases. I want this to be addressed in Kugluktuk because in the school those teachers that need assistants, it's becoming an issue and needs to be addressed. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Mr. Arvaluk did you want to raise a question.

Mr. Arvaluk: Thank you, Mr. Chairman. I want to report progress. Thank you.

Chairperson (interpretation): There is a motion on the floor to report progress. I will ask the members. All in favour of the motion to report progress raise your hands. Against. We will continue. We will proceed but before we continue, we will take a five or ten minute break. Thank you.

>>Committee recessed at 5.02 p.m. and resumed at 5.18 p.m.

Chairperson (interpretation): Thank you, we're back. We'll get back to the Committee of the Whole. We are on 9-14. Mr. Havioyak, no, okay. Mr. Arvaluk is not here. 9-14. Any questions on 9-14. Mr. Tootoo

Mr. Tootoo: I wish my colleagues across the floor would learn to "agreed" more often, not just in the Committee of the Whole.

>>Laughter

Mr. Chairman, I want to touch on something one of my colleagues talked about earlier, in response to the Deputy Minister's plan to look at keeping pace with the PTRs that's out there. In the Minister of Finance's budget address he talks about 1.6 million dollars being thrown in there, to maintain the current ratio, and also he stated in there, this will mean approximately 20 new teaching positions across Nunavut.

I'd just like to ask the minister, is that 20 new teaching positions that weren't already people teaching this year or is that just now out of the number of unfunded teachers throughout Nunavut that there are going to be 20 more funded ones. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: That is correct. That is for 20 new teachers, not existing today, that'll start in September. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I know that we raised questions about it last year. There are a number of unfunded positions throughout, I think in every region in Nunavut, and to keep up with demand, they've had to hire additional teachers.

Those teachers, the funds for those teachers previously were obtained through the regional education council's ability to save money, some of the surpluses that they had, I know that that's where, I understand that that's where the funding came from for those positions. I'd just like to ask the minister right now, according to the formula, how many teachers we're supposed to have in Nunavut right now and how many do we actually have right now. What's the difference. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'm sorry that I don't have the number of teachers presently. We don't have the information at this time but we will make that information available to the House tomorrow. Thank you, Mr. Chairman.

Chairperson (interpretation): The minister says that he will be giving the information tomorrow. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Does that mean that we'll put off this portion of the budget until tomorrow. I mean we have questions in relation to the budget here, I don't feel comfortable in approving something unless I have the information. So I mean here we're supposed to be able to get the answers to our questions in relation to the budget and this is supposed to be when we ask the questions.

In question period, we get "I'll wait until Committee of the Whole and I'll have the answers for you". Mr. Chairman, on a number of questions already, it's the first department where, I'm sorry we don't have this information I think if we can't get that information here to approve this budget, then, you know, after we approve it then does that mean the information may be irrelevant. That's my point Mr. Chairman. Thank you.

Chairman (interpretation): Thank you, Mr. Tootoo. I just want to ask the members what they want to do or what to do if Mr. Tootoo asks a question that he cannot get his response tonight and that he will get information tomorrow. He wants to know if he, if we could move on to another page and leave this to come back to. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. If the member is going to make a motion, if he wants to move to another page, that's okay if he wants to do that.

Chairperson (interpretation): We have a problem with interpretation at this time. Mr. Tootoo did not get what you said so, Mr. Nutarak can you please repeat yourself. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you. The member said that he does not want to leave this page behind until he gets the information but what I'm saying is that if he thinks that there's not enough money in this page if he's going to be trying to get some money added to these items then I can support him. However, if he's not going to make a motion to make a change to this page I think that we can go ahead and continue on. Thank you.

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

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. The number of teachers that the member was asking about, you could find it at 9-20. We will get to 9-20 and under 9-14 I just wondered whether we are going to stop at 9-14 because there's a number of teachers that you can get the information from on 9-20. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you minister for the clarification. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. If you could come up with the numbers by the time we get to that page that would be fine. I only raised that question because one of my colleagues has raised it and was responded to earlier so that's the only reason I raised it at that time. I figured it was mentioned already so this would be the place since it was responded to already. So I just thought that this was a good time to do it. But if we can get it on 9-20 or whatever it is, I look forward to asking that question there again. If it's all right I can leave now and I have some other questions in relation to this page, Mr. Chairman.

Chairperson (interpretation): At this time we are on page 9-14. I have no more names on my list. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, looking through this area and the rest of it, it is showing that a lot of the grants and contributions and things that were previously funded under this area have been moved to a different area. I'm just wondering in the first paragraph where it talks about what this area does and it talks about the implementation of a bilingual language policy, I understand that there's a review either under way or done taking a look at the language of instruction. I'm just wondering if the minister has any update as to when, if that's something that's covered in here and when we are going to see any of the results from that. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. I'm sorry but I will get my Deputy Minister to make a clarification on that, Mr. Chairman.

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

Mr. Moody: Qujannamiik Itsivautaq. The member is correct in referring to this section about the language of instruction report. The report is done. It's being translated. The plan is to take it to Cabinet in the very near future. I would say, subject to the Cabinet schedule, within three weeks and it would be made public very shortly after that. Perhaps within another three weeks.

It is a very important report dealing with the issue of how to teach Inuktitut better in our schools and how to teach English better in our schools. So approximate dates would be within 6 weeks this report will be complete and translated and available to the public. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I can't speculate as to what the outcome of that report will be, if there are any implications to the current system in the way the program delivery happens in the school. Again, it has to be the decision of Cabinet to do that. Will that have any impact, where will we see the financial impact of any changes outlined in the report. Thank you, Mr. Chairman.

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

Mr. Moody: Qujannamiik Itsivautaq. The report, if it is adopted, will have significant impacts on what we teach and how we teach across Nunavut. The impact Mr. Chairman, is a long-term impact. It cannot be implemented overnight and it cannot be implemented quickly. So it would take years and years to implement and would tie in, for example, to writing some of our curriculum. Some of the grade levels differ, so that we not only teach differently in terms of language of instruction but we also have different and more supports.

So there will be implications for our education system, but they aren't implications that would hit today or tomorrow. They are long-term implications over the next 10-20 years. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. I look forward to the report. It could mean some very exciting change for us to look at and I look forward to some positive change. Also, in there it talks about accreditation of new programs, that falls under this area. Now the only program that is left in this area is the teacher education strategy, and that is providing support to that program. I am just wondering if that is the only program that is being looked at or are there other programs as well that are being looked at. Is that what this new accreditation of new programs means. Is that where the funding comes from like

assistance for the teacher education program. Is it under this area. Thank you, Mr. Chairman.

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

Mr. Moody: Qujannamiik Itsivautaq. In the Teacher Education Program, in fact we are looking at with Nunavut Arctic College and their partner McGill University a new program that would provide new and exciting types of accreditation to our teachers here in Nunavut.

We hope in the new fiscal year with these partners to make available in Nunavut a middle school teaching certificate for our teachers. This will allow Inuit teachers who are now primarily teaching in the primary grade levels, soon in fact, to teach in the middle school levels. So acceptance and accreditation of that program in conjunction with Nunavut Arctic College and McGill University is something that we are planning to implement in the upcoming fiscal year as part of this budget. Taima. Nakurmiik.

Chairperson (interpretation): Thank you, Mr. Moody. While we are in the Committee of the Whole we are given 10 minutes for questioning. You had your 15 minutes of questions. This will be your last question and from there, I will be asking the other members if they have any other questions. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Time goes by fast when you are having fun, Mr. Chairman. On the accreditation program that the Deputy talked about, is it only accreditation of new programs in relation to the Teacher Education Program or do they look at accreditation for other post secondary education programs as well. Mr. Chairman I just ask this because there was a Nursing Program recently announced by the government last year and we all know the troubles we are having obtaining and retaining nurses in our territory.

I'm just wondering if there's any thought to providing some type of assistance with the Department of Health to provide this support to these students and their programs in the future. Thank you, Mr. Chairman.

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

Mr. Moody: Thank you, Mr. Chairman. In this particular activity we're only concerned with the Department of Education and the Teacher Education Program directly here. However, it is my understanding the funding and liaison responsibilities for the Nursing Program could be better addressed to the Minister of Health, because I believe that's where the funding comes through. It doesn't come through this particular area here, and that's why I can't provide any detail. Taima. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Moody. At this time, you have no more questions. Rather, you don't have any more time for your questions. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Here it mentions the implementation of an assessment of Kindergarten to grade twelve curriculum. Looking at page 9-15, I have a question. Is it just for English instruction for up to grade twelve. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Iqaqrialu. Either one of you can reply. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Can I ask the member to clarify his question.

Chairperson (interpretation): Thank you. Mr. Iqaqrialu if you could clarify your question.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. It states here from kindergarten to grade twelve curriculum, and in here, just on the summary, it's about 7 million 809. That's why I'm asking this question because it's already contained in here, is this curriculum development just for English curriculum. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. What page are you on. 9-14. The reason I'm asking is because you mentioned 9-15 and we are on 9-14. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I apologize Mr. Chairman. I did not make myself clear. My question is on the branch summary on page 9-15 under 1 million 398, aboriginal language and culture programs. I assume that it would be just for Inuktitut curriculum and when I go back to page 9-14 at the branch summary it mentions the development and implementation of an assessment of kindergarten to grade 12 curricula. So that's why I was wondering if this was going to be used for English curriculum only. Thank you, Mr. Chairman.

Chairperson (interpretation): Now we understand where you are coming from. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It would be used for both languages. This was inherited from the divisional boards, they are now under the school services. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. On page 9-14 are there any more questions. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, another question that I have, here it talks about that this area is responsible for the monitoring and evaluating of student achievements. I'm just wondering what steps or has the department undergone any type of a process to take a look at and see exactly what levels that our kids who are going through the system are at compared to where they're at in the system and where they're actually at if they've been given an exam.

I remember reading something or hearing something on the radio, at one point where it said that there's a lot of our students that are below the level of which they're at in schools. Say if they're in grade 8 and I'm just pulling numbers out of a hat, and you know they are actually tested and they're at a grade 4 level. I'm just wondering if the department has done any research on this and what the results were. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Tootoo. I'm sure that this question involves all the communities of Nunavut. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We agree with the member that this has been an ongoing concern. In the past the students have actually had a lower grade in Nunavut as compared to other jurisdictions. It's not the case all the time but I'll ask my Deputy Minister to elaborate. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Moody.

Mr. Moody: Qujannamiik Itsivautaq. I'll offer three comments in response to that question Mr. Chairman. Nunavut does participate in various national testing that goes on so we can compare ourselves to, for example, mathematics achievement levels across Canada. So that's something that we've carried on, that's not new. It was available under the GNWT and we've carried on with that.

The second thing is internally within our policy shop we are developing a student records system, which will allow us to track student achievement data better. It will give us better data on our students. We didn't inherit any kind of good computer system. So that's something we are doing and that work is not completed, it's ongoing.

The third and final comment I would offer Mr. Chairman, in response to the member's question is that this is one area that we have a lot of work to do over many years because one of the challenges in the testing is are we testing our students in their first language. The testing that goes on across Canada is done either in English or in French, neither one of those languages is the first language of the majority of our students. So it creates a complication in terms of administering the test and the test results.

So long term and I must emphasize this Mr. Chairman, this is a lot of work and it will take many years to get there but it's something worth doing, is to embark upon testing our students in all the languages of Nunavut and not just English and French. That would be a long-term goal, but a worthy one. Taima. Qujannamiik.

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

Mr. Tootoo: Mr. Chairman, I couldn't agree with the Deputy more. Assessing where our children are at I think is crucial. We can develop and put all the numbers and people through the system you know, but if they are not obtaining what they should be obtaining after going through that system then there's something wrong there. I think that's

something we have to address. I know and I understand and I appreciate that this is not the case everywhere all the time. I recall doing a statement in the House last year congratulating a group of students from the school here that finished one of the top in Canada for a math test.

But the system and the way it works here in Iqaluit or anywhere I guess it varies in the communities, it's different in each community. We have to find a way to standardize it so that we ensure the same students should be able to come from a grade 6 in any community in Nunavut and go to any other community in Nunavut and be at the same level. Regardless whether it is in English or in Inuktitut and I think that's something that we need to strive for. Really pinning down some stats and through this evaluating and monitoring where the kids are at is crucial to that.

I think also, we may want to, and I don't know if any testing is done and maybe it's another question that is what level our kids are at when they enter into the system. The Department of Education also plays a role in early childhood development so do we need to put more of an emphasis on preparing our children to enter the system so that it's not an uphill struggle you know, from day one when they enter the system so that they're ready to be there. I'm just wondering if there's any testing done at the entry level and any plans and just a suggestion that might be something that is looked at when we are doing this monitoring. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, this has been an ongoing concern in the past and many times, there have been debates about this. I know that the DEAs do have objectives to become self-reliant and that our department will be working with the district education authorities. I will ask my Deputy Minister to respond, Mr. Chairman.

Chairperson (interpretation): Thank you. Deputy Minister Moody.

Mr. Moody: In terms of general across the board entry level testing in Nunavut, no, we don't have that today. However, on the other comments or questions by the member in relationship to early childhood education, certainly that is one area that the Department of Education plans to devote more time and resources to, again over time. It was highlighted in the daycare review the Minister of Education made public last fall in terms of the potential of better programming of our curriculum in our early childhood services. Not just daycares but other early childhood services.

Thus when our children come to school they would be better prepared. So that is one area that we are beginning to work on now and will continue to place more emphasis on in the years ahead. Once again Mr. Chairman, I would emphasize that it is a long term effort to do that. But, that journey has begun. Qujannamiik.

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

Mr. Tootoo: Thank you, Mr. Chairman. Every year we are sitting here looking at and reviewing the education budget, and it will be the thing that I raise every year. Because you know I think it is important that we keep pushing to ensure something is done with it. It is not just an issue today and after we approve the budget tomorrow we are out of here.

I look forward to the remainder of my term and hopefully to continue to work and see some actual progress being made in these areas. I realize it is not a quick fix, it is not something we can't fix overnight but we have to be persistent and push as there are some problems with the system and we need to be able to take a good hard look at it and be willing over the long term to address those issues. I look forward to seeing something solid in next year's budget relating to those types of things.

Also it says here that this is the area that develops public education and distance learning. We talk about the high cost of delivering programs and things like that. I am wondering what is being looked at in terms of developing distance learning. As you know that is an option that we face with today's technology being able to provide quality programming at a minimal cost without having to have the infrastructure, the entire infrastructure and the O&M costs in the community. I am wondering what things are being looked at in that area. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. At this time after you answer there will be another person that wants to ask a question. I will allow Deputy Minister Moody to answer the question. Mr. Moody.

Mr. Moody: Distance education does have a high potential for Nunavut. Our curriculum staff in Arviat is looking at options on how various components of our k-12 curriculum can be delivered through distance. There's nothing concrete that I can share with you today in terms of pilot projects, however it is actively being considered. We do know for example because of experiences in other rural parts of Canada, that distance education can be highly effective not only as an educational tool but it is also relatively inexpensive.

Particularly relevant in our smaller communities, where there are maybe few, for example, grade twelve high school students, you could have a grade twelve mathematics teacher in Grise Fjord delivering a course and at the same time teaching the students not only in Grise Fjord but also in Igloolik and Arctic Bay and Iqaluit for example. So it's something we are planning but we haven't actually started anything to date, Thank you.

Chairperson (interpretation): Thank you. The next name on the list is Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. Quick question on 9-17. Professional development, you have ongoing financial support for the development of teachers. What things are they doing differently from previous years. That is 1 million dollars, it's almost three times more than the previous year, what are they doing. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. From my understanding previously whenever the teachers needed professional development programs, it was done. Right now, they have a curriculum, certain programs to follow, my Deputy Minister will answer at this time.

Chairperson (interpretation): Mr. Moody.

Mr. Moody: Thank you, Mr. Chairman. This is actually quite an exciting development, it is a co-operative effort between the Federation of Nunavut Teachers and the Department of Education. It is greatly enlarged as a result of the last round of negotiations, the very first negotiations for Nunavut. There is an advisory committee set up that's made up of various teachers across Nunavut, officials of the Department of Education and representatives of the Federation of Nunavut Teachers. We actually hired through the agreement, one full time training coordinator, so it's actually someone working full time, an educator, a teacher.

I believe that teacher is based out of Cambridge Bay. In specific terms on what type of training, let's say that next fall as Department of Education, we introduced a new Language Arts Course for our Junior High School Students, that was made in Nunavut. One of the things that teachers' professional training would do, would be to ensure that the teachers are properly in-serviced in the new curriculum coming in, so they would be able to share the new learning experiences with the students quicker and better.

So this is a very exciting opportunity, Mr. Chairman, it gives a lot more emphasis to ongoing professional development and it really encourages our teachers to stay fresh in the field of education so they constantly learn themselves. Thank you, Mr. Chairman.

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

Mr. Havioyak: Thank you for your answer. When I see that title, you know, either the Federation of Nunavut Teachers Association along with other NWTTA, they go down south for meetings for development. I'm not sure if that's the same thing we are talking about here. When they go out, is that a professional development workshop when the teachers go out, is this part of that too. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There are some programs that we can access outside of Nunavut and sometimes they can all be sent outside of Nunavut. So with this program, that is possible. Thank you, Mr. Chairman.

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

Mr. Havioyak: Thank you, Mr. Chairman. The reason I asked the question was, before doing some new development for the teachers in Nunavut, I think somewhere down the line that we start thinking about doing this type of workshop within Nunavut, instead of having to go down south. I don't know but I really do feel that closer to our people here is better. Is there something in that area too that you can have in the future. Thank you.

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

Hon. Peter Kilabuk: Thank you, Mr. Chairman. If we could do everything in Nunavut, we would. We are looking to do more in Nunavut and that is in our current plans. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I'd like to ask another short question. It says here that there are some literacy programs. What is the situation on that, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I didn't exactly know which page he was talking about.

Chairperson (interpretation): Where are you on this page Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): I think we're still on 9-14. Are we still on 9-14. We haven't moved from the same page in a long time. We're still on early childhood education and school services. Is that what we're dealing with, 9-14. Thank you.

Chairperson (interpretation): In the Inuktitut part on the bottom it talks about professional development on 9-14. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Under 9-14, they're responsible for what is being described as an advance summary on the delivery of professional training programs starting from kindergarten to grade 12. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister. Mr. Iqaqrialu. Are there further questions. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. The one that I've been asking on every page and I forgot to ask so far on this one is under the compensation and benefits. I'm just wondering how many again, I assume the amount there is based on 100 percent capacity I'm just wondering the number of PYs there and what level of staffing they're at right now. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. If you can wait for one more minute we're going to look through the information items there.

Chairperson (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There are 19.5 positions with 3.5 vacant. The budget is based on full capacity. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I just want to clarify something before we go on to the next section. In this area, prior to the devolution of the boards, it points out there that all the funding that went to the schools flowed through this division. I'm just wondering if all the money that flowed directly to the schools on here are showing zero's in the territorial schools on page 9-17. The contract services on 9-17. The administration of school services on 9-16 and I don't know if any of those other ones on 9-15, were those the areas where all the funding that flowed through to the schools came from, prior to the devolution of the boards. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman, I will get our finance person to answer the question.

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

Mr. Leohr: Thank you, Mr. Chairman. The programs in grants and contributions on page 9-15, 9-16, and 9-17, all of those except the daycare grants, the healthy children initiative on page 9-16 and the teacher development program, they all went to the DEC as a contribution agreement last year or as a contribution. This year they are all in school ops. All those lines which are on page 9-20. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. On page 9-15, of that roughly 6.5 million dollars there. That used to flow through there, does that now flow on 9-20 into the schools. How much of that money would have flowed directly into the schools. How much would have been used up in the administration. Thank you, Mr. Chairman.

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

Mr. Tootoo: What I am looking at out of this area early childhood education and school services. The whole area that was there before I understand that a lot of it has been shifted to a different area. Out of the total amount that was there before, it was roughly 80

million dollars. How much of that went directly into the schools. That is what I am looking for. Thank you, Mr. Chairman.

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

Mr. Leohr: Thank you, Mr. Chairman. The full 80 million dollars that went over to school operations would have been allocated to schools based on the formula funding. It allocates funds to regional school services or the old DEC, to schools and to DEAs. Exactly what portion is allocated, I don't have with me here. That is where the funding formula applies those funds. I think that much I can provide. I'd have to get some numbers for you to get any further information. Thank you, Mr. Chairman.

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

Mr. Tootoo: Just a comment. Looking at the plans, I know that in the budget address that they are not talking about any savings as a result of dissolution of boards that went back into the classrooms. What I'd like to try and figure out is how much went into the schools last year as opposed to and compare that to how much is actually going into the schools this year. I don't know if that would help the staff to be able to provide this information. Thank you, Mr. Chairman.

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

Mr. Leohr: Thank you, Mr. Chairman. In May of 2000, Cabinet approved this submission to see the results of implementation of the dissolution. The estimate is savings of 1 million dollars, in the first year, which was a two-year phase-in. The first year, the savings projected were 578 thousand dollars, that was partially 232 thousand from the elimination of two positions at the DEC level, and 346 thousand was elimination of the board, the board support functions, board travel, per-diems, etc.

The rest of the savings of 422 thousand was to be phased in by the end of June 2001. These savings were retained within the department to provide continued development and support for school operations but not all the savings will be, or had been realized in the last year, certainly the 346 thousand from board support positions was realized, the rest won't happen until next year.

Once we complete the dissolution process by the end of June 2001, we should have that, we should be able to provide the numbers on the savings and where the money has been moved. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Leohr. We are on 9-14. Total expenditures. 7 million 809 thousand. Agreed.

Some Members: Agreed.

Chairperson (interpretation): Page 9-18. Education branch summary, field operations. Total operations and maintenance, 32 million 204 thousand. Any questions, comments. Mr. Nutarak.

Mr. Nutarak (interpretation): This question was raised earlier. It was going to be raised when we got to 9-18, regarding compensation and benefits. If I could raise a question that was raised earlier regarding income support. We talked earlier when a question was raised regarding income support recipients. Whenever they make extra money from carving and other projects that money is taken off the amount that is to be taken home by the recipient. So will that be dealt with.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The recommendations about income support, the review has been done. His question touches upon the review that is being done under income support. It is one of the items being reviewed.

Chairperson (interpretation): Thank you. Before I get back to you, I'd like to ask the minister if he could introduce the person on his right, the new witness so we are able to know who the person is. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I would like to introduce Sandy Teiman who heads up the income support section. She will be able to respond to questions on that subject.

Chairperson (interpretation): Thank you. Did you get your response. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you. The minister responded earlier but he started talking about getting a review done. When will the report be available, once the review is done. Thank you.

Chairperson (interpretation): Thank you, Mr. Nutarak. Mr. Minister would you like to respond or direct your officials.

Hon. Peter Kilabuk (interpretation): Yes, Mr. Chairman, the review that was being done of the income support program is completed and it is being translated. The Cabinet will have to approve the review. Once that is done, we will be tabling it. I expect that maybe in March we will be able to table the document. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. Under 9-18, 22 million 210 thousand fees and payments. Last year it was similar. Is it the same as last year. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, that would be what it's used for. Thank you.

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

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. Last year it decreased a bit. Why would that be. What's the reason, Mr. Chairman. Thank you.

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

Mr. Leohr: Thank you, Mr. Chairman. The reduction was 95 thousand, a reallocation of funds from, or 12 thousand was reallocation to travel and transportation and 105 thousand was a reallocation to cover the increases in staffing and corporate services that was on page 9-10 and increases in staffing in policy and staffing on page 9-9.

There was an increase, which was a transfer from salaries, from a reduction in salary costs. That was moved into the fees and payments section. I don't believe any of those figures were for the actual income support, it was income support but not the fees but the income support payments within the administration costs. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): When we're reviewing the budget we look at how it's being planned and put together and I think looking at 25 years there was supposed to be a gradual reduction. Is that why it's reduced. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. It's grandfathered from the GNWT and it hasn't been changed since we inherited it. Thank you.

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

Mr. Nutarak (interpretation): Thank you. The plans that were put together. I wonder if they are going to be used in Nunavut.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The way I understood it, he was asking whether the decrease was because of a plan to do so, and I said it was not.

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

Mr. Nutarak (interpretation): Thank you. I was counting the members. It is going to be increased as time goes on. I appreciate the minister's response. My next question is about

the population growth in Nunavut. There are 40 births in Pond Inlet per year. What does the government think about the growing population in Nunavut. Are they working towards slowing it down or what is the government doing.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The income support recipients are increasing. With that, we are working towards trying to encourage people to work. We will continue to provide that program.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. My question is regarding the three offices located in Pangnirtung, Rankin Inlet and Cambridge Bay. How much money is being spent in those offices. How much money is allocated to run those offices.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I apologize Mr. Chairman, could he clarify his question. I did not understand his question.

Chairperson (interpretation): Could you clarify your question.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Maybe I should raise my voice a bit. On page 9-18, it states that the Department of Education programs are delivered through the support of three field offices. The offices are located in Pangnirtung, Rankin Inlet and Cambridge Bay. But it doesn't show how much money is being used in those offices. I am wondering if you could tell us how much money is being spent in the three offices.

Chairperson (interpretation): Thank you, Mr. Iqaqrialu. Just so that the minister will respond appropriately, I'll give you a minute go through your papers. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. To respond to his question, it's on page 9-18.

Chairperson (interpretation): Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): I'm just wondering, how much money is spent in each of those three communities. I don't need the answer today but I would like get that response. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Iqaqrialu. Mr. Kilabuk he said that you could give him that information when it is available. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I can respond. In the Baffin, 1 million 542 thousand, the Keewatin, 1 million 206, and in Kitikmeot, 668 thousand allocated for those offices. Thank you.

Chairperson (interpretation): Thank you. 9-18 Any other questions under 9-18. Mr. McLean.

Mr. McLean: Thank you, Mr. Chairperson. Just one question I have, why would the administration of the income support be back on page 9-10 and then you have the rest of it on 9-18. Is there a reason for that. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): The reason is that headquarters is responsible for the policy whereas the field operations do the programs. Thank you.

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

Mr. McLean: On the income support, I want to ask a couple questions on assessment. I received a letter, we received a letter, the Standing Committee received a letter regarding program earnings and exemptions for a client. In the last paragraph, I don't know if you know the letter I'm talking about, dated to Jobie Nutarak, February 23rd. It says here there are also many sources of income that an applicant may receives from outside sources that are not deducted at all. When an applicant has an assessment completed such as a child tax benefit payment, which is a federal payment, the goods and services tax rebate, which is another federal payment, child welfare payments, I'm not familiar with that. The value of essential equipment to carry out harvesting activities, daycare subsidies payment, the value of property used as a resident unless the property is in excess of reasonable needs of the applicant, to name a few.

Can you clarify, that is, somebody gets a child tax credit, or GST, it goes under the unearned portion of the income support assessment forms and is that deducted 100% off the client income support. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. That wouldn't be deducted but I'll get Sandy Teiman to respond to the question.

Chairperson (interpretation): Thank you, Minister. Ms. Teiman.

Ms. Teiman: Yes, Mr. Chairman, the GST rebate, the child tax benefits, foster payments that are being made from the Department of Health & Social Services, and daycare subsidies are not counted. Clients are not penalized for receiving these payments at all. They are allowed to keep those payments. So, we don't count them on the assessment at all.

Chairperson (interpretation): Thank you, Ms. Teiman. Mr. McLean.

Mr. McLean: When did this come into effect. Is this something new. Or has this been around for a while where they don't deduct these statutory federal payments. Are your people in the field aware of this. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. McLean. Ms. Teiman.

Ms. Teiman: Thank you, Mr. Chairman. Our Income support workers are familiar with the fact that they are not supposed to count these benefits against the client's assessments. We carried over all these what we call deductions that we don't have to make against clients from the previous government, from the GNWT and they've been around for quite a while. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Madam Teiman. Mr. Havioyak.

Mr. Havioyak: Thank you, Mr. Chairman. I have a question on the review. When will that report be in the House, sometime in this year hopefully. Looking at that 22 million dollars. It is a big chunk of money that can be made useful.

I am sure in that review that they'll be making suggestions as to how to best utilize some of this money. Where a client say is unemployed but can work, does not receive UI, but able to work. I guess I am just trying to say that as soon as that review is passed through the House during this year can a community say I have a project here that can be useful to our community and apply to this social assistance portion saying, I will use an example. Where we can make it useful, for a church for example, we have about 10 unemployed but receiving social assistance and get them to work at the church, making some chairs maybe.

I am not sure if that is that case if that has happened in the past or will that be one of the things that could be considered. That is one of the things that we want to do make sure we use our dollars in the community where could improve some of the community activities. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Just for the record Mr. Chairman, when the member said that this money 20 million dollars could be useful. It is very useful today, and unfortunately, it is used a lot by people who have nobody to turn to for support. This 22 million dollars provides a lot of support so it is very useful.

But, also we can use some of this money for programs, as for the member's questions. I am just going to give you some examples that are currently taking place right now. We've got one for a taxidermy course, pre-employment carpentry, basic computer training, job skills preparation course, also a tutoring program and a fur-sewing

workshop. So we are running courses today, we've got five on the go right now. Thank you, Mr. Chairman.

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

Mr. Havioyak: Thank you, Mr. Chairman. Thanks for the answer there. I am aware of that, I'm just talking about part of that when I said unemployed that are able to work, I thought I would mention it, I'm glad that you clarified that for me too, for the record.

You mentioned courses, that's great, but not all the recipients that are able to work are in those courses. I'm just trying to say outside the courses, doing some work, actual work. Again I was using the church as an example, put them to work, to where we can make some kind of development in our community, again using the church, and have some of that money to purchase material so they could make something, in some of the communities activities. Thank you.

Chairperson (interpretation): Thank you Mr. Havioyak. I didn't really see a question but I think it was mostly a comment. So Mr. Minister would you like to respond to his comment.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I would like to thank the member, if a community wants to try to teach the people how to do a job or how to get the activities going in a community then they could use part of that portion of money. If the community wants, they can request that. Thank you, Mr. Chairman.

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

Mr. Havioyak (interpretation): Thank you, Mr. Chairman. Thank you for your response as a really good response, I appreciate that. (interpretation ends) My colleague was asking earlier about applications and talked about some of the things that were not deducted. Maybe in the case where we say for example in my community if somebody won a hundred dollars in a bingo game and it was deducted from SA, because they found out through different channels.

For some reason, they knew it so they said this amount will be deducted, it's still happening today. One of the guys came up to me and said, at least I made a little bit of money from my recreation and for my family too, but yet they take it off my social assistance. So the question is, is that proper.

Chairperson (interpretation): Thank you Mr. Havioyak. Because this is something that happens to the people of Nunavut I appreciate the question. Perhaps Mr. Minister, you can respond to it.

Hon. Peter Kilabuk: Thank you, Mr. Chairman. Unfortunately, it has and will be like that for a while, unless or until we do make a regulation change as per the recommendations that we're reviewing for the income support review that's taking place

right now. This is an area that's been identified and there are some recommendations that have been put forward but until they are approved and finalized, I won't be able to share the finer details. Thank you, Mr. Chairman.

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

Mr. Haviyok: Thank you, Mr. Chairman. Just one more question. But anyway, last again, I'm sure you'll have put it into this review before it gets anywhere before it becomes a resolution within the system but again you want to make sure we see that part.

Chairperson (interpretation): Thank you. Turning to the same page on 9-18. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. It's very good to be able to participate, getting my voice back.. Under 22 million, fees and payments. Last year there was going to be a committee formed when there was another minister for the Department of Education. I have not heard about this committee that was supposed to be formed, which was talked about last year. They were supposed to be an appeals committee is what it was supposed to be. I just wondered under 22 million dollars, are they getting set up to use some money from the 22 million dollars. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There are two questions that the member is talking about. There is an appeals committee in the community plus there has been a letter that was sent to all the communities asking for names to be put on these committees. They're now looking for names from the communities that could be members of these committee. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Yes, the minister responded to my liking. When we were still under the GNWT this was running and we didn't like the way it was done and I just wondered when those committees would be set up in the communities. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Yes. Thank you, Mr. Chairman. Perhaps we expect in two months time or in the near future that the committees will be in existence. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. I will try, I will see whether the committee is in existence in May or not.

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

Hon. Peter Kilabuk (interpretation): I'm sorry but I have to go to the washroom because I'm having a nosebleed.

Chairperson (interpretation): We'll take a 5-minute break. Just a minute. The Premier just said that there is going to be pizza upstairs, so let's take a 20-minute break. Thank you.

>>*Committee recessed at 7.55 p.m. and resumed at 8.16 p.m.*

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Looking at the 22 million, the question that I have is the communities that received income support, is there a difference between the size of the population in each community. Do they get the same amount. It has to be the same amount of money in income support so, does each community have the same amount of money given to them and do they have the same policy in each community.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The policy is exactly the same in each community and the payments are the same in each community.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Some of the programs are run by their hamlet and government departments run some. Can I have an answer to that please. Thank you.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. There are fourteen hamlets that are dispensing income support. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. There are fourteen hamlets are they, is it at their discretion to pay out income support to those people who are in need. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Like I said, the policies are the same in all of the Nunavut communities that's what they use. Thank you, Mr. Chairman.

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

Mr. Iqaqrialu (interpretation): I don't have any questions to ask but I would like to make a comment that some of the communities have problems with the income support program and the minister stated that the appeals committee would be in existence in about two months. Would that committee be going to the communities. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We really want that committee to be in existence in about two months. So as soon as that committee is in operation we expect that they will do their work they way that they are supposed to. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Minister. We are on page 9-14. Are there any questions on 9-14. I did not get enough pizza so I am going backwards. We are on page 9-18. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I could go back and ask some questions on 9-14 if that is okay. On 9-18. The money for compensation and benefits I am just wondering if that is based on 100 percent capacity. How many PYs is that for and at what levels are they filled at right now. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Together there are 44.5 and 4 vacant. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I guess it's in this area is where the minister indicated all the income support funding is that goes out to our recipients. Maybe I could just ask the minister or his staff to answer how the money went out. How are we funded for income support. Where does that money come from and how that money is derived at. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. This comes from the Government of Nunavut budget not from anywhere else. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. When the department submits its requests, how do they determine the amount that they are going to need for income support. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The money is based on how much expenditure we had from the previous year. The Financial Management Board sets it and they review it, and that is how we make our applications. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. When you look at the number of articles that I've read and the number of stories that I've heard and how fast our territory and our communities are growing. Some of the fastest growing communities per capita in North America are in Nunavut. You see this increase of a hundred thousand dollars or so, not very much of an increase. So I guess I am wondering if there is a way other than guessing what we are going to need this year based on last years, is there some kind of formula or any way that number is determined.

Not only how the numbers are determined but looking at the needs not only right now but down the road. This is a problem that if we don't get a grip on it, it could potentially have a huge impact on us in the future, maybe if we can get the minister's response. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Much to our surprise, the expenditures have been steady for the last two years. What we are doing now is doing a survey to see if we will be getting an increase for income support. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman just looking at the last years, this is on here, where all those resources were allocated earlier were they all utilized. Was there a surplus or looking at a higher number this year. Maybe was there a deficit in that area, was that, if I could get an answer. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Looking at the main estimates, I think that we expect to have a surplus of 120 thousand. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Did the minister indicate that, for the 2000-2001 year, they would have a surplus in the area of 120 thousand. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, for the year 2000-2001, we expect to have a surplus of approximately 120 thousand. Thank you.

Chairperson (interpretation): Thank you. Are there any further comments on the education branch summary, field operations. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Although I think I understood it, I want to get further clarification on the fuel price increase. All the other commodities prices are going up. Do you also follow the cost of living annually. Do you increase the budget annually with the cost of living. Thank you.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. As I have stated before, in the two years that have gone by it has been very interesting that the income support has remained the same without increasing and without reductions. It has been stable for two years. Thank you, Mr. Chairman.

Chairperson (interpretation): I would like to ask Mr. Iqaqrialu to come and take over the chair. Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. My question is on income support. My colleague from Kugluktuk was bringing up a good point. The point I want to bring up that even the minister said it, nobody really wants to be on it, it's the last resort for people to get some income. I'm a firm believer that a lot of people do not want to rely on income support, I think you just get a base living there and it just gets you the basic necessities of life.

We also have a growing number of younger people out there and I don't want to pick on a group but there's a young single group, the males that access this income support and it's not a lot, I think a single male in the territory gets about 360 dollars a month on income support.

That works out to about 90 dollars a week for groceries and it's no secret when you go down to the store there what 90 dollars will buy you today. But that's not the issue with

me, the issue with me is that, is there any way that you guys, when the department is working on the review, is there some way they can try and encourage the younger guys that are on income support or social assistance to maybe take some extra training or improve their life skills. Then re-evaluate how the program delivery is with income support and partner with Arctic College or education.

You said earlier you were doing a taxidermy course in Coral Harbour that's a great thing, that's a step in the right direction. I don't know how many taxidermists we are going to need up here but at least it gives them an extra skill. I don't think there's anything wrong with having too much education in this country because I don't think there's enough. Is there going to be a shift or are you guys going to concentrate on trying to get these young single people more involved in the workforce and training. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: As a matter of fact the income support workers, the staff are provided with ongoing training so they can provide career development counselling. Under the income support program we are also, we can also fund a whole range of education and training programs for those 18 years and over, such as student skills counselling, upgrading, skill training as well as college and university courses.

So, we are moving towards providing some counselling to the youth and hopefully the benefits will be realized by those that are getting the counselling from income support. Thank you, Mr. Chairman.

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

Mr. McLean: Ma'na Itsivautaq. That's good to hear and I support the minister on that and I praise him. Our community is one of the larger communities in Nunavut, I think it's the fourth or fifth largest community in Nunavut and like I say, we do have a high unemployment rate and birth rate. We have a career development officer under your department, full time in our community. We are very fortunate to have that and I think the role of the career development officer is to work with the disadvantaged and the unemployed and people like that.

Is it mandatory that people over the age of 18 that are able bodied without dependents and stuff like that, go in and report. Is it mandatory for them to report on a monthly or bi-monthly or every six months basis to see that they've been out there trying to improve their learning skills or work skills or anything like that. Is there a policy there for them to have to do that to make it mandatory. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. For 18 and over for career development and for job opportunities we're encouraging them to develop the employment opportunities. At this time income support workers should encourage career

counselling and it's evident now that this is the weak area and this needs to be encouraged more and that's within our objectives and goals. Thank you.

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

Mr. McLean: Ma'na Itsivautaq. That's good to hear. Is your department willing to work with the municipal government like the hamlet council, if the hamlet council identifies the training opportunity and they feel that it's beneficial for people in the community. They take it and they get outside funding like the aboriginal training fund or the Canadian training funds through the federal government. If they approached you or wrote you a letter saying we think it is a good idea to do this. Would your department work with the local municipalities in helping them deliver a program. If the funding was sound. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Thank you, Mr. Chairman. As a matter of fact, the income support program and the labour market development agreement will allow us to do that. We will certainly continue to look for other possible partners. So if an application does come through our office that is something that we'll most certainly look at.

Chairperson (interpretation): Thank you, Mr. Minister. Mr. McLean. There are no names. We will go back to 9-18. Total operations and maintenance, 32 million 204 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Total expenditures, 32 million 204 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): We will move to 9-10. Income support. Total operations and maintenance, 1 million 865 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Total expenditures, 1 million 865 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Going on to page 9-20. School operations. Education branch summary, school operations. Total operations and maintenance, 79 million 877 thousand. Mr. Nutarak.

Mr. Nutarak (interpretation): Thank you. On grants and contributions for 9 million 447 thousand. I was wondering why there is an increase. Perhaps I should ask why there has been an increase.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The reason why it increased to 9 million 447 thousand dollars is because it is trying to keep up with the population growth. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): I think it was in January when there was a conference for principals and the chairs of the DEAs. They requested a DEA association and they appointed a Chairperson. Have you set aside some funding for that. Would that be included in there. Thank you.

Chairperson (interpretation): Sandy Teiman before you leave I would like to thank you for sitting at the witness table. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Yes, Thank you, Mr. Chairman. Yes, we thank Sandy Teiman. She asked me if we could get someone else to sit on the seat so I just agreed to it. Right now, we now have my Deputy Minister, Mr. Moody. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Kilabuk. So if you did not forget the question, Minister Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. That item is not included here. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): Thank you, Mr. Chairman. Is it because or rather, they're requesting to establish an association during the conference of principals and chairs of DEAs. When are you going to respond to the request that was made or do you plan to work and deal with this the next fiscal year. I would like to get a clarification. When will you will be able to deal with the question I just posed. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Perhaps, I did not clarify it enough but the budget for the year was already established before the principals and DEAs requested the association. We will be working with them. Thank you.

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

Mr. Havioyak: Thank you, Mr. Chairman. Where can we talk about those 20 positions please just to get clarification. I just wanted to make sure it's in this area. New positions, 20 new positions, is this where it's at. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. You can ask that question under this page. Thank you, Mr. Chairman.

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

Mr. Havioyak (interpretation): Thank you. Earlier I talked about teachers' assistants. Is this being addressed here, with these those new positions. The reason I keep saying that is that in my community one of the schools is experiencing some shortages on support workers along with a teacher. The number was given to me in one of the schools that they are saying they got only two. I'm not sure exactly what you call them, assistants or in the classroom but they are saying they're short. Is that being considered when you say 20 new positions, would there be additional assistants. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. As we have said, we would like to work with the Kugluktuk DEA on their priorities and we told them we could work with them to identify their priorities. If the community is willing to work with us, we can work on their priorities together. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Kilabuk. Mr. McLean, did you have your hand up. Mr. McLean.

Mr. McLean: Thank you, Mr. Chairman. I wanted to talk about those DEA contributions. Can we talk about that now. Okay. Thank you, Mr. Chairman, under DEA contributions, there's a significant increase. The contributions to the DEAs have been increased by roughly 10 % this year. Is that for the operation of the DEAs. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I have to find the information so give me a minute.

Chairperson (interpretation): In reference to the question by Mr. McLean. It's under 9-21 and it's in addition to 9-20. It's a clear question, so if you can answer this question you should answer it. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'll have my Deputy Minister answer this question.

Chairperson (interpretation): Mr. Moody.

Mr. Moody: Qujannamiik Itsivautaq. Yes, there's an increase there of approximately 800 thousand for district education authorities. That's a general increase that provides for some flexibility at the local level in terms of allocations of resources. What we as a department are attempting to encourage is some local choice about how the final funds are allocated school by school, community by community. So we do give direction but then there's some local discretion that is exercised and is encouraged. Taima. Qujannamiik Itsivautaq.

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

Mr. McLean: Ma'na Itsivautaq. That's good to see that the DEAs are finally getting an increase. So this funding that the DEAs are getting is an increase of roughly 800 thousand. Can the DEAs if they so wish enhance their cultural inclusion program, enhance the classroom support, special needs, is there going to be restrictions on what the DEA can do with that increased funding. Thank you, Mr. Chairman.

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

Mr. Moody: The general answer is yes, that can be done. Perhaps I could best answer that by explaining how the process works with the schools and the DEAs. It's a little different in each part of Nunavut, under the three former divisional education councils each one did it a little differently. What we are encouraging is that it be more similar and it be an open process because in some parts of Nunavut the process was more open than in other parts and we'd like to see it more open in all parts.

Generally what will happen and what has happened in some parts is that the formula funding drives figures and says okay for this school based on this student population, that means you have this amount for teachers, this amount for language specialists etc., etc., etc. and that's what the formula does. Then what we are encouraging and as I say Mr. Chairman, this was done in parts of Nunavut before but now we want to see it done in all parts of Nunavut is that we want the DEA working with the principal and to fine tune that.

So if in a community for example, Sanikiluaq, decides they want to have one less classroom teacher and one and half more language specialists that is their prerogative to do that. Or visa versa. So the general answer to your question is yes.

Having said that we in the Department of Education, we've watched that process so that if each DEA and principal went through that, we'd want to make sure that the process didn't go off the rails. That it made sense. But our experience to date to this is very positive and it allows the communities to tailor their programs and their needs as they see

it. Not done out of a central office somewhere in Iqaluit or wherever. Thank you, Mr. Chairman.

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

Mr. McLean: That is something that I like to hear. Giving the communities more responsibility to make decisions in their own communities that affect them. That is all I have on that. I have another question and I didn't know where it fell under. It was the Nunavut student transportation policy and practices. Is this our policy that was developed in Nunavut or is this one where we inherited it from the GNWT. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We acquired that from the GNWT. We will be reviewing it some time in June when we are reviewing the other programs that we grandfathered from the GNWT. Thank you, Mr. Chairman.

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

Mr. McLean: Ma'na Itsivautaq. That is good to know because the policy that we inherited from the GNWT, it is no secret that communities like Fort Smith, Hay River, Fort Simpson and Rae Edzo are stretched out. They are longer communities than our communities. Our communities have a tendency to be bunched together. Most of them. Not all of them. So our demographics are different from the Western Arctic and I think the policy was developed, it was told to me when I was on the DEA years ago that the policy was developed for the West.

That really didn't really reflect the needs of the East and if you go through the busing policy it just said here from 5-6 year olds living more than 0.5 kilometres from the school and 12 year olds living 1.5 kilometres. So when you are reviewing the policy have you ever taken into consideration that we have different demographics. Some place like Grise Fiord and Arctic Bay where you have total darkness for quite a few months out of a year. It may be better for them to have busing more months than communities more south than Grise Fiord.

So when you do this review when you start it in June, when do you expect to have it finished. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The review is continuing and we should be able to finish it by June. Thank you, Mr. Chairman.

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

Mr. McLean: Ma'na Itsivautaq. I'd just like to thank the minister for his concise answers. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, going from the notes, I take it all the funding to operate the schools, to run the schools is now flowing through this area. I just want to confirm that with the minister.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. All of the school operations are under 9-20.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman I want to just ask again under the compensation and benefits, I would take it that that's all the teachers and maybe just ask the minister if he could indicate the number of PYs that funds. Thank you.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Mr. Chairman I'll have my officials answer this question but the other question, I have information under the compensation and benefits for teachers and how many teachers are employed and the percentage. The guidelines said that we needed 419, but we have been able to hire 467 teachers, this is to answer the second question Mr. Chairman.

Chairperson (interpretation): Your first question has been answered and Mr. Moody will answer the second question. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'd like to ask the MLA to ask his question again. My Deputy Minister didn't understand the question completely.

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

Mr. Tootoo: Thank you, Mr. Chairman. I have asked the same question on each division. On the compensation and benefits here, how many PYs is that for and what levels are they filled at right now. The other part of that was is it all for teachers. Thank you, Mr. Chairman.

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

Mr. Moody: Thank you, Mr. Chairman. Just a minute I've got the numbers here, let me say that no it's not all for teachers, it's for the PYs for the entire school system. So most

of these are teachers whether they are language specialists or classroom assistants etc. In the school operations there are very few vacancies. Each of these that I have is Mr. Chairman, I believe as of December 31st, a snapshot as of December 31 of 2000. In school operations, all divisions, there were 795 positions and there were only 14 vacancies. Taima. Qujannamiik.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, the positions that are allocated to the schools, how are they funded. Are these done based on, strictly based on the formula that exists on the school funding on the per capita or per student ratio that's used in determining the funding levels and the staffing levels of the schools. I'm just wondering are those numbers out of that 795 basically, is that number based on the student population we have in Nunavut. Thank you, Mr. Chairman.

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

Mr. Moody: The allocation by school is first done by formula, which is student driven and that says this school should get for example so many teachers, so many language specialists. Then there is now flexibility in the system which wasn't the case in all parts of Nunavut under the former divisional councils, the local DEA and the principal of the school can then tailor that to fit local priorities as long it overall makes educational good sense.

So, the example I used earlier this evening Mr. Chairman, in the case of Sanikiluaq they've chosen to have less in the way of classroom teachers but more in the way of language specialists. Another school, for example, here in Iqaluit, or Baker Lake might choose to have more classroom teachers and less language specialists. So just to summarize, the allocation is done by formula in the first instance and that says here's how much money you have per school, here is the formula that is student driven but then there is flexibility to allow the local DEA and the local principal to say here's what's most important for us in our community.

So, there's equity built into the formula but there's local decision-making and accountability in the actual allocation of funds. Qujannamiik.

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

Mr. Tootoo: Thank you, Mr. Chairman. On this formula that we're talking about, I know that prior to the dissolution of the boards as everyone knows there were three boards and they were funded based on that formula. Is it the same formula that we're using now that was in place other than the flexibility, the additional flexibility now that the community has to allocate those resources. Just wondering if it's the exact same formula that we are using now that was there before. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Thank you, Mr. Chairman. Yes, it is the exact same formula and all that is also being reviewed at this time. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, based on the formula I'd just like to ask the minister or his staff if it was numbers driven, basically. I'm just wondering if based on the enrolment, total enrolment of all the schools if all the schools were funded equally per student. I was informed that there was a cap at some point when it was done by regions there was a cap per students per region. I am wondering if this is still in affect.

What that did Mr. Chairman, I'll just explain why I am mentioning this, and hopefully that is something that isn't there anymore or is under review. When it was under the three divisional boards, it was my understanding and I can be corrected if I am wrong, that the minister said that was funded per student up to a maximum of a certain number of students. I heard that and I would like to ask for some clarification. If that was the case and this resulted in the fact that like in the Baffin, which is such a large region, that it had a number of students that it wasn't funded for. I am wondering if that is correct or is it wrong. Was there a cap let's say a larger region with a larger number of students didn't get the same allocation per student that a smaller region with a lesser number of students would get underneath that cap. Thank you, Mr. Chairman.

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

Mr. Moody: The general answer to your question is no. Overall, there is no funding cap based on the number of students. However, having said that, there are some components to the funding formula that had caps. I have to check the detail Mr. Chairman. I believe one of the components where there might be a cap within part of the formula is like in transportation where you are funded so much per student. But I am not certain, I have to check that.

Generally, there is no overall cap to the number of students in the funding. So as the community grows the funding formula allows for that to grow. Let's say if we had only two communities in Nunavut and one grew by 10 percent and we had allowance for additional teachers then the teacher funding formula would grow by 10 percent. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I know I have been trying to figure out this formula for myself for some time now. I know it is not a very easy thing, but I would appreciate if the minister or the staff could provide me and the members not right now but as soon as possible with a list of components that he talked about within that formula that are capped. I am interested in what those are.

That is something that needs to be looked at, I don't think it is the fault of the region that they are growing the way they are, and I don't think any community should suffer as a result of a cap, especially in education. I would appreciate that more as a request. I don't need a response to that. I'd like to ask another question if I could Mr. Chairman.

On a couple of numbers that the minister talked about earlier, now the number of, I think I'll just say that I heard correctly that he indicated that based on the formula, the funding formula there should be 419 teachers and right now there are currently 467 teachers in the classroom, is that correct. Is that what he said. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk: Thank you, Mr. Chairman. That is correct. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman I'm wondering if with this twenty new teachers that were announced in the budget address, an extra 1.6 million dollars also announced in there, those are the numbers we're going to see, on top of that 467 teachers. Also is that going to increase the compensation and benefits, 1.6 million dollars as well, looking at the numbers from last year, they've actually gone down from last year and not up, just for clarification. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman Yes, this will increase due to the increased number of teachers. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. So that we're going to be by, I believe in the fall the minister indicated that we're going to see 487 teachers in the classrooms not 467. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In the fall, September this would increase. Thank you.

Chairperson (interpretation): Any other questions Mr. Tootoo.

Mr. Tootoo: Mr. Chairman. Maybe if Mr. Nutarak would like to ask a question, let him go first, and I will ask a question after. Thank you, Mr. Chairman.

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

Mr. Nutarak (interpretation): I just thought that he was asking questions for 25 minutes. Mr. Chairman.

Chairperson (interpretation): Thank you. You've gone past your ten-minute limit but he could ask another question. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, also in the budget address, and in the document the Minister of Finance tabled regarding the additional costs for fuel price increases, the effects on the school system. In the budget address, there was 1.8 million set aside. In the document here, that the Minister of Finance tabled, is 1 million 993 thousand. In the main estimates the only area it shows for education, fuel, any utilities have only increased roughly just 7 – 8 hundred thousand dollars. I just want some clarification. I alluded to it earlier with the Minister of Finance, I wonder if I can get some clarification, to see which number is right. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. On the numbers, I'll ask Mr. Leohr to answer the question.

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

Mr. Leohr: Thank you, Mr. Chairman. First, I would like to point out that, of the 1.8 million dollars for fuel increases, 433 thousand was apportioned to Nunavut Arctic College because we funded both the schools and the college. That was utilities for the entire department.

So the increase to school operations was 1.4 million. If I could explain maybe the total of expenditures from the change from the revised estimates to the current figures. The revised estimates have 77.85. If we go from there and add an increase of the 1.6 million and 1.4 for fuel, that is 3 million in total. There is also included in the revised estimates in the salaries, a portion of that was PD funding that is actually in the revised estimates. That actually belongs in the PD funding for the teachers. That should have been transferred to the teachers in the early childhood. So that is the 800 thousand dollars. That should not have been in this 77.885. It should have been 77.085 and we added another 200 thousand for additional support from the DEC dissolution.

There was an increase of 19 thousand dollars that came from the Financial Management Board for the Northern Allowance increase. There is one more that was allocated to corporate services and planning, overall allocations as we did with all the other branches, which was 400 thousand dollars. That was a decrease. The net change was over 2 million if you add the 800 thousand dollars. That was a correction of the original opening figure. There is really a 3 million dollar increase. That covers the 1.6 and 1.4 million dollars.

I would also like to add that in the salaries and compensation they as well as showing up in the compensation and benefits, there are also salaries in the DEA level that are formula

funded because we fund some salaries through to the DEAs and they hire the employees at that level. Thank you, Mr. Chairman.

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

Mr. Tootoo: I am going to have to read the Hansard to figure that one out. Put it all together. I am sorry but you lost me with all the numbers. I was asking more specifically about the utility increases. I'll take a look at the Hansard tomorrow. If it is not in there I'll ask the minister a question in question period about it. Whew, that was quite the string of numbers.

Another thing I would like to ask the minister and his staff about. I know I met with the previous minister and the deputy minister previously on concerns regarding the formula. I am very pleased to hear the minister thinking about reviewing that formula.

I want to ask first off, when did he plan on taking a look at that and is it something they are looking at reviewing and hopefully being able and do they have a target on when they will be able to implement some of those changes. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Perhaps you are falling asleep and can't understand the answers. Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The review should be done by June and we'll look at it before then to see if we need more funds to complete it. If we need to increase it, it would have to be approved first. I'm sorry I'm starting to fall asleep, Mr. Chairman. But it would have to be approved before we make any increases. Thank you.

Chairperson (interpretation): Thank you. I don't have any other people on my list. If there are no other questions. Mr. Tootoo has been asking questions for about 30 minutes. We should have followed the ten-minute ruling. But I think we need to see if other members have any questions before Mr. Tootoo can go ahead again. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I have more questions but I already indicated once before if other members have more questions I'd be willing to wait and let them go first before I ask more. Thank you, Mr. Chairman.

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

Mr. Havioyak: Thank you, Mr. Chairman. We have day-to-day operations in the school and I'm sure the janitorial stuff is on there too. When my constituents ask about, you know you have permanent workers in there, I bet you the budget number is in that too for when you talk about the compensation and benefits. Is that one of the things too.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. They're both there under compensation and benefits and as well the local education authority and councillors. The local education authority is paid from that as well.

Chairperson (interpretation): Mr. Havioyak.

Mr. Havioyak: I know that, correct me if I'm wrong, is there, maybe I should ask first. Is there some janitorial services contracted out in some schools. The reason I'm asking is that we talked about small businesses in the different levels or different departments. Are we supporting any of the small businesses in this area for where we can contract some of these services. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. We don't have anyone that is being contracted out for janitorial services but we can look into it but we don't know at this time if there's any contract janitorial people that might be out there.

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

Mr. Havioyak: The reason I brought this up is because it was brought to my attention by my constituency. There's thousands like this for any department I guess to consider where they can try to open these small business. I know where in my community, we have a small janitorial business, which can provide services to the school, both schools in my community. I guess this is a comment saying, you know, you should really look into very seriously to support our small businesses. Thank you.

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

Hon. Peter Kilabuk (interpretation): Yes, Thank you, Mr. Chairman. We don't know at this time who in the communities has that kind of small business and we can probably look, ask the Chamber of Commerce, members in each community perhaps. So we can look into it. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. Under 9-20, is that where we are. First of all, the compensation and benefits in the amount of 58 million 119 thousand. I just wondered whether that is for all the employees, benefits and compensation. What about for the ones that take over say on a part time basis when the janitor or employee is sick. Or when they have to have a substitute teacher or an alternate janitor or perhaps the individual is on maternity leave. People that have to go on adoption leave or have to take some time off. Does that 58 million 119 thousand cover all those people that I just mentioned. Thank you.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Yes thank Mr. Chairman. Yes, the compensation and benefits come from that 58 million, 119 thousand. That's where the money comes from according to the member's question. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. When we were still under the Government of the Northwest Territories, at the time of the Divisional Board of Education, it seems like I'm not really sure exactly how it ran. But, when they were going to be teaching Inuit Culture, there used to be people that took that course to give them cross cultural education or training, like to teach the new recruits how to live in the north and how to teach in the North.

They had to take that kind of training. The question that I have Mr. Chairman, is are there going to be people to train them and would they be included under the compensation and benefits or will that money be coming from somewhere else. There are people that give out training to the new recruits when they first arrive in the north to teach them about Inuit ways. Are they no longer there. Is it under Culture, Language, Elders & Youth now that we have a department of Culture, Language, Elders & Youth. If you can understand me, Mr. Chairman.

Chairperson (interpretation): Maybe your preamble can be a little shorter next time so the questions are clear for the minister. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. First of all, there is still the Teachers' Association that carries out this training. They have to have some funding from somewhere to teach the new recruits the Inuit culture when they go into the communities.

Chairperson (interpretation): Thank you, Mr. Minister. If you have a question. Please ask the questions without preamble. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. Whenever there is going to be training out on the land, there has been a lot of assistance from the parents and from the teachers. A lot of communities wanted to have that training for the students going out on the land and teaching them Inuit culture such as sewing and what not. Taking the male students out on the land. Would we be asking for money from there for that kind of training from your department. Thank you, Mr. Chairman.

Chairperson (interpretation): The question Mr. Puqiqnak is asking is under Culture, Language, Elders & Youth's department and we also talked about it in the previous pages. Even so, perhaps the minister can clarify what is happening.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The local education authority is given money from our department. It could come from the local education authority for that kind of program. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): I would like to ask another question. I asked last week about contract services. Mr. Chairman, I think I was going to ask that question and somebody else asked the question about the 1 million 283 thousand dollars. I'll use this as an example. There are communities that don't have buses. Would you be able to contract the busing service to have a contract with a company with your department to provide busing for communities for those communities that don't have a bus service. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The only problem that we might encounter is that they have to follow the rules of the Motor Vehicles Act. If the private companies have adequate bus services that are following the act and everything then we would be able to talk with them. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. Yes. They have been trying to get the private business to get the busing service, but they do run into barriers and problems because of the rules and they have to have a certain driver's license. They have to meet certain classifications. That's why we have been unable to get other private businesses. We can no longer use their vehicle any more because it is too old and I'm sure that there will be someone applying from the private businesses. If they had their own van, I was wondering if they could utilize the private vehicle to service the students for busing. I was wondering if we could use the contractors for busing services.

Yes now I understand, when you speak to this issue, this is more a comment than a question because I wanted to get further clarification. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you Mr. Puqiqnak. It's more of a comment but I'll ask Minister Kilabuk to respond if he wishes.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The only thing I could say is that the vehicle, if the vehicle is owned by a private business, the Department of Education can not provide a vehicle for them but if the private business can use his, he could use his private business to make an application. Thank you, Mr. Chairman.

Chairperson (interpretation): Minister Kilabuk. It is nice to hear you say that. Mr. Puqiqnak.

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. I just want to clarify to the minister, yes, we have already utilized that in our community but I was just trying to ask if we could, if you could use private businesses as a contract or if you could contract a private business for busing services. Do you agree or do you say no. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Before I say no, or before I say yes, I just want to have a further understanding with you, that they have to provide the vehicle but if you want to work with the Education Department, and you want to review this kind of thing, we're willing to work with you. Thank you, Mr. Chairman.

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

Mr. Puqiqnak (interpretation): Since you stated that you are willing to work with us, the District Education Authority would be willing to work with you. They would understand like when I asked you a question for example, earlier on whether you would say yes or no, that's the only answer I wanted. I wanted to get it because I have to report back to my constituency. Yes if you agree that there could be a private business to service the students for busing then I will say that. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In order to, so that we can have better understanding with each other yes we can work with your community but it would include negotiations so that we can have an agreement. If there was an agreement it would go ahead but if it was not approved it would not go ahead. So I want you to be clear on that. Thank you.

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

Mr. Puqiqnak (interpretation): Thank you, Mr. Chairman. Yes, I understand now. Perhaps I could discuss this matter further outside the chambers because we can come to a better understanding in regards to this issue. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Mr. Puqiqnak. That was more of a comment than a question. Page 9-20. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, the minister talked about a review earlier of the formula. I just wanted to ask the minister, you indicated that it was going to be done by June. I'd just ask the minister who's doing that review. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. The education policy analyst and a person outside of the government will be dealing with those issues. Thank you.

Chairperson (interpretation): Thank you Minister Kilabuk. Any further questions. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. The person that he had indicated, is this someone a consultant, someone that is aware of the conditions and challenges that are faced up here in Nunavut. Is this going to be someone from here that's assisting to work on that, or will it be someone from outside of the Nunavut that doesn't have a clue unless they are told in regards to the circumstances that we face, who will be reviewing this and I'd like some clarification on that. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes. It's not because they are experienced in Nunavut that we selected that person, but the individual has worked in other jurisdictions across Canada. Looking at our departmental representative who is familiar as to how Nunavut is and how different it is, that's why we are using these individuals. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, is it two people who are doing that review or what are the types of consultations going on, who is being asked to provide any information or suggestions. Is it just the individual from outside of Nunavut and their senior policy guy doing that. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (Interpretation): Thank you, Mr. Chairman. Yes, the two will be coordinating the review but they will be working with the people who are experienced in the Department of Education. They'll also consult with the interested groups or the people who agreed to have input.

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

Mr. Tootoo: Thank you, Mr. Chairman. Will they be consulting with the frontline users being the teachers, principals in the schools and also people responsible at the community level for delivering those programs, the DEAs and communities. Thank you, Mr. Chairman.

Chairperson (interpretation): Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'll have my Deputy Minister elaborate.

Chairperson (interpretation): Mr. Moody.

Mr. Moody: Qujannamiik Itsivautaq. The first part of the response would be that everybody that we met with, the list isn't drawn up yet. We've got several months to go. But, generally speaking this would be a very technical study. Like for example, taking a look at transportation formulas. It is not the kind of thing that we would want to consult more widely on. A lot of the components of the formula are technical. There will be a number of Nunavummiut involved. Educators and policy folks who will be able to bring to the study the northern prospective and all the different things that are important to us.

But the full list is not drawn up. I would suspect that it would involve people from DEAs who are used to looking at choices. Perhaps a few principals, certainly the people in our school services operations area. I wanted to mention the policy branch. So that would be a core I would think. And, the last thing I want to emphasize is that this is not quite yet finalized in terms of the next few months out. Thank you.

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

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I am just wondering when I mentioned earlier that I met with departmental staff and the minister in the past, one of the issues that raised a concern in the communities with the teachers is the fact that according to the formula your principal and support staff were counted into that formula into the schools. With the direction the Education Act is taking and some of the changes in that, it is adding more administrative responsibilities on the shoulders of the principals.

It is more of an administrative position and not a teaching position. I know that was a concern that was raised last year. I am hoping that something like that will be taken into consideration looking at the draft. The last draft of the Education Act has had a lot more administrative responsibilities passed on to the principals.

They are counted as a teacher in the way the schools are funded right now as well. That is not really...

Hon. Paul Okalik: Point of Order.

Point of Order

Chairperson (interpretation): There is a Point of Order. Mr. Okalik.

Hon. Paul Okalik: We are here to discuss the budget. We are not here to discuss the Education Act. The Act is a draft and it is going to be scrutinized by this legislature when it comes before the House.

So we are here to discuss the budget and not some sort of Act that has yet to be revised in the future. So Mr. Chairman, could we go back to the budget please. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. We're moving on with the main estimates. Education branch summary, school operations page 9-20. We're on the budget, please try to keep on the topic. Any further questions. Please speak to the estimates, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman I guess I was skirting around to get back to an issue that the minister brought up, as he indicated that they are doing a review on how the schools are funded and that's directly to the budget that we're looking at. I was saying that one of the problems that has been identified in the past was the fact of more and more PTR problems that we see in the school as the result of a formula that doesn't work for us. And that more administrative duties are being given to principals who are supposed to be our funded teaching positions.

If they're not getting the opportunity to be able to teach in the classrooms then I don't think that those teachers or those positions should be funded as teaching positions, in the formula. I just want to point that out Mr. Chairman, that there's a problem with the formula right there. If someone wants to go home, I am not making them stay here. It wasn't me, Mr. Chairman that decided that we're going to finish this department today. Just that I have some questions that I'd like to ask and I'd like to get my questions answered. Thank you, Mr. Chairman.

Chairperson (interpretation): Can you keep order please, keep order. We're on 9-20, page 9-20. The contents as well as the details on 9-21 and 9-22. These are just information items. Try to keep your questioning to the subject. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman. Our session today has a purpose. As regular MLAs, we should be able to ask questions if we feel that we need to get answers. I also wanted to finish the Department of Education but we seem to be losing it, losing our direction. Therefore I move that we report progress.

Chairperson (interpretation): Thank you, Mr. Iqaqrialu. I will ask for a vote. There's a motion on the floor to report progress. It is not debatable. I want people to raise their hands who are in favour of the motion to report progress. Against.

We will continue on with the review of the department.

We are on page 9-20. We were talking about the Capital Estimates, even though we had mentioned the Education Act, we are not speaking on it, that is not the subject we are talking about. We are on page 9-20, please try to stick to the subject. Does anyone have comments on 9-20. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. In the review that the minister indicated that is in process, will they be reviewing the way that the schools are staffed and how principals

are treated as teaching positions as opposed to administrative positions in the formula. Thank you, Mr. Chairman.

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

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, that will be in the same review.

Chairperson (interpretation): Thank you. 9-20. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, also I remember talking about in this area how schools are funded. I am sorry if some members aren't happy with the questioning, but I think this is probably one of the most important areas that we are going to be dealing with during the session, is our schools and how they operate and that. If some members don't feel it is important, I am sorry that they feel that way.

When we talked about how schools are funded, I know that a number of schools have to...

Hon. Kelvin Ng: Point of Privilege.

Point of Privilege

Chairperson: Order. We are under 9-20. (interpretation) We have a point of privilege. Mr. Ng.

Hon. Kelvin Ng: The member is implying that the cabinet is not interested in listening to questions, or not interested in the debates of the members and that's not the case. I ask you to check the Hansard and rule on that, Mr. Chairman.

Chairperson (interpretation): Thank you, Minister Ng. I agree with you. For the member raising a point of privilege and also the other side, the wording will be looked at tonight. We will consider it according to the rules.

After Hansard is reviewed a ruling will be made and you will hear about it tomorrow.

We are on page 9-20. Please. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Mr. Chairman, I would like to first respond, Mr. Chairman. I never at one point, do I recall indicating a cabinet member or anyone on cabinet, Mr. Chairman. I ask when you review the Hansard you show that I just said "if some members". I never indicated whether they were cabinet or not. So I would like you to take that into consideration in your review.

Getting to my question, relating to this page on how schools are funded, Mr. Chairman, I am wondering as I was saying earlier, we all know that all our schools in our

communities have to do a fair amount of fund raising in order to provide supplies to the students in the classroom.

I am just wondering if there is any increased funding for the provision of school supplies to the students in this budget. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Before your question is answered I want to clarify to my colleagues that, regarding the point of privilege, I said that tomorrow we would make a ruling on that. For the member who has raised the point of privilege as well as to the member that it was directed at, we will leave that for now.

Would the minister like to respond to the question. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. In regards to the communities that have been fundraising for their schools, I am happy for them as it shows their commitment to education.

Specifically to your question, no there is no increase. But we are willing to consider specific proposals from schools. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. So I can determine from the minister's answer then that there are no additional resources being given to the schools to put supplies in the classrooms. That's all I asked. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. Yes, that is correct. Thank you.

Chairperson (interpretation): Thank you. Page 9-20. Total operations and maintenance, 79 million 877 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Total expenditures, 79 million 877 thousand. Do you agree.

Some Members: Agreed.

Chairperson (interpretation): Back to page 9-5. Details of expenditures. Education program summary. Total operations & maintenance, 145 million 473 thousand. Agreed.

Some Members: Agreed.

Chairperson (interpretation): Total expenditures, under 9-5, 174 million 793 thousand. Agreed.

Some Members: Agreed.

Chairperson (interpretation): This portion of the Main Estimates for 2001-2002 under 9-9 is completed. What is your wish. Mr. Havioyak.

Mr. Havioyak (interpretation): Once that's done we want to proceed with the Nunavut Housing Corporation.

Chairperson (interpretation): I suppose we can get the minister to read her opening remarks but her officials are not here. What is the wish of the committee. Mr. Iqaqrialu.

Mr. Iqaqrialu (interpretation): Thank you, Mr. Chairman I think we should stop now and start a new department tomorrow. I'd like to report progress.

Chairperson (interpretation): Mr. Iqaqrialu could you repeat your comment.

Mr. Iqaqrialu (interpretation): We have completed the Department of Education and I'd like to report progress at this time. Thank you, Mr. Chairman.

Chairperson (interpretation): There's a motion to report progress, do you agree. Are you going to stay up all night. Do you agree. I will now rise and report progress. I'd like to thank the minister and his witnesses for appearing in front of the committee. Thank you. If you have any last comments. Mr. Minister.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Chairman. I'd like to thank the members, for their time and we will be working on the issues that were raised and we know this is a very important department and there were very good comments.

So, Mr. Chairman, as Minister of Education, I have a lot of work ahead of me and I will work hard to deal with the areas that were raised. I'd also like to thank my staff Mr. Chairman, for putting my materials together. Thank you, Mr. Chairman.

>> *Applause*

Chairperson (interpretation): Thank you, Mr. Minister and your officials, Mr. Moody especially. I think you will be leaving so I wish you well. I'd like to ask the Speaker to come back to the House at this time. Did he fall asleep.

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

Item 21: Report of the Committee of the Whole

Mr. Puqignak (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 1. Bill 1 is still under consideration and I would like to report progress and Mr. Speaker, I move that the Report of the Committee of the Whole be concurred with. Thank you, Mr. Speaker.

Speaker: There's a motion on the floor. Is there a seconder. Mr. Iqaqrialu. Motion is in order. All those in favour. Against. Motion is carried. Mr. Clerk. Orders of the Day.

Item 23: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. Meeting of Regular Caucus tomorrow morning at 9:00 am.

Orders of the Day for Wednesday March 7, 2001:

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 1 - Appropriation Act 2001-2002
21. Report of the Committee of the Whole
22. Third Reading of Bills
23. Orders of the Day

Thank you.

Speaker: Thank you, Mr. Clerk. In a rush to get out of here I did bypass item 22. Third Reading of Bills. Third Reading of Bills. The House will adjourn until March 7th at 1:30, tomorrow afternoon. Sergeant-At-Arms. I believe we have a birthday in the House. Mr. Akasuk, happy birthday.

>>*Singing of Happy Birthday*

>>*Assembly adjourned at 10:15 p.m.*

