

adopted in other departments.

Mr. Chairman, let me now turn to our observations on staffing. We found that it takes, on average, 318 days to fill a position, from the moment it becomes vacant until a job offer is made. More than half of this time, about six months, passes before departments ask the Department of Human Resources to start the process. We found that neither the departments nor the Department of Human Resources had analyzed their staffing processes to identify opportunities to improve their speed and effectiveness.

Finally, our audit looked at specialized training programs that target specific positions, such as accountants or information technology technicians, and focus on beneficiaries. We found that resourcing these programs was not an issue for the most part. However, the success rate of some of these programs was not high, and departments did not always identify impediments to the programs' success. Future training programs would benefit from the application of lessons learned.

A common theme, Mr. Chairman, throughout the report is the lack of information or analysis to better address human resource needs. The departments are well aware of these issues. However, without good information, they do not know exactly how the existing programs and the processes need to change; nor can they develop and implement effective recruitment, retention, and training strategies.

The Department of Human Resources as well as the four other departments have agreed with our recommendations and made several commitments in their responses. It is important to note, Mr.

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positions will receive priority for staffing.

Recruitment practices will be reviewed and the competition process changed to allow for easier and faster hiring of candidates. In the medium and long term, there will also be a focus on training of beneficiaries for these difficult positions.

Training priorities and course improvements in the Training and Development Division of the Department of Human Resources are based on the collection and analysis of participant and stakeholder feedback. Opportunities exist for government departments, boards, and agencies to share information and further develop partnerships in training and education. New momentum will result in meeting the challenge to address educational and skill gaps.

In closing, I would like to say that the human resources department welcomes the opportunity to reposition itself as the department that sets the standard in human resources practices, and provides support and guidance to all Government of Nunavut departments. We recognize that employees are the cornerstone of the successful delivery of government services in Nunavut. Thank you Mr. Chairman.

Chairman: Thank you, Ms. Wasson. Thank you, Members. Before I open the floor to the Members for general comments and questions on the report that is before the Standing Committee, I would like to ask Ms. Fraser to take this opportunity while she is here with us this week to briefly address the issue of the special audit of the Nunavut Housing Trust that the government commissioned the accounting firm of Deloitte and Touche to undertake this summer.

ბილიტაციის რეზიუმე. უმჯობესი პოზიციები პირდაპირი დასაქმებისთვის.

დასაქმების რეკრუტინგის პრაქტიკის შეფასება და კონკურენტუნარიანობის გაზრდის საშუალებების ძიება. საშუალო და გრძელვადიან პერიოდში, დასაქმებისთვის უფრო ადვილი და სწრაფი პირების დასაქმების საშუალებების ძიება. საშუალო და გრძელვადიან პერიოდში, დასაქმებისთვის უფრო ადვილი და სწრაფი პირების დასაქმების საშუალებების ძიება.

სწავლის პრიორიტეტები და კურსების გაუმჯობესება სწავლის განვითარების განყოფილებაში ადამიანური რესურსების განყოფილებაში დასაფუძვლებულია მონაწილეების და სტეიკჰოლდერების აზრების გათვალისწინებით. არსებობს საშუალება მთავრობის დეპარტამენტებს, საბჭოებსა და აგენციებს გაზიარონ ინფორმაცია და უფრო მეტი პარტნიორობა შეიქმნას სწავლისა და განათლების სფეროში. ახალი იმპულსი შედეგად გამოვა სასწრაფო განათლების საკითხების დასაგეგმავად.

სადასრულებელია მთავრობის დეპარტამენტებისთვის უფრო მეტი პარტნიორობის დასაფუძვლებულია ადამიანური რესურსების განყოფილებაში. აღიარებთ, რომ ადამიანური რესურსების განყოფილებაში უფრო მეტი პარტნიორობის დასაფუძვლებულია მთავრობის დეპარტამენტებს, საბჭოებსა და აგენციებს გაზიარონ ინფორმაცია და უფრო მეტი პარტნიორობა შეიქმნას სწავლისა და განათლების სფეროში. ახალი იმპულსი შედეგად გამოვა სასწრაფო განათლების საკითხების დასაგეგმავად.

დასკვნა (შეჯამება): მადლობა თქვენთვის, მ. ფრასერი. მადლობა თქვენთვის, წევრებო. სანამ მივხსნებ ხალხს, რომელიც დასაქმების საკითხს განვიხილავთ, მინდა გთხოვო, რომ მ. ფრასერი მიიღოს ეს საშუალება, რადგან ის ჩვენთანაა ამ კვირის განმავლობაში, რათა მოკლევადიანად განვიხილოთ სპეციალური აუდიტი ნუნავუტის სახსრების ტრუსტის შესახებ, რომელიც მთავრობის მიერ დაკომისიონდა აკაუნტიგის ფირმის დელოიტე და ტოუჩე, რომელიც უნდა დასრულდეს ამ ზაფხულში.

I know that the mayor and the entire community were very happy that you took the time out of your summer to come up and actually experience living in the small communities. I know it wasn't our doing, but the weather was bad, and you were stranded a couple of days in Resolute Bay as well as in Grise Fiord. So you got a real taste of some of the things we have to experience in the High Arctic.

I just thought, maybe just to see in terms of some of the things we chatted about over our time there in Grise Fiord, if there was anything that you're taking away from your experience up there in terms of the way you do audits, in terms of possible future audits that you could share with us. Thank you.

Chairman: Thank you, Mr. Elliott. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. I would like to thank Mr. Elliott and the community of Grise Fiord for the wonderful reception that we received.

Even though we have visited other communities, I think it was a real eye-opener to visit Grise Fiord, to live through the problems of fog, rain, planes that don't go on schedule, and that you're on a waiting list for five days to get out. So I think that those kinds of experiences help us to better understand the realities that the people and government face in trying to deliver services to people.

In particular, one that we certainly talked about is the whole Food Mail Program, on which we have done audits in the past, but I think we might want to look at it again. I am looking at Mr. Campbell to see if he will put it into his planning. I think visiting these communities makes us recognize how important some of those programs are, how

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not, but if they are beneficiaries and if they are GN employees, then they are supposed to be notified.

Chairman: Thank you, Ms. Wasson. In the future, if you are trying to discuss something, there is a mute button there that you can push so that we don't hear the conversation. Thank you. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. First of all, I wish to welcome the Auditor General and her staff, and our government representatives.

I would like clarification on the comments of the Auditor General, specifically paragraph 7 of the opening remarks. As she stated, it takes 308 days to fill a position on average. This is too lengthy of a period, as others have also noted this time lag. I am aware that this particular issue was not part of your audit. However, if you were to compare this at the federal government level or even to other levels of government, is this 308 day average or similar to how long it takes to fill these positions? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Ningeongan. Ms. Fraser.

Ms. Fraser: Thank you, Mr. Chairman. We haven't done a comparison of staffing time with other provinces or territories. We haven't done any work recently at the federal government level, but I know previous audits that we did a few years ago indicated that the staffing process was also very long.

If you look in our report on page 19, there is Exhibit 7, which actually shows that almost half of the time is time that is spent within the department before it's even referred to the Department of Human

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ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ.
ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ.
ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ.

ᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
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ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
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ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ

ᐃᐅᐅᓂᑦ (ᑐᕗᕗᐅᐅᓂᑦ): ᓂᐅᐅᐅᓂᑦ ᒃᐅᐅᓂᑦ.

ᐅᐅᐅᓂᑦ (ᑐᕗᕗᐅᐅᓂᑦ): ᓂᐅᐅᐅᓂᑦ ᐃᐅᐅᓂᑦ. ᐅᐅᐅ
ᓂᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ ᐅᐅᐅᓂᑦ province-
territories-ᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ

is needed. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Fraser. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. Going back to the question, I just wanted to clarify again for the Deputy Minister. Are you agreeing with what the Auditor General is saying that by 2020, we will not be able to reach the 85 percent? Thank you.

Chairman: Thank you, Mr. Elliott. Ms. Wasson.

Ms. Wasson: Thank you, Mr. Chairman. Yes, we are agreeing. The Auditor General has indicated that education and training will take time. What we need to do, of course, is really assess where we are. We have not done that in past. We will be working to assess exactly where we are, what we have, and what we need, and make some recommendations to close the gap and come up with some ideas and some new programs and services, hopefully.

We will have to look at exactly what the schools are graduating and what we need, and also letting the Nunavut Arctic College know what programs, services, and training that they need to provide in what communities. Once we do this assessment, we will be able to have a better idea of exactly what those percentage targets should be. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Wasson. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. So are you saying that as a department, in the past, you were not doing this? Thank you.

Chairman: Thank you, Mr. Elliott. Ms. Wasson.

ርዕሰ ልብ ወለት ለሚኒስቴር ጥያቄዎችን ማሟላት ይኖርባቸዋል።

ፌዴሬሽን (ጋንታባህ): ፕሮጀክት ሆኖ ጉልህ ገንዘብ ለማሰጠት ይረዳል።

ፌዴሬሽን (ጋንታባህ): ፕሮጀክት ይረዳል። ርዕሰ ልብ ወለት ለሚኒስቴር ጥያቄዎችን ማሟላት ይኖርባቸዋል። ደጋጋሚ ማጠቃለያዎችን ማሰጠት ይቻላል። ጋራ ስራዎችን ማስፈጸም ይቻላል። ጋንታባህ ይረዳል።

ፌዴሬሽን (ጋንታባህ): ፕሮጀክት ሆኖ ጉልህ ገንዘብ ለማሰጠት ይረዳል።

ጋንታባህ: ፕሮጀክት ይረዳል። ልዩ ግንዛቤ ለማስፈጸም ይረዳል። ርዕሰ ልብ ወለት ለሚኒስቴር ጥያቄዎችን ማሟላት ይኖርባቸዋል። ለፍጥነት ለማስፈጸም ይረዳል። ለግንዛቤ ለማስፈጸም ይረዳል። ለጉልበት ለማስፈጸም ይረዳል። ለግንዛቤ ለማስፈጸም ይረዳል።

የግንዛቤ ለማስፈጸም ይረዳል። ለጉልበት ለማስፈጸም ይረዳል። ለግንዛቤ ለማስፈጸም ይረዳል። ለጉልበት ለማስፈጸም ይረዳል። ለግንዛቤ ለማስፈጸም ይረዳል። ለጉልበት ለማስፈጸም ይረዳል። ለግንዛቤ ለማስፈጸም ይረዳል። ለጉልበት ለማስፈጸም ይረዳል።

ፌዴሬሽን (ጋንታባህ): ፕሮጀክት ሆኖ ጉልህ ገንዘብ ለማሰጠት ይረዳል።

look at gap analysis and skills, we actually will be reviewing the types of systems that we require to gather the gap analysis information.

What the Department of Education has done is that they have been using it in each region. They have it broken down and have a little over 200 teachers in various regions. They're using an access database just to gather the information on the teachers. I don't know whether we will do that or not.

Our human resource information system does allow for modules to be added and to gather some specific information. We don't want to be duplicating what we're doing, so we actually will be reviewing systems to decide what the best way is for us to gather the information on the skills, which is different from the competition database and the database on the reasons why people are not accepting job offers. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Wasson. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that information. Actually I see Mr. Geikie in the back row there and maybe he could actually shed some light on that.

It's called the Nunavut Community Skills Information System. It's not specifically for teachers; it's for skill development in trying to find, in the communities, what skills people within the communities have. To me, that's a good approach because what you're doing is you have a finite number of people in the communities who would be part of that 85 percent employment that we're trying to get to. You've got millions of dollars that our government has put into that system to

ᐅᐃᑦᓴ (ᐅᑦᐱᑦᐃᑦ): ᖃᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᑲᑦᐃᑦᓴᑦ. ᐀ᐃᑦᐃᑦᓴᑦ ᐅᑦᑲᐅᑦᓴᑦᓴᑦᓴᑦᓴᑦ. ᐃᑦᑲᑦᐃᑦᓴᑦᐅᑦᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦ, ᑦᐃᑦᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐅᑦᓴᑦᓴᑦ ᑦᓴᑦᑲᑦᐃᑦᓴᑦ. ᑲᑲᑲᑦᐅᑦᓴᑦ ᐱᑦᑦᑲᑦᐅᑦᓴᑦᓴᑦ ᐀ᐃᑦᐃᑦᓴᑦ ᖃᑲᑦᐅᑦᓴᑦᓴᑦᓴᑦᓴᑦ.

ᐃᑦᓴᑦᐃᑦᓴᑦᐅᑦᐅᑦᐃᑦᓴᑦ ᐃᑦᐃᑦᐃᑦ ᐃᑦᑲᑦᐃᑦᓴᑦᐅᑦᐅᑦᐃᑦᓴᑦ ᐃᑦᓴᑦᐅᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦ, ᐃᑦᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ.

ᐃᑦᑲᑦᐃᑦᓴᑦᐅᑦᐅᑦᐃᑦᓴᑦ ᐱᑦᑲᑦᐅᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐅᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ, ᑦᑲᑦᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ, ᑦᑲᑦᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐱᑲᑦᓴᑦᓴᑦᐅᑦᐅᑦᓴᑦᓴᑦᓴᑦ. ᐃᑦᓴᑦᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ. ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ.

ᐃᑦᑲᑦᐃᑦᓴᑦ (ᐅᑦᐱᑦᐃᑦ): ᖃᑦᓴᑦᓴᑦᓴᑦ. ᑲᑦᓴᑦ ᐃᑦᐃᑦᐃᑦᓴᑦ.

ᐃᑦᐃᑦᐃᑦ (ᐅᑦᐱᑦᐃᑦ): ᖃᑦᓴᑦᓴᑦᓴᑦ. ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ, ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ. ᑦᑲᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᑦᑲᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ. ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ.

ᑦᑲᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ, ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ. ᑦᑲᐅᑦᐃᑦᓴᑦᓴᑦᓴᑦ ᑦᑲᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ ᐃᑦᓴᑦᐃᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦᓴᑦ.

monthly basis to discuss the number of issues that they were discussing and they had decided that they would move their meetings to weekly. We have now moved back to our monthly meetings. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Wasson. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. In terms of education and building on a lot of the positive things that are happening, I was wondering if Mr. Geikie would actually be able to speak to some of the... you mentioned earlier about career development.

We have seen in the High Arctic what some of the mining companies are doing. They are wanting to go into schools, sort of talk about career paths, and working with young people in the schools to say where you want to go and what your potential is, and then you can actually work towards that.

If you are in grade 12 and you are saying that you want to go to university but you haven't taken any grade 12 math or science, then the chances of being accepted into university are a lot harder, so you need to catch that at a younger age.

To me one of the concerns that come out in the report is the differentiation between the training that I mentioned earlier and the education. To me it starts within the school at a young age, where you've got very excited, enthusiastic students having big dreams about being Premier and Deputy Ministers and running the government.

If you could give us where the government is going and what the plan is. To me that's a big piece to what we're talking about

ባለፈው ወር አንድ ሰዓት ይዘው ተነስተዋል? ለዚህ ጉዳይ ምን ዓይነት ስራዎች እንደሚሰሩና ምን ዓይነት ድጋፍ እንደሚሰጥን እናውቃለን።

ሌዳ ታይማርት (ኃይለማርያም): ማህተም ያለው ስራ ለሰዓት ለሰዓት ለሌሎችም እንዲሰጥ ይገባል።

የሌዳ ታይማርት (ኃይለማርያም): ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው።

ሌዳ ታይማርት (ኃይለማርያም): ማህተም ያለው ስራ ለሰዓት ለሰዓት ለሌሎችም እንዲሰጥ ይገባል።

የሌዳ ታይማርት (ኃይለማርያም): ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው።

ሌዳ ታይማርት ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው።

የሌዳ ታይማርት ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው። ስራዎችን ለማስተካከል ለሁለት ሰዓቶች በጣም አስቸኳይ ስራዎችን ለማሰጠት ተገዳሪ ነው።

