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Within that, there was a massive failure to create trust. When we work to address any crisis, the number one thing... Everything I say is going to be a number one thing, but aside from a plan, we also know that creating trust in those who are actioning any plan or anything to address that crisis is of utmost importance. If we do not have trust in our leadership, then it is impossible to have trust in addressing a crisis. Without a clear leader, we will definitely falter in addressing any crisis.

We heard as well that there is a failure to collect data, which leads to a lack of situational awareness, which is a key to addressing any crisis. We must be aware and fully knowledgeable about everything that relates to that crisis.

We must do more in that area. I have pushed in a number of areas for the collection and sharing of data, especially related to children.

We also heard that there is a failure to make timely decisions, which is a key to addressing any crisis. We heard from Ms. Bates that even something as simple as giving or creating a policy and procedures manual is something that is difficult or impossible it seems, for the government to move forward on.

That brings us to tools and resources. We need the tools and resources in order to develop or to address any crisis, to respond effectively and as quickly as possible. To making decisions about what would go into these tools and resources is a key to addressing a crisis.

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**Chairman** (interpretation): Thank you. (interpretation ends) Same question now to Education, Ms. Hainnu.

**Ms. Hainnu:** Thank you, Mr. Chairman. I thank the Member for the question. I think the Department of Education, before the 2008 *Education Act*, put in efforts to put in its foundation documents, which are grounded in *Inuit Qaujimajatuqangit*. We have foundation documents that pertain to the Inuit way of child-rearing, Inuit way of addressing a child, different type of characteristics of the child.

Going into the 2008 *Education Act*, the first ever of its kind in Canada, is the *Inuit Qaujimajatuqangit-based Education Act*. It has every effort to be infused, everything that we do, in all the decisions that we make, all the policy, all the curriculum content, should have *Inuit Qaujimajatuqangit*, societal values and the guiding principles infused in it, guiding us.

Are we there? No. There is so much work to do, but what can we do in the meantime? What we have done in the department in the meantime is that in the 2008 there was funding infusion, infused to district education authorities to enhance culturally developed programs. So for the 25 communities, each community can decide what each community value... So I am from seal hunting region, so we went seal hunting all the time, and we learned the ins and outs of seal hunting. Not only that, but the traditional naming of everything to do with the seal and the tradition, but building in the western skill-sets in science, what are the major organs. So tying it all in that way.

There is every intention of an *Inuit Qaujimajatuqangit-based* education system in Nunavut, and in fact, if I may, at every senior management meeting, when I ask what is education about in Nunavut, what kind of

Δοδᾶ ὁ Ἄντιπρόεδρος τῆς ἐπιτροπῆς ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου, ἡ ἐπιτροπὴ ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου ἔχει ἐπιδοθεῖσαι ἰσορροπημένα προγράμματα ἐπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου ἡμερῶν ἔμπροσθεν τῆς ἐπιτροπῆς ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου, ἡ ἐπιτροπὴ ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου ἔχει ἐπιδοθεῖσαι ἰσορροπημένα προγράμματα ἐπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου.

**Ἀβελᾶ** (ὁ ἑπαινεμένος): ἔστω ἔτσι. Ἦν ἄρα.

**Ἐπιτροπὴ** (ὁ ἑπαινεμένος): ἔστω ἔτσι ἡ ἐπιτροπὴ ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου, ἡ ἐπιτροπὴ ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου ἔχει ἐπιδοθεῖσαι ἰσορροπημένα προγράμματα ἐπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου ἡμερῶν ἔμπροσθεν τῆς ἐπιτροπῆς ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου, ἡ ἐπιτροπὴ ἑπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου ἔχει ἐπιδοθεῖσαι ἰσορροπημένα προγράμματα ἐπιμόρφωσης καὶ ἀνάπτυξης τοῦ ἀνθρώπου.

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one is that the section 5(1)(c) of the *Representative for Children and Youth Act* states that “Inuit culture must be represented and supported in respect of decisions and actions concerning Inuit children and youth.”

I would just like to ask the children and youth representative: how engaged is the section there with grandparents when there’s a youth involved? In the Inuit societal values, well, in Inuit values, the grandparents play a big role, some more than others; depending on if the ones with the kids are too young, don’t have their own place, or can’t financially afford to support their kids. I just want to get the view on how the grandparents are involved in any case that’s taken. Thank you.

**Chairman:** Thank you. Ms. Bates.

**Ms. Bates:** Thank you, Mr. Chairman. I thank the Member for the question. As I stated, any time when we’re reviewing a matter or we’re looking to find a solution, we work with the child and their family, and when we talk about the family, it includes grandparents or extended family and service providers. In that respect, we try to incorporate...again, when we’re making decisions, we are always trying to act in the best interest of children, but we’re also working with the child and the family, extended family included. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I pose the same question to Family Services. Thank you.

**Chairman:** Thank you. Mr. Ellsworth.

**Mr. Ellsworth:** Mr. Chairman, thank you, and thank you for the question, Sir. It’s important to recognize that the application of C-92, although not codified within the framework of our standards and procedures, requires us to engage

many of the family members while we're assessing situations, and that includes grandparents, aunts, uncles, brothers, sisters, and the like. It's important in the context of child protection, especially the last thing we want to do is remove a child, and where it is necessary to do so in the circumstance, the first stop is family. Like you have mentioned, Sir, that family again includes grandparents, *anaanatsias*, *ataatatsias*, uncles and aunts. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Just for clarity, then, the grandparents are informed and included every time when there's a child involved, whether it's apprehension or a plan. Thank you.

**Chairman:** Mr. Ellsworth.

**Mr. Ellsworth:** I don't think I can confidently say every time. I can confidently say where circumstances are appropriate, they are. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I'll go back to the child and youth representative. At the last Assembly, social passing was a very big topic, which is some students passing on to the next grade, even though they haven't shown their capabilities of finishing the current grade that they were working on. I believe it's still happening with education. My question to the children and youth representative is: is that a negative thing or a positive thing? For our child and youth representatives, is social passing a positive or is it a negative for the child? Thank you.

**Chairman:** Thank you. Ms. Bates.

**Ms. Bates:** Thank you, Mr. Chairman. I don't feel I'm in a position to answer that question because I would have to do a bit of research into it, quite frankly. I do think that, if I'm not mistaken, there is a systemic issue in our database related to...I don't believe it's related to social passing in education, but more so a different graduation certificate, and there's a different pathway after graduation. I do know that that is an issue that we have in the database. I can't say that we have looked into it extensively.

Again, I can see pros and cons with both of it because, does social passing limit that young person's future in terms of post-secondary school and those types of things, but I also see the pros of that in terms of the young person's self-esteem and all of those issues. Honestly, I don't feel like I have enough information to give an informed opinion, quite frankly. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Staying on Education's path here, still with the child and youth advocacy representative, quite a few letters of authority are issued to non-certified teachers to teach our students and our youth within Nunavut. I myself believe that that is a detriment and a negative to the student that is supposed to be taught and learn from a certified teacher. I would just like to get the child and youth representative's position on non-certified teachers teaching our young students. Thank you.

**Chairman:** Ms. Bates.

**Ms. Bates:** Thank you, Mr. Chairman. I thank the Member for the question. Honestly, you have told me a piece of information that is new to me. I'm certainly familiar with letters of delegation as it relates to family services. In order to do child protection work or exercise

authority under the *Child and Family Services Act*, you have to have a letter of delegation to do so. I strongly believe that that's very important because there's an element of ensuring that that person has the core competencies, if you wish, the skill set, and the knowledge to perform those functions and duties under the Act. I think I would take the similar position with respect to a teaching authority, quite frankly. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I'll ask the Department of Education now, then. Is it not a negative to the child that's being taught by a non-certified teacher by having a person teach under the letter of authority for the whole entire year to a certain grade? Thank you.

**Chairman:** Ms. Hainnu.

**Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. Thank you, Member, for asking that question. (interpretation ends) I do agree with you wholeheartedly that a letter of authority teacher who doesn't have the pedagogy and the methodology behind how to be a teacher is in a classroom, many things factor into that; lack of housing. Teachers in Nunavut share housing units just to make some of the status quo. We have no place to put anyone. In communities where there's a lack of housing and no qualified teachers in the community, we have two options and the options are letter of authority with supports from a learning coach or we split teaching, which is disruptive not only to the one class but two classes; so many things.

What we have done as a department is a letter of authority. We have been reviewing the letter of authority directive. It's in the final stages. We're looking for legislation input from the

policy shop to finalize it. We also have instructed regional offices not to do letters of authority at the moment and, if there are special circumstances, let's say, communities don't have staff housing to staff teachers, so have the dialogue with the district education authorities of what do you want to do.

As a department, we have gone to Nunavut Housing to say that we need more housing for our staff. We can't retain staff for long periods of time. Once they start having families, they move away. That's when we need them the most, is when they become family and they can relate to what is it like to have a child and what does your child deserve as a teacher in the classroom. We're in a really difficult position there.

What we are trying to put in place is a learning coach, a letter of authority hire directive so that there is accountability and check-in points, and so on, but that is a last resort, a letter of authority hire. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I thank the official for the response there because I myself feel that it's a detriment to our youth and our students to be taught by a non-certified teacher. Health has a hard time getting nurses, but thankfully they're not using a letter of authority type certification to give us our health needs. Hopefully we never get to that, but that's just a comment here.

Staying with the child and youth advocacy worker now, earlier you stated that there has been no conflict between the youth and parents that you've had to resolve. I could see one that might come and I'm curious on how it would be handled.

It's not so prevalent now, but it was when I was younger and going to school, when the youth

finishes school and they have to go to another community or down to a city to go to school and they want to, and they're not the age of majority yet, they would need their parents' consent.

If their parents don't consent and the youth wants to go on to further education, if that was brought before the child and youth representative worker, how would it be handled? Thank you.

**Chairman:** Ms. Bates.

**Ms. Bates:** Thank you, Mr. Chairman. I thank the Member for the question. As I stated before, it would be considered a private matter between a parent and a child. It wouldn't fall within our mandate, basically, to review it because again, there's no department involved in that. It's really between a parent and a youth trying to come to some consensus around how to move forward. We don't get involve in those particular situations. If the Department of Education was involved, again, I don't see a point where... . Normally, we are reviewing the department, again, not the parent or the child.

I hope that answers the question. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I am just going back and forth here to give people a little breather here. I will go over to Family Services now.

Back on May 30, after the Auditor General's report on family services, the Premier put out a statement and it was, "Premier P.J. Akeagok today released the following statement responding to the reports of the Auditor General of Canada titled Child and Family

Services in Nunavut and COVID-19 Vaccine Distribution in Nunavut.” It goes on to say:

“Children are the future of our territory. As Premier, and as a father, I am deeply disheartened by her report that says the delivery of child and family services in Nunavut is in a crisis state.”

It goes on to say, “Our response must be swift. With the full support of Cabinet, the government is unlocking the resources necessary to enable the Departments of Family Services, Health, and Human Resources to respond financially and with increased human capacity. The Department of Executive and Intergovernmental Affairs (EIA) will establish a Government of Nunavut (GN) audit and support function and develop a performance accountability framework. Taking a whole-of-government approach, EIA will provide oversight across departments for services related to the wellbeing of children, youth, and families.”

It has been almost a year since this was out. Has Executive and Intergovernmental Affairs had an audit or talked with Family Services since this was put out? Thank you.

**Chairman:** Thank you. Mr. Ellsworth.

**Mr. Ellsworth:** Thank you, Mr. Chairman. Thank you, Member, for the question. I think it’s an important one. I’ll touch on all of your points in sequence, if I may.

Mr. Chairman, together the government has unlocked significant resources as it pertains to responding to the Auditor General’s performance audit. There have been additional allocations in the Department of Family Services and Nunavut Arctic College and other departments. That’s the unlocking of the financial resources.

We have added additional human resources to the tune of 34 individual positions in the Department of Family Services alone, 28 of which will be social workers that will respond to our capacity as it relates to our ability to actually discharge our mandate under the Act, but also be able to collect the very important data that has necessarily been missing over the course of many, many, many years.

Recalling that this crisis didn't just happen overnight, this crisis has been compounding, I can confidently say, for probably 50 or more years, and so it's really important to ensure that what we're doing has a swift response. Although it may not seem on the face that the response has been swift, immediate action was taken, recognizing that there are processes of government that require time, such as the budgeting process, such as human resource processes and such.

Next, you spoke about or asked about the audit and I think that statement was made in a broader sense around the performance of the government generally speaking. I cannot speak to EIA as they are not present and it's not my position to do so, but what I can say is that we have met regularly to ensure that our work is aligned with the outputs that are required to address the very serious systemic issues and the crises that exist within Family Services.

As an aside, in addition to the regular meetings of the DMC, as we call it, the Deputy Ministers' Committee, relevant departments have had general meetings on this item. We have also engaged and continue to engage the Office of the Auditor General through the lens of them assessing the feasibility of our response, advising on it, taking their views fully into account. Again, we have worked with Ms. Bates' office to ensure that our outputs will be aligned with their views in terms of how we can address the systemic changes.



While I mentioned that there hasn't been an audit *per se*, I believe the intention of that statement, and I may be wrong, was that the government will take steps to necessarily create a framework on a government scale to ensure that services relevant to children and youth have a regular check and balance or a performance audit function.

I believe that answers the enquiry, Mr. Chairman. Thank you.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Of the 34 new social worker positions, I believe they're social workers, how many are currently filled with indeterminate workers as of today? Thank you.

**Chairman:** Mr. Ellsworth.

**Mr. Ellsworth:** Thank you, Mr. Chairman. We were just allocated those additional resources commencing 21 days ago, three weeks, but what I can say for the benefit of this Committee and for Nunavummiut is that every step necessary to activate those positions on our side of the equation and in working in consultation with Human Resources, a very important relationship to successfully recruit for these positions, we're going to be pushing these out as quickly as possible.

I believe there was a question on this point in Committee of the Whole, Mr. Chairman, around the number of competitions that have occurred since the release of the Auditor General's report. I apologize; I'm attempting to find that specific number, but I do know that it's quite significant, if I'm not mistaken. I can get back to the Committee with confirmation, but it's upwards of 20 social worker positions that have been filled since the release of the report.

Lastly, just to clarify, Mr. Chairman, Mr. Savikataaq mentioned 34 social worker positions. It is 34 family wellness positions, 28 of which are social workers, but there are also important functions such as the capital planner position which, as we know, is going to be really important in terms of developing territorial capacity to, hopefully, build infrastructure to see a decrease in the need for out-of-territory placements. We also have family resource workers that will be coming online. We also have training specialists that will be coming online as well, recognizing that not only has there been a lack of training; there has been a lack of recognition of the occupational health and safety needs of our social workers. That's another position that's coming online, Mr. Chairman.

I know I was long, I apologize, but I wanted to make sure it was a fulsome answer. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Would Mr. Ellsworth say, then, that these positions have finally been allocated as swiftly when the announcement was made a year ago and the vault was going to be unlocked? Thank you.

**Chairman:** Mr. Ellsworth.

**Mr. Ellsworth:** Thank you, Mr. Chairman. Recognizing the necessary processes that government requires for these kinds of adjustments, I would say they are as swift as they could have been, Mr. Chairman. Thank you.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. There are other processes. There's over a 40

percent vacancy rate within the government. Positions can be moved, positions can be re-profiled, so I disagree, that this is not swift. It has been almost a year now, and these children are still with the same number of workers that were there whether the audit came out. Hopefully this will make a difference now.

Going on, on the opening comments from the child and youth advocacy worker, she stated that in the Family Services' annual report for the 2021-22 year, 518 sexual harm referrals were reported. That is a scary high number, a number that should never, ever be that high. In these new positions, are there any that are going to be dedicated solely so that all these children who have been sexually harmed can be helped? Thank you.

**Chairman:** Mr. Ellsworth.

**Mr. Ellsworth:** Mr. Chairman, I appreciate the gravity of those numbers and it's something that we absolutely will need to work to address moving forward. I would say that every one of these positions will play a pivotal role in addressing this reality. We don't have a dedicated position specifically for that, but certainly I would be more than happy to undertake a review of that suggestion and come back to the Committee with what direction we will take in that regard. Thank you, Mr. Chairman.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. I would highly recommend that Mr. Ellsworth do that because over 500 sexual harm referrals in one year is a number that we should never, ever see. I know the RCMP, when they have investigators that are going for child sexual abuse, they have specialized training, and I believe that the Department of Family Services should be going in that direction too.

With a number that high, there should be not one, I don't know what the number is, but more than one that are specialized in child sexual harm or assaults or abuse, whatever the word you want to use. Can we get a commitment here that Family Services will go in that direction where they have a specialized person that deals with child sexual abuse and harm? Thank you.

**Chairman:** Mr. Ellsworth.

**Mr. Ellsworth:** Thank you, Mr. Chairman. Of course, we're committed to that.

I would just like to inform the Committee, Mr. Chairman, and Nunavummiut that we work very closely with the RCMP when it comes to these kinds of allegations. There is very specific training for the social workers when it comes to allegations of sexual abuse called Step-Wise, which is part of our core training for every social worker.

We work very closely with Umingmak with respect to referrals, and quite frankly we are looking at enhancing Umingmak's capacity to ensure that there are sustainable resources in place to address this meaningfully, Mr. Chairman. Thank you.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. It's nice and it's good that Family Services works with the RCMP, but the RCMP's job is totally different than Family Services' job in taking care of the kid. Their role is to investigate and lay charges if need be. Family Services is to take the child out of harm's way and take care of that child as best to stop the harm and to start healing the harm that has been done.

Umingmak does very good work and I'm glad they're there, but that is not Family Services'

mandate. Family Services should not depend on outside sources in order to facilitate to heal and stop the harm that's happening to these children. I highly still encourage that they get someone that is specialized in that because Family Services should not have to rely on outside agencies to get the work done that has to be done and should be done by Family Services. Could we just get that commitment? Thank you.

**Chairman:** Mr. Ellsworth.

**Mr. Ellsworth:** Thank you, Mr. Chairman. As I mentioned earlier, I'm wholly committed to this, and I would also agree that there are different roles that we have in terms of the RCMP, family services, mental health, education, Umingmak, and other stakeholders. I think this situation requires a highly concerted approach where, you're right, Sir, the RCMP does a criminal investigation, but Family Services does their own investigation through the lens, again, of a child in need of protection. Yes, we are committed to ensuring that resources are allocated to responding to the numbers that are presented within the report to which you reference. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Just moving on here to a different topic, in the opening comments from the Department of Education on page 5, you stated that due to overcrowding, it's not fair for the children, so they've got a new formula for distribution of staff across the schools has changed and they're getting an additional 94.5 new positions over three years. Are all of those positions teachers? Thank you.

**Chairman:** Ms. Hainnu.

**Ms. Hainnu:** Thank you, Mr. Chairman. I thank the Member for the question. No, so in the past, we didn't have any basic requirement for a secretary, *ilinniarvimmi inuusilirijiit*, and/or SSAs, or student support assistants. In the last three years that it took to roll out this new head count from the attendance-based student-educator ratio, some of these positions are secretary student support assistants, *ilinniarvimmi inuusilirijiit*, and even custodians are included. Thank you.

**Chairman:** Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Then I'll ask: of the 94.5 positions, how many are new teaching positions for certified teachers? Thank you.

**Chairman:** Thank you. Ms. Hainnu.

**Ms. Hainnu:** I thank the Member for the question. Thank you, Mr. Chairman. 27.5 were dedicated Nunavut Teachers Association members, so certified teachers. In addition to that, due to the rollout of full-day kindergarten, we've had an additional 12 extra since. Thank you.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. Of those 27 new teaching positions, I don't know if the official would have it here or not, but which communities will they be going into? Thank you.

**Chairman:** Thank you. Ms. Hainnu.

**Ms. Hainnu:** Thank you, Mr. Chairman. I thank the Member for the question. I have the entire background data for every community, and I'm trying to find out if we did differentiate. I don't believe I have it right in front of me, but I can get it for you. Thank you.

**Chairman:** Thank you. Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Chairman. This will just be a comment. I may have more questions later depending on what is asked here, but the youth are our future here in Nunavut and to give them a fighting chance to become productive members of our society, we have to protect them along their way and give them the best possible tools in the best possible atmosphere for them to grow up to be productive members of our society and that are happy and that are safe.

We have to break the cycle of child abuse, child sexual abuse, and if drastic action is not taken, I don't think we will be breaking that anytime in the near future. I encourage everyone on the government's side and the child and youth advocacy representative that we all have to work together to make sure that the cycle is broken. Thank you.

**Chairman:** Thank you, Mr. Savikataaq. Well said. Next name I have on my list: Ms. Quassa.

**Ms. Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) My questions are going to the Representative for Children and Youth. On average, how long does it take for a case to move through each of the phases of the individual advocacy process described on page 38 of your 2022-23 annual report? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Bates.

**Ms. Bates:** Thank you, Mr. Chairman. If it permits, I would like Olivia Barker, the Manager of Individual Advocacy Services, to answer.

**Chairman:** Thank you. Go ahead, please, Ms. Barker.

**Ms. Barker:** It really depends on the complexity of the advocacy concern. As I mentioned earlier today, we have both advocacy files and comprehensive advocacy files.

I think you were also asking the length of time it takes to go through the entire process. Between receiving a new referral and assigning it to an advocate, it is very quick. We do have specific performance measures that we need to meet, and that is two business days. From the time that we receive a new referral in our office to opening the file, getting in touch with the referral and the service providers, it is a two-day window.

In terms of the time needed to fully resolve an advocacy file, it really varies. It can be a number of days if it is a basic advocacy file, but for more comprehensive files, it can be several months. We have had files open for years, unfortunately. Thank you, Mr. Chairman.

**Chairman:** Thank you, Ms. Barker. Ms. Quassa.

**Ms. Quassa** (interpretation): Thank you, Mr. Chairman. Thank you for your response. (interpretation ends) On page 38 of your annual report, it is noted that at the “Investigation and Problem Solving” phase of the individual advocacy process, if “basic advocacy support isn’t sufficient to resolve a complaint, comprehensive advocacy support is initiated.” Can you provide further detail on how that decision is made to escalate your office’s efforts to provide comprehensive support? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Ms. Barker.

**Ms. Barker:** Thank you for the question. We would open a file, yes, we would receive the intake information and from there, we would assess whether it is within the scope of our



office or not. From there, the advocate assigned to the file would gather initial information to help us to determine if it is a basic advocacy file or a comprehensive advocacy file. That process is done within the first ten days of opening a file.

We have an information-gathering document and that document is completed after initial information from service providers and from speaking with the youth themselves, speaking with the referral source. In consultation with the manager of individual advocacy, we would determine whether it was going to be resolved through basic advocacy or through comprehensive advocacy. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Quassa.

**Ms. Quassa** (interpretation): Thank you, Mr. Chairman. Thank you for your response. (interpretation ends) Page 39 of your 2022-23 annual report provides a brief description of your office’s “Policy and Procedure Manual.” It states that “the individual advocacy team created and updated a number of internal administrative workflows, such as processing intakes and coverage of the RCYO’s texting platform.” Can you elaborate further on what the purpose of this “texting platform” is? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you, Ms. Quassa. I know Ms. Foster covered some of the information regarding the texting platform, but I think it might be worth noting what types of issues come through this texting platform and how does your office address it. Ms. Bates.

**Ms. Bates:** Thank you, Mr. Chairman. If permitted, I would like Kim Foster, the Manager of Communications and Public Awareness, to take this question.

**Chairman:** Thank you. Please proceed, Ms. Foster.

**Ms. Foster:** Thank you for the question. Yes, just to talk briefly about the texting platform itself, we use software called iCarol. I had to double-check the name. We use iCarol. It does differ slightly than texting on a cellphone. Having the texting platform go through iCarol keeps it secure and confidential, right? It just has all these other checks and balances that our phones don't have, and so we do everything through iCarol. That way too is also managed within business hours. There are a lot of different metrics and information that we can collect from the software because it's just more comprehensive than a cellphone is, right? We're actually able to kind of look at some of the analytics and statistics that come from that, just to teach briefly on that.

Then in regard to the issues that we would address through the texting platform, they would be no different than regular advocacy issues. Again, I think that in some cases, there's a certain level of anonymity through text, if you didn't have to call the office or send an email, because all we have then is the phone number. We don't have any personal information on the individual. Through texting, it would be the exact same issues that we would deal with.

I do think, though, that we find they are from older kids, right, that do have cellphones and those types of things, but it just seems to be a great way to kind of get a dialogue and to start to build that trust and rapport with the young people when you can do it behind your screen a little bit, before we get on the phone with them. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Quassa.

**Ms. Quassa** (interpretation): Thank you, Mr. Chairman. Thank you for clarifying this issue. (interpretation ends) Table 5 on page 40 of your

2022-23 annual report notes that 77 percent of all new individual advocacy cases involved the Department of Family Services. How many of these cases also involved another department? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Barker.

**Ms. Barker:** Thank you to the Member for the question. I don't have the number directly in front of me regarding the number of files involving another department, but I can certainly get that information for you. Thank you, Mr. Chairman.

**Chairman:** Thank you, Ms. Barker. Maybe on that note, we will adjourn for the day. We've only got a couple of minutes left of our scheduled day, anyway. I will see everyone here tomorrow morning at 9 a.m. and maybe Ms. Barker will be able to provide a little bit more information at that point. Thank you very much and have a good evening, everyone.

>>*Committee adjourned at 16:54*