Standing Committee on Oversight of Government Operations and Public Accounts Review of the 2014 Report of the Auditor General of Canada – Follow up Report on Child and Family Services in Nunavut **Iqaluit, Nunavut** **September 17, 2014**	**ᓇᐅᑦᑎᖅᓱᕐᓂᕐᒧᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᑕᖏᓐᓂᑦ ᑮᓇᐆᔭᖅᑐᕈᑎᒥᓂᕐᓂᓪᓗ ᑲᑎᒪᔨᕋᓛᑦ ᕿᒥᕐᕈᓂᖏᑦ 2014-ᒥ ᑲᓇᑕᒥ ᖃᐅᔨᓴᖅᑎᕐᔪᐊᑉ ᐅᓂᒃᑳᖕᒐᓂᒃ - ᑲᔪᓯᒋᐊᕈᑦ ᐅᓂᒃᑳᖅ ᐃᓄᓕᓇᓂᕐᒥ ᓄᓇᕗᒥ ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ ᓯᑎᐱᓇ 17, 2014**
Members Present: Tony Akoak Pat Angnakak Joe Enook George Hickes, Chair David Joanasie Steve Mapsalak Simeon Mikkungwak Samuel Nuqingaq Allan Rumbolt Joe Savikataaq Alexander Sammurtok, Co-Chair	**ᒪᓕᒐᓕᐅᖅᑏᑦ ᐅᐸᒃᑐᑦ**: ᑑᓂ ᐊᕐᑯᐊᖅ ᐹᑦ ᐊᕐᓇᒃᑲᖅ ᔫ ᐃᓄᒃ ᔪᐊᔾ ᐄᐃᒃᓴ, ᐃᒃᓯᕙᐅᑕᖅ ᑕᐃᕕᑦ ᔪᐊᓇᓯ ᓯᑏᕝ ᒪᐸᓴᓚᒃ ᓯᒥᐅᓐ ᒥᑭᓐᖑᐊᖅ ᓵᒥᐅᑦ ᓄᕐᑭᓐᖓᖅ ᐋᓚᓐ ᕋᒻᐳᑦ ᔫ ᓴᕕᑲᑖᖅ ᐋᓕᒃᓵᓐᑐ ᓴᒻᒧᖅᑐᖅ, ᐃᒃᓯᕙᐅᑕᐅᖃᑕᐅᔪᖅ
Staff Members: Siobhan Moss Nancy Tupik	**ᐃᖅᑲᓇᐃᔭᖅᑏᑦ**: ᓯᕗᓐ ᒫᓴ ᓈᓐᓯ ᑐᐱᖅ
Interpreters: Andrew Dialla Attima Hadlari Mikle Langenhan Mary Nashook Simon Okpakok James Panioyak Thomas Suluk Blandina Tulugarjuk	**ᑐᓴᔨᑦ**: ᐋᓐᑐᑉ ᑎᐊᓚ ᐊᑏᒪ ᐄᐋᑦᓚᓇ ᒪᐃᑯᑦ ᓛᖏᓐᐄᐋᓐ ᒥᐊᓕ ᓇᓱᒃ ᓴᐃᒪᓐ ᐅᒃᐸᑯᒃ ᔭᐃᒥᓯ ᐸᓂᐆᔭᖅ ᑖᒥ ᓱᓗᒃ ᐸᓚᓐᑏᓇ ᑐᓗᒐᕐᔪᒃ
Witnesses: Ronnie Campbell, Assistant Auditor General Michelle Salvail, Principal John MacDonald, Acting Deputy Minister of Child and Family Services Mark Arnold, Deputy Director Ambrose Ojah, Deputy Director	**ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᐱᖅᓱᖅᑕᐅᔪᑦ**: ᕋᓂ ᑳᒻᐳᑦ, ᖃᐅᔨᓴᖅᑎᕐᔪᐊᑉ ᐃᑲᔪᖅᑎᖓ ᒥᓯᐊᑦ ᓴᑦᕙᐃ, ᖃᐅᔨᓴᖅᑎᒻᒪᓇᒃ ᔮᓐ ᒪᒃᑖᓄᑦ, ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᒥᓂᔅᑕᐅᑉ ᑐᑦᓕᐊ ᒫᒃ ᐋᓄᑦ, ᑐᑭᒧᐊᖅᑎᑦᑎᔨᐅᑉ ᑐᑦᓕᐊ ᐋᒻᐳᕐᔅ ᐅᔭᔭ, ᑐᑭᒧᐊᖅᑎᑦᑎᔨᐅᑉ ᑐᑦᓕᐊ

>>Committee commenced at 8:49	*>>ᑲᑎᒪᔨᕋᓛᑦ ᐱᒋᐊᖅᑐᑦ 8:49ᒥ*
Chairman (Mr. Hickes): Good morning, everybody. I would like to welcome everyone back to the proceedings with the Standing Committee review of government operations and public accounts, consideration of the 2014 Report of the Auditor General Canada to the Legislative Assembly of Nunavut regarding the follow-up report on child and family services in Nunavut.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᕼᐃᒃᑦ)(ᑐᒦᓴᔨᒃᑯᑦ): ᐅᓪᓛᒃᑯᑦ, ᐊᑏ ᑐᓐᖓᓱᒋᑦᓯ. ᑲᔪᓯᒋᐊᓐᓂᐊᓕᒻᒥᒐᑉᑕ ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑦ ᕿᒥᕐᕈᔭᐅᓂᖏᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᓂᖏᓐᓄᑦ ᕿᒥᕐᕈᓗᑕ. ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎᔾᔪᐊᑦ ᐅᓂᒃᑳᖏᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᒪᓕᒐᓕᐅᕝᕕᒃᑯᓐᓄᑦ. ᐅᑯᐊ ᐃᓄᓕᓇᓂᒻᒧᑦ ᐃᓚᒋᓐᓂᒻᒧᓪᓗ ᑕᐃᒪᓐᓇ ᐱᓪᓗᒍ.	ᓛ, ᑐᒃᑭᓯᐊᓚᐅᓇᑦ. ᖁᔭᓐᓇᒦᒃ.
>>Prayer	*>>ᑐᒃᓯᐊᖅᑐᑦ*
Chairman: Thank you, Mr. Enook. I would like to continue where we left off yesterday, with observations and recommendations, paragraphs 14 through 38.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐃᓄᒃ. ᐃᒡ, ᑲᔪᓯᒋᐊᓪᓗᑕ ᐃᒃᐸᒃᓴᖅ ᕿᒪᓚᐅᖅᑕᑦᑎᓐᓄᑦ. ᑕᒪᒃᑯᐊ ᑕᑯᓐᓇᖅᑕᐅᓯᒪᔪᑦ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᓪᓗ, ᐅᖃᓕᒫᖁᕝᕙᖏᑦ 14-ᒥᒃ 38-ᒧᑦ.
If the Committee will indulge me, I've got a follow-up question to Mr. MacDonald. He had mentioned yesterday that there are currently not an electronic case management system regarding children and youth.	ᑕᕝᕙᓂ ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᐊᐱᓇᒍᒪᒐᒃᑯᑦ ᐃᐸᐸᒃᓴᖅ ᐅᖃᓚᐅᒻᒪᑦ ᒫᓐᓇᐅᔪᕈᖅ ᑖᒃᑯᐊ ᖃᓇᑕᐆᔭᒃᑯᑦ ᑲᒪᒋᔭᐅᔪᑦ ᐃᓄᓕᓇᔭᐅᔪᑦ ᑎᑎᕋᖅᑕᐅᖃᑦᑕᖏᒻᒪᑕ ᒫᓐᓇ ᒪᒃᑯᒃᑐᑦ ᓱᕈᓯᓪᓗ.
One of the things that stood out to me from the original hearing in 2011, the Deputy Minister of the day stated, in fact, that there is an existing electronic system. I believe he was referring to the eHealth system. Now, I understand that the department has divided, but from what I gather from his response to the question in 2011 is that it was looked at; incorporating the files, case management files, under your responsibility into that same eHealth system that is in place.	ᑕᐃᒪᓐᓇ 2011-ᒥ ᑲᑎᒪᑎᓪᓗᑕ ᐅᔾᔨᕈᓱᓚᐅᖅᓯᒪᒐᒪ ᑖᓐᓇ ᒥᓂᔅᑕᐅᑉ ᑐᖏᓕᖓ ᐅᖃᓚᐅᖅᓯᒪᒻᒪᑦ ᒫᓐᓇ ᖃᓇᑕᐆᔭᒃᑯᑦ ᑕᒪᒃᑯᐊ ᑲᒪᒋᔭᐅᖃᑦᑕᖅᑐᑦ. ᓱᒡᓪᓗ ᐋᓐᓂᐊᕝᕕᓕᐊᖅᑐᖅᑲᐃ ᖃᓇᑕᐆᔭᒃᑯᑦ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᑦ ᐊᑎᖏᑦ.
Would the deputy minister, Mr.	ᑕᐃᒪᐃᑦᑐᖅᑲᐃ ᑕᒡᕙᓂ. ᑕᒡᕙᖃᐃ

MacDonald, be able to respond to that? Thank you.	ᐅᖃᐅᓯᕆᔪᒪᕙᖏᖅᑲᐃ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᑭᐅᒍᓐᓇᖅᐹ? ᖁᔭᓐᓇᒦᒃ.
Mr. MacDonald: Thank you, Mr. Chairman. The child and family services component was never added to the eHealth system, and at one point in time, prior to the Department of Family Services' creation, there was some work done to look into examining whether a new system could be formed and developed specifically for that area. That didn't proceed. I think there were a number of factors involved about that; some of them about the size and the investment involved around that system. What we're looking at doing now is starting over again and building a case system based on the new department's needs and on the needs of the clients. Thank you.	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓱᕈᓯᑦ ᐊᒻᒪ ᐃᓚᔭᕇᑦ ᑖᒃᑯᓄᖓ ᑲᑎᑕᐅᖃᑕᐅᓯᒪᓐᖏᑦᑐᑦ ᐋᓐᓂᐊᕝᕕᓕᐊᖅᐸᓪᓕᐊᔪᓄᑦ ᖃᕆᑕᐆᔭᔭᒃᑯᑦ. ᐱᓕᕆᐊᖃᓚᐅᖅᓯᒪᔫᒐᓗᐊᑦ ᖃᐅᔨᓴᖅᑕᐅᓪᓗᑎᒃ ᑕᐃᒪᐃᓕᐅᕈᓐᓇᕋᔭᒻᒪᖔᒻᒥ. ᐃ, ᑭᓯᐊᓂ ᑕᒪᓐᓇ ᑲᔪᓯᑎᑕᐅᓚᐅᓐᖏᑦᑐᖅ ᐱᔾᔪᑎᖃᕈᔫᔭᓚᐅᒻᒪᑕ ᐊᖏᓂᖏᓐᓄᑦ ᐊᒥᓲᓂᖏᓐᓄᑦ ᖃᑦᓯᐅᓂᖏᓐᓄᑦ. ᑕᐃᒪᓐᓇᐃᓕᐅᕋᓱᐊᕈᒪᓕᒻᒥᔪᒍᑦᑕᐅᖅ ᐃᖅᑲᓇᐃᔭᕝᕕᐅᓕᖅᑐᖅ ᓄᑖᖅ ᐱᓪᓗᒍ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	**Δᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᑐᑭᓯᑎᑕᐅᒐᒪ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᐊᑏ ᑕᐃᒪ ᑲᔪᓯᒋᐊᓕᖅᑕ, ᐊᑏ ᓇᒡᓕᒃᑭᑖᓪᓗᒋᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ 14-ᒥᒃ 38-ᒧᑦ. ᒥᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. I'd like to talk a little bit, again, about training. It says here in the report under the department's response, that the department will immediately establish a detailed learning plan process. I am wondering if you can tell us; do all social workers have current detailed learning plans in place right now? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᐅᓯᖃᔾᔪᒍᒪᒐᓗᐊᖅᑐᖓ ᑕᒪᒃᑯᓂᖓ ᐃᓕᓐᓂᐊᖅᑎᕐᓯᖃᑕᖅᑐᓂᒃ. ᐅᕙᓂ ᐅᖃᖅᓯᒪᒻᒪᑦ ᐅᓂᒃᑳᓂ, ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᑭᐅᔾᔪᑎᒋᔭᖏᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᒫᓐᓇᑲᐅᑎᒋ ᓱᒡᓗ ᐃᓕᓐᓂᐊᕈᑎᒋᔭᐅᒐᔭᖅᑐᓂᒃ ᐱᓕᕆᐊᖃᐅᑎᒋᓂᐊᖅᑐᖅ. ᐅᖃᑎᔪᓐᓇᖅᐱᖓ ᑕᒪᒃᑯᐊ ᑕᒪᒻᒥᒃ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᕈᑎᖃᑦᑕᖅᐹᓐ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	**Δᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅ ᐊᖕᓇᑲᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I'll ask that Mark Arnold answer that question please. Thank you.	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᑖᓐᓇ ᒪᐅᒃ ᐊᑏᑦ ᑭᐅᔾᔭᐅᑎᑕᐅᓚᐅᓪᓕᑐᖅ ᑖᔅᓯᒥᖓ.

Chairman: Of course. Mr. Arnold, please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐋᓅᑦ.
Mr. Arnold: Thank you, Mr. Chairman. Yes, all social workers are to have learning plans incorporated. Regional managers with their supervisors set specific goals on learning plans, including training needs.	**ᐋᓅᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᑕᒪᒻᒥᒃ ᑕᒪᒃᑯᐊ ᐃᓄᓕᓇᔨᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᖏᓐᓂᒃ ᐸᓐᓇᒃᑎᑕᐅᓯᒪᓂᐊᖅᑐᑦ ᐊᖓᔪᖅᑲᐅᑎᖏᑦᓗ ᖃᓄᐃᓕᐅᓇᐊᖃᓐᓂᐊᒻᒪᖕᒫᒻᒥᒃ ᓱᓇᓂᒃ ᐃᓕᓐᓂᐊᓐᓂᐊᒻᒪᖕᒫᒻᒥᒃ ᐃᓕᓐᓂᐊᓇᐊᖃᖅᑕᖏᑦᓗ ᑎᑎᖅᑕᐅᓯᒪᓗᑎᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Arnold. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐋᓅᑦ. ᒥᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. I don't believe my question was answered. I asked: do they have detailed training plans in place? I know they are supposed to, but do they actually have them in place? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᒐ ᑭᐅᔾᔭᐅᖅᑰᖏᒻᒪᓐ ᓇᓗᓇᐃᖅᓯᒪᔪᓂᒃ ᐸᓐᓇᐅᑎᖃᖅᐹ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓇᓂᐊᖅᑕᖏᓐᓂᒃ? ᐃ, ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᐱᑕᖃᖅᐱᓲ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Would you like to clarify that for the Member, Mr. MacDonald?	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᐊᑏ ᓇᓗᓇᐃᔭᓕᐅᕈᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. Arnold: Yes. Do they?	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐱᖃᖅᐹᓐ? ᐸᓐᓇᐅᑎᖃᖅᐹᓐ? ᓱᐊᕈᐊᑦ.
Chairman: Sorry, just for protocol purposes, I will be directing all my questions to Mr. MacDonald. If he wants to defer them to one of his colleagues, he is welcome to. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᒪᒥᐊᓇᖅ, ᑕᒪᒃᑯᓄᖓ ᑎᒥᐅᔪᒧᑦ ᐊᐱᖅᑯᑏᑦ ᑭᐅᖃᑦᑕᓐᓂᐊᖅᑎᑦᓗᒍ ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᑭᐅᖃᑦᑕᖁᔭᕋ, ᑭᓯᐊᓂ ᑭᐅᒋᐊᖃᕈᕕᑦ ᑭᐅᖃᑦᑕᓐᓂᐊᖅᐳᑎᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I'll ask Mark Arnold to answer that question as well. Thank you.	**ᒥᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᒫᒃ ᐋᓅᑦ ᐊᐱᓇᓂᐊᖅᐸᕋ ᑭᐅᖁᓗᒍ.
Chairman: Thank you, Mr. MacDonald. Mr. Arnold.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒥᒃᑖᓄᑦ. ᒥᔅᑕ ᐋᓅᑦ.
Mr. Arnold: Do they? No. I don't believe they did. I think it's inconsistent.	**ᐋᓅᑦ** (ᑐᓵᔨᑎᒍᑦ): ᐃ, ᑕᐃᒪᐃᑦᑐᖃᖅᐸᑦ? ᐋᒡᒐ. ᑐᑭᓕᐊᖏᓐᓇᖏᑦᑐᖅ.
Chairman: Thank you. If you could acknowledge the chair after, Mr. Arnold, for the well being of the person controlling the microphone. Ms.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐊᑏ ᐃᒃᓯᕙᐅᑖᖅ ᐃᒪᐃᓕᖃᑦᑕᕈᕕᑦ ᐱᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ, ᖃᐅᔨᒪᑦᑎᐊᓂᕐᒥᑦ ᑖᒃᑯᐊ ᑲᒪᔨᐅᔪᑦ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ.

Angnakak.	
Ms. Angnakak: Thank you, Mr. Chairman. For those that do have training plans in place, how do you go about working with the social worker to set up those training plans? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᑕᒪᒃᑯᐊ ᑕᐃᒪᓐᓇ ᐸᕐᓇᒍᑎᖃᖅᑐᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐅᓂᐊᖅᑐᓂᑦ, ᖃᓄᖅ ᐱᓕᕆᖃᑎᒋᖃᑦᑕᖅᐱᓯᐅᒃ ᐃᓄᓕᕆᔨᒃᑯᑦ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᐸᕐᓇᑦᑕᐅᕙᓪᓕᐊᓕᕋᖕᒐᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒥᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Thank you for the question. All of our supervisors across the department are responsible for the performance management process with their employees. What should be happening is at the beginning of every, normally a fiscal year, the supervisor should be meeting with their subordinates and discussing their work plan for the year. And using that as an opportunity to inform them about what their role is in the larger annual plan and perhaps even three year plan for the department.	**ᒥᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᖃᕋᕕᑦ. ᑖᒃᑯᐊ ᑕᒪᕐᒥᒃ ᐊᖏᔪᖅᑲᐅᑎᒋᔭᐅᔪᑦ ᑲᒪᔨᐅᔪᖅ. ᐃᒪᓐᓇ, ᐃᑖᒃ ᐱᓕᕆᔨᒻᓂᑦ ᑕᐃᒪᓐᓇ ᐸᕐᓇᒍᔾᔨᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕈᑎᒋᒋᐊᖃᖅᑕᖕᒋᓐᓂᑦ. ᑖᒃᑯᐊ ᐊᖏᔪᖅᑲᐅᑎᒋᔭᐅᔪᑦ ᓱᕐᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᒥᓐᓂᑦ ᑕᐃᒪᓐᓇ ᐸᕐᓇᖃᑎᖃᕆᐊᖃᖅᑐᑦ, ᖃᓄᐃᑦᑐᓂᑦ, ᖃᓄᐃᓕᐅᕆᐊᖃᖃᑦᑕᕐᒪᖔᑕ ᐊᕐᕌᒍᒧᑦᓗ. ᐊᕐᕌᒍᓄᑦ ᐱᖓᓱᓄᑦ ᓱᕐᓗ ᖃᓄᐃᓕᐅᕆᐊᖃᕐᓂᖕᒋᓐᓄᑦ.
At that meeting, the supervisor and the subordinate would meet and discuss mutual needs and specific objectives for that individual. As part of that conversation, the individual's professional development needs would be brought up and ideally put into the person's individual work plan which would be something that the two individuals would mutually agree to at that point in time. Then have a discussion throughout the year about progress. That would feed into the performance appraisal at the end of the fiscal year for that employee. That's the process that we would employ. Thank you.	ᑕᕝᕙᓂ ᑲᑎᒪᖃᑎᒋᔭᐅᓪᓗᑎᒃ ᐅᖃᓪᓚᖃᑎᒌᖃᑦᑕᖅᑐᑦ, ᑭᓯᓂᒃ ᐃᓕᓐᓂᐊᕆᐊᖃᕐᓂᖕᒋᓐᓄᑦ, ᑭᓯᓂᒃ ᖃᐅᔨᒪᒋᐊᖃᕐᓂᖕᒋᓐᓄᓪᓗ. ᑕᐃᒪᓐᓇ ᐅᖃᓪᓚᖃᑎᒌᑦᑐᑎᑦ, ᐃᒪᓐᓇ ᐱᔪᓐᓇᖅᓯᓴᕆᐊᖃᖃᑦᑕᖅᑐᑦ ᐱᓕᕆᐊᒋᔭᒥᓐᓂᒃ, ᐱᓕᕆᖃᑎᒋᓪᓗᒋᓪᓗ, ᐸᕐᓇᑎᖃᑎᒋᓪᓗᒋᓪᓗ, ᑕᒪᒃᑯᓂᖓ ᐃᓕᓐᓂᐊᕆᐊᖃᖅᑕᖕᒋᓐᓂᑦ, ᐅᖃᓪᓚᖃᑎᒌᔭᐅᔾᔭᖅᑐᑎᑦ ᑕᐃᒪᓐᓇ ᐱᕙᓪᓕᖅᐸᓪᓕᐊᓂᕆᔭᖕᒋᓐᓂᓪᓗ. ᑕᐃᒪᓐᓇ ᐃᖅᑲᓇᐃᔾᕆᔭᖕᒋᓐᓄᑦ ᐊᑭᑦᑐᕆᐊᖅᑕᐅᓂᖕᒋᓐᓄᑦ ᑕᒪᓐᓇ ᐱᓕᕆᐊᕆᖃᑕᐅᖃᑦᑕᖅᑐᓂ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: (ᑐᓵᑎᔨᒍᑦ) ᖁᔭᓐᓇᒦᒃ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ

Chairman. I think that especially in this line of work we need to have employees that are trained well, trained to deal with some of these very difficult situations that come into play when you are talking about social services and foster care. I'm wondering, as the head of the department, what have you done? Why haven't you asked for these training plans if you're not getting them? Thank you, Mr. Chairman.	ᐱᓗᐊᖅᑐᒥ ᑕᐃᒪᓐᓇ ᐱᓕᕆᐊᖃᖅᑎᓪᓗᒋᑦ ᐃᓄᓕᕆᔨᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ, ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᑦᑎᐊᕆᐊᖃᕐᒪᑕ, ᐱᓕᕆᔾᓐᓇᓂᕐᒧᑦ ᐊᒃᓱᕈᕐᓇᖅᑐᓂᑦ. ᐃᒪᓐᓇ, ᐃᓄᓕᕆᓂᕐᒧᑦ ᐊᒻᒪᓗ ᑎᒍᐊᖑᐊᖃᖅᑎᑦᑎᓂᕐᒧᑦ. ᑕᐃᒪᓐᓇ ᐱᓕᕆᐊᖃᖅᑎᓪᓗᒋᑦ. ᐃ ᑕᐃᒪ ᐊᖏᔪᖅᑲᐅᑎᒋᔭᐅᓪᓗᓯ ᓱᒻᒪᑦ ᑕᐃᒪᓐᓇ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᖏᓐᓂᑦ ᐸᕐᓇᐅᑎᖏᓐᓂᑦ ᐱᒍᒪᓯᒪᖕᖏᐸᐱᓯ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᒥᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. That's a good question. I think that all department heads are obviously ultimately responsible for the activities in their department and I think that all supervisors at all levels, whether you go from senior management to middle management to field supervisors should also be held accountable for ensuring that this professional development and that employee work plans are completed and that the personnel appraisal system is done on an annual basis. I can tell you that it has been my experience that that's not always the case.	**ᒥᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᐅᕗᖅ. ᑕᒪᕐᒥᒃ ᑖᒃᑯᐊ ᐊᖓᔪᖅᑲᐅᑎᒋᔭᖏᑦ, ᓱᕐᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᖓᔪᖅᑲᐅᑎᒋᔭᖏᓐᓂᑦ, ᓱᕐᓗ ᐊᖓᔪᖅᑲᐅᑎᕐᔪᐊᖑᒍᕕᓪᓗᓐᓃᑦ ᕿᑎᐊᓂ, ᐊᒻᒪᓗ ᓄᓇᓕᖕᓂ. ᑖᒃᑯᐊ ᓵᑕᐅᒋᐊᖃᖅᑐᑦ ᖃᐅᔨᒪᒋᐊᖃᖅᑐᑦ ᐱᓕᒻᒪᖅᓴᖅᑕᐅᕐᑯᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐱᓕᕆᐊᕆᓂᐊᖅᑕᖏᓪᓗ ᐋᖅᑭᓱᖅᑕᐅᓗᑎᒃ ᐊᕐᕌᒍᑕᒫᓪᓗ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᕐᓗᑎᒃ. ᐅᖃᕈᓐᓇᖅᑐᖓ ᖃᐅᔨᓯᒪᔭᒃᑯᑦ ᑕᐃᒪᐃᖏᓐᓇᖅᐸᖏᑦᑐᖅ.
There are a number of factors for that. In general, it touches back on issues around work load that we talked about yesterday. Sometimes people are expected to supervise a number of cases and that could be across other programs as well and they may not have as much time at their disposal to participate in those activities as fundamental as they are.	ᑕᐃᒪᓐᓇ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᖃᑦᑕᕆᐊᖃᕐᓂᖏᓐᓄᑦ ᑖᒃᑯᐊ ᐃᓄᓕᕆᔨᑦ. ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᕐᒪᑕᓗ ᐊᑭᑦᑐᕆᐊᖅᑕᐅᓕᕐᒪᖔᑕ ᐃᖅᑲᓇᐃᔮᕆᔭᒥᓂᒃ. ᑕᐃᒪᐃᓕᐅᖏᓐᓇᖃᑦᑕᖏᑦᑑᒐᓗᐊᑦ ᖃᐅᔨᓯᒪᔭᒃᑯᑦ. ᐱᔾᔪᑎᖃᖅᑐᑎᖏᓛᒃ. ᐱᓗᐊᖅᑐᒥᒃ ᓱᕐᓗ ᐱᓕᕆᒃᓴᖃᓗᐊᕐᓂᖏᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᐊᒻᒪᓗ ᐃᓛᓐᓂᒃᑯᑦ ᒥᐊᓂᖅᓯᖃᑦᑕᕐᒪᑕ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᑦ ᐊᒥᓱᓂᒃ.	ᐃᒻᒪᕐᑳ ᐱᕕᒃᓴᖅᑎᑕᐅᓗᐊᖃᑦᑕᖏᒻᒪᑕᖃᐃ ᑕᐃᒪᓐᓇ ᐃᓕᓐᓂᐊᕐᓂᐅᒃ ᒥᒃᓵᓄᑦ, ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᓂᐅᑉ ᒥᒃᓵᓄᑦ. ᐃᒪᓐᓇ, ᐃ, ᑕᐃᒪ ᐱᓕᕆᐊᖃᕆᐊᖃᖅᑐᑦ ᑕᒪᒃᑯᐊ ᐊᖓᔪᖅᑲᐅᑎᒋᔭᐅᔪᑦ, ᑕᒪᒃᑯᓂᖓ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᑦ, ᐱᓕᒻᒪᒃᓴᐅᑎᒃᓴᓂᓪᓗ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman: Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᓱᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Can the department then tell us now what they plan on doing to ensure that their staff are getting the training that they need? What are the short term strategies to ensure that staff are getting the training that they need? The mandatory training especially, because what you're really saying is that some staff are operating dealing with children and families and maybe not trained to the extent that they should be. That is a concern.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᐅᑎᒍᓐᓇᖅᐱᑎᒎ ᖃᓄᐃᓕᐅᕐᓂᐊᕐᒪᖔᑕ ᑕᒪᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᒋᑦ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᕐᑲᑦᑕᓇᐊᖃᕐᓂᖕᒋᓐᓄᑦ, ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕐᑲᑦᑕᓇᐊᖃᕐᓂᖕᒋᓐᓄᑦᓗ. ᕿᓚᒥᐅᔪᒃᑯᑦ ᐸᕐᓇᐅᑎᕐᑲᕐᓂᐊᖅᐹ? ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᒋᐊᕐᑲᕐᒪᑕ, ᐃᓕᓐᓂᐊᖅᑎᑕᐅᑲᓂᕐᓗᑎᓪᓗ ᑕᒪᒃᑯᓂᖓ ᐱᓕᓇᐊᕐᑲᓇᐊᕐᑲᓪᓚᑖᖅᑕᒥᖕᓂᒃ. ᐃᓚᖕᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᓱᕈᓯᓕᓇᕐᑲᑦᑕᕐᒪᑕ ᐃᓚᒦᑦ, ᐃᓚᔫᓈᓐᓂᓪᓗ. ᑕᐃᒪᓐᓇ ᖃᐅᔨᒪᑦᑎᐊᓇᐊᕐᑲᖅᑐᑎᑦ ᐱᒻᒪᑕ. ᑕᐃᒪᓐᓇ ᖃᐅᔨᒪᑎᑕᐅᑦᑎᐊᖅᑑᔭᕐᑲᑦᑕᖕᒋᒻᒪᑕ.	
My further question would be: how are you tracking who has training and who hasn't? Thank you, Mr. Chairman.	ᐊᐱᖅᑯᑎᒋᒐᔭᒻᒥᔭᕋ ᖃᓄᖅ ᖃᐅᔨᓴᕐᑲᑦᑕᖅᐱᓯ ᓇᓪᓕᐊᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᖕᒪᖔᑕ ᓇᓪᓕᐊᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᓐᖕᒋᒻᒪᖔᑕᓗᓐᓂᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Thanks again for the question. I think it's a good one. In terms of tracking, it would be through that annual work plan process would be the ideal mechanism for tracking an individual's professional development aspirations and where they identify themselves as having shortfalls in terms of skills or knowledge or something to that effect.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᑦᓯᐊᕙᐅᒥᔪᖅ. ᐃ, ᑕᒃᑯᐊ ᖃᐅᔨᓴᕐᑲᑦᑕᓐᓂᖅ ᓇᓪᓕᐊᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᒻᒪᖔᑕ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐊᕐᕋᒍᑕᒫᖅ ᐱᓕᕆᖃᑎᒋᖃᑦᑕᖅᑕᕗᑦ. ᑕᐃᒪᓐᓇ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᓇᓪᓕᐊᖕᒋᑦ ᐊᒻᒪᓗ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᖃᑦᑕᖕᒋᒻᒪᖔᑕ.	
During that dialogue the supervisor would also have the opportunity to say what I have noticed is there is perhaps some weaknesses in a particular area. That would be one avenue through which the department would be feeding information from the employee to their supervisor up on trends, for example. That's one thing.	ᑕᒡᕙᓂ ᐅᖃᓪᓚᖃᑎᒋᓪᓗᒋᑦ ᑖᓐᓇ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᖅ ᓱᐳᕙᐃᓱᒋᔭᐅᔪᖅ ᐅᔾᔨᖅᑐᕆᐊᖃᖅᑐᖅ ᐃᒪᓐᓇ ᐅᑯᐊ ᐃᓚᖕᒋᖅᑲᐃ ᐃᓕᓐᓂᐊᕆᐊᖃᖅᑕᖕᒋᑦ ᐱᓕᒻᒪᒃᓴᐅᑎᒋᒋᐊᖃᖅᑕᖕᒋᑦ ᐃᒪᐃᑦᑐᒐᓚᖕᓂᒃ ᓱᓪᓗ ᐅᖃᓪᓚᖃᑎᒋᓪᓗᒋᑦ ᐊᒻᒪᓗ ᐊᖓᔪᖅᑳᖕᒐ ᐅᖃᓪᓚᖃᑎᒋᓪᓗᒍ ᑕᐃᒪᐃᓕᐅᖃᑦᑕᖅᑐᒍᑦ.	
In terms of tracking, clearly we're not doing a very good job of that at the time	ᑕᐃᒪᓐᓇ ᖃᐅᔨᓴᕆᐊᖃᓐᓂᖕᒋᑦ ᐅᔾᔨᖅᑐᑦᑎᐊᕆᐊᖃᓐᓂᖕᒋᑦ ᐱᓕᕆᑦᓯᐊᖅᓯᒪᓐᖕᒋᑕᕗᑦ

because it hasn’t been occurring in a systematic basis although we do understand that there are certain types of training that we want to employ. Some of the core training that the employees do when they come on board such as the supervisor training for supervisors to familiarize them with their roles.	ᒫᓐᓇᐅᔪᖅ. ᑐᑭᓯᐅᒪᒐᓗᐊᖅᓗᑕ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᒪᒐᓗᐊᖅᓱᑕ ᐱᓕᒻᒪᒃᓴᐃᒍᒪᒐᓗᐊᖅᓱᑕ ᐃᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᓯᕗᓪᓕᖅᐹᒥ ᐃᖅᑲᓇᐃᔭᕆᐊᓕᕌᖓᑕ.
There is training that we employ as a department for our staff but I think this is a very good point and I think it touches back to the recommendation that was discussed yesterday about information gathering. One of the things that we see as critically important particularly for this group of programs, or for this program area, is that an IT system that we have could be used to help document and feed that information to the people who need to see it so that they can make better planning decisions around professional development.	ᑭᓯᐊᓂ ᑖᒃᑯᐊ ᒥᐊᓂᖅᓯᒋᔭᖏᑦ ᓱᑦᓗ ᐅᔾᔨᖅᑐᖅᓯᒪᒋᐊᖃᖅᑐᓐ, ᓇᑦᓕᐊᓕᖏᑦ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓯᒪᓂᖏᒻᒪᖕᒑᑕ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᖏᒻᒪᖕᒑᑕᓗᓐᓂᑦ. ᐊᑐᓕᖁᔭᐅᓯᒍᑕᐅᓯᒪᔪᖅ ᐃᒃᐸᒃᓴᖅ ᑐᑭᓯᒋᐊᕈᑎᒃᓴᓂᒃ ᑲᑎᖅᓱᐃᖃᑦᑕᕆᐊᖃᕋᑦᑕ ᐱᒻᓚᕆᐅᔪᓂᒃ ᐱᓗᐊᖅᑐᒥᒃ ᑕᒪᒃᑯᓄᖓ ᐱᓕᕆᔨᐅᔪᓄᑦ.
To give you a concrete example, we talked about statutory training yesterday. If we know the statutory training dates in the system and that’s feeding automatically in to supervisors and then up to directors and so on then they can take a look at that and say well we have a big issue here in perhaps the Kitikmeot region where all of our staff are due for new statutory training then it’s an alert to say look, lets make sure we get the training in the next few months to make sure that they are up to date again. That’s just an example of where we want to go with that sort of thing. Thank you.	ᑕᐃᒪᓐᓇ ᓱᑦᓗ ᖃᕆᑕᐆᔭᒃᑯᑦ ᑎᑎᖅᑕᐅᓯᒪᓗᑎᒃ ᑕᑯᔭᐅᑦᓯᐊᕈᓐᓇᖃᑦᑕᓐᓂᐊᒻᒪᑕ ᐸᓐᓇᒃᑕᐅᑦᓯᐊᓪᓗᑎᓪᓗ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᒋᐊᖃᓐᓂᖏᑦ. ᐆᒃᑑᑎᒋᓗᒍ, ᐅᖃᐅᓯᕆᓚᐅᕋᒃᑯ ᒪᓕᒐᑎᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒋᐊᖃᓐᓂᖏᓐᓄᑦ, ᐱᓕᒻᒪᒃᓴᖅᑕᐅᒋᐊᖃᓐᓂᖏᓐᓄᑦᓗ. ᒥᐊᓂᖅᓯᔾᒋᔭᐅᔪᓄᑦ ᐱᓕᕆᐊᕆᔭᐅᖃᑦᑕᖅᑐᖅ, ᑭᒥᕐᕈᔭᐅᒋᐊᒃᑲᓐᓂᕈᓐᓇᖅᑐᑦ ᑕᒪᒃᑯᐊ ᐃᒻᒪᖅᑳ ᕿᑎᒻᒥᐅᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᒫᑦ ᑕᐃᒪᓐᓇ ᒪᓕᒐᓐᓂᒃ ᐱᕐᑯᔭᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒋᐊᖃᖅᑐᓐ. ᐊᑏ, ᑕᐃᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᒍᒪᓪᓗᑎᒍᓪᓗ ᑕᖅᑭᐅᓂᐊᖅᑐᓂ ᖃᐃᔪᓂ. ᑖᓐᓇ ᐆᒃᑑᑎᑐᐃᓐᓇᕋ ᖃᓄᐃᓕᐅᕆᐊᕈᒪᒻᒪᖕᒑᑦᑕ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔾᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᐊᓐᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. Yesterday we talked about letters of authorization and I guess just to confirm	ᐊᖕᓇᑲᖅ (ᑐᓵᔾᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᖁᔭᓐᓇᒦᖅᐸᕋᓗ ᑭᐅᖕᒫᖕᒐ. ᐃᑉᐸᒃᓴᖅ ᐅᖃᐅᓯᖃᓚᐅᕋᑦᑕ ᑕᒪᒃᑯᓂᖓ ᑎᑎᖅᑲᓂᒃ ᐱᔪᓐᓇᐅᑎᖃᕈᑕᐅᖃᑦᑕᖅᑐᓂᒃ ᐅᖃᒃᑲᓐᓂᕈᒪᓪᓗᖕᒐ

that means that somebody who isn't and maybe not up to the level of training that you think they should be. As a department you are saying yes you can fulfill your job duties although we know that you haven't done all the training that you should. How long can somebody operate under a letter of authorization? What is the time frame? Can it be forever? If you're not tracking who needs training, how many people are operating under letter of authorization with no time frame? Thank you, Mr. Chairman.	ᖃᐅᔨᒍᒪᓪᓗᖓ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕐᓯᐊᖅᓯᒪᓐᖏᑦᑐᖅ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓯᒪᓐᖏᑦᑐᖅ ᐃᓕᔅᓯ ᐃᖅᑲᓇᐃᔭᕕᐅᔪᓯ ᐃᒪᓐᓇ ᐱᓕᕆᐊᖃᕈᓐᓇᖅᑐᓯ. ᑕᒪᒃᑯᐊ ᐱᓕᕆᒍᓐᓇᒻᒪᑕ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓯᒪᓐᖏᑲᓗᐊᖅᓱᑎᒃ. ᑕᐃᒪᓐᓇ ᖃᓄᖅ ᐊᑯᓂᐅᑎᒋᔪᖅ ᐱᔪᓐᓇᐅᑎᖃᓐᓂᒻᒧᑦ ᓲᑦᓗ ᑎᑎᖅᑲᐃᑦ ᑕᐅᕗᖓᓕᒫᖅ ᓴᖅᑭᔭᑐᐃᓐᓇᕈᓐᓇᖅᐹᑦ? ᖃᑦᓯᐅᕙᓐ ᑖᒃᑯᐊ ᐱᔪᓐᓇᐅᑎᖃᓐᓂᒻᒧᑦ ᑎᑎᖅᑲᖁᑎᖃᖅᑐᓐ? ᖃᖓ ᐃᓱᓕᓐᓂᐊᒻᒪᖕᒑᑦ ᐱᑕᖃᓐᓇᓂ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑕᖅ
Chairman: Thank you for that question. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒡᓴᐅᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᑯᑎᒋᔭᓐᓄᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I will ask Mr. Ojah to answer that question on my behalf. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᒡᓴᐅᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᓇᓂᐊᖅᐸᕋ ᑖᓐᓇ ᑭᐅᖁᓗᒍ. ᒥᔅᑕ ᐋᓄᑦ. ᐋᒃᑲ ᒥᔅᑕ ᐆᔭᔭ ᑭᐅᖁᓂᐊᖅᐸᕋ.
Mr. Ojah: Thank you, Mr. Chairman.	**ᐆᔭᔭ** (ᑐᒡᓴᐅᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. Ojah please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒡᓴᐅᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᐆᔭᔭ ᑲᔪᓯᒋᑦ.
Mr. Ojah: Thank you, Mr. Chairman. There is no statutory period that limits the holding of a letter of authority. We attempt to have statutory training for those who do not have appointments. We attempt to have it on a twice annual basis. As a matter of fact, we currently are going to be holding one in the end of October.	**ᐆᔭᔭ** (ᑐᒡᓴᐅᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐱᖁᔭᖅᑕᖃᓐᖏᑦᑐᖅ ᐊᑐᖅᑕᐆᔭᕆᐊᖃᖅᑐᒥᒃ ᑭᒡᓕᓕᐅᖅᓯᒪᔪᒥᒃ ᑕᐃᓐᓇ ᖃᓄᖅ ᐊᑯᓂᐅᑎᒋᔪᖅ ᑎᑎᖅᑲᖅ ᐊᑐᖅᑕᐅᔪᓐᓇᒻᒪᖕᒑᑦ ᐱᔪᓐᓇᖅᑎᑦᑎᔪᖅ ᐃᓄᓕᕆᔨᒥᒃ, ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᕈᒪᔪᒍᑦ ᒪᓕᒐᖅᑎᒍᑦ ᑕᐃᒃᑯᓂᖓ ᐊᕐᕌᒍ ᒪᕐᕈᐃᖅᑕᖅ ᑕᐃᒪᐃᓕᐅᖅᓯᓇᓱᖃᑦᑕᕋᓗᐊᖅᑐᒍᓐ ᒫᓐᓇ ᐊᒃᑐᕙᐅᑉ ᓄᓐᖑᐊᓂ.
Prior to the statutory training, we do attempt to keep track of staff who need to move from the level of letters to appointments and in that prior period the supervisor has a responsibility to work clearly with the individual workers to identify the areas of strengths but also to identify the areas that are lacking whether it's in the area of knowledge of policies, procedures, the intent of the legislation,	ᑕᐃᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᐊᖅᑐᒍᓐ, ᓯᕗᓐᖓᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓚᐅᖅᑳᕋᑦᑕ ᒪᓕᒐᖅᑎᒍᑦ ᑕᐃᒃᑯᓂᖓ ᑎᑎᕋᕋᓱᖃᑦᑕᖅᑐᒍᑦ ᓄᒃᑎᕆᐊᓕᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑕᖕᒋᓐᓂᒃ ᐸᐃᑉᐹᑎᒍᑦ ᐱᔪᓐᓇᐅᑎᓂᒃ ᕿᒪᐃᓗᑎᒃ ᐃᓕᓐᓂᐊᓪᓗᑎᒃ ᐊᓯᐊᓄᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᓪᓗ ᑖᓐᓇ ᓇᓗᓇᐃᖅᓯᑭᐋᕆᐊᖃᖅᑐᖅ ᐃᖅᑲᓇᐃᔭᖅᑏᓐ ᓇᓗᓇᐃᖅᑕᐅᖁᓪᓗᒋᑦ ᓇᐅᒃᑯᑦ ᐊᔪᖏᓐᓂᖃᒻᒪᖕᒑᑕ ᓇᐅᒃᑯᓪᓗ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᕆᐊᖃᒻᒪᖕᒑᑕ. ᐊᑐᐊᒐᖏᓐᓂᓪᓗ ᒪᓕᒐᓐᓂᓪᓗ ᖃᐅᔨᒪᑦᑎᐊᕆᐊᖃᖅᓱᑎᒃ. ᐊᒻᒪ ᒪᓕᒐᐅᑉ ᐱᔾᔪᑎᖓᓐᓂᒃ ᖃᐅᔨᒪᑦᑎᐊᕆᐊᖃᖅᓱᑎᒃ.

and so on. In summary, no. Letters of authority may continue for an indefinite period of time but they are tracked and we do focus on moving people to the point where they can be recommended for appointments. Thank you, Mr. Chairman.	ᓇᐃᓈᕐᓗᒍ ᐋᒡᒐ. ᑖᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ ᑎᑎᖅᑲᑦ ᑕᐃᒃᑯᐊ ᐱᔪᓐᓇᖅᑎᑦᑎᔪᑦ ᐃᓄᓕᕆᔨᓂᒃ ᐱᓕᕆᔪᓐᓇᕐᑯᔨᔪᑦᑎᑦᑎᔪᓂᑉᒃ, ᐃᓕᓐᓂᐊᖅᓯᒪᑦᑎᐊᓐᖏᒃᑲᓗᐊᖅᑎᓪᓗᒋᑦ ᓄᒃᑎᖅᑕᐅᔪᓐᓇᒻᒥᔪᑦ ᐊᓯᖏᓐᓄᑦ ᐃᓕᓐᓂᐊᕐᑯᔭᐅᓗᑎᒃ. ᐊᑐᓕᕐᑯᔭᓕᐅᓐᓂᒃᑯᑦ. ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Ojah. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᐅᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐅᔾᔨ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your answer. Can you tell us then if somebody comes for training let's say you were saying at the end of next month there was going to be training. Does that automatically put them into an appointment position? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᓴᐅᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᕐᑯᔭᓐᓇᒦᒃᑕᐅᖅ ᑭᐅᒐᕕᓐ. ᐅᖃᐅᔾᔪᔪᓐᓇᖅᐲᓐ ᐃᓕᓐᓂᐊᕆᐊᖅᑐᕐᑲᕈᒪᒃᐸᑦ ᐱᓕᒻᒪᒃᓴᓪᓗᑎᒃ ᑕᖅᑭᐅᑉ ᓄᓐᖑᐊᓂᑦ ᐃᓕᓐᓂᐊᓐᓂᐊᖅᑐᕐᑲᖅᐸᑦ ᑕᖅᑭᐅᓂᐊᖅᑐᓪᓗ, ᑕᕝᕙᓕ ᐃᓐᖏᓐᓇᖅ ᑎᒃᑯᐊᖅᑕᐅᓯᒪᔪᒧᑦ ᐃᓂᕐᑲᓕᕐᑲᑦᑕᖅᐸᓐ? ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᐅᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I will ask Mr. Ojah to answer that question. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᒌᓴᐅᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐅᔾᔨ ᑭᐅᕐᑯᓂᐊᖅᐸᕋ. ᕐᑯᔭᓐᓇᒦᒃ.
Chairman: Thank you. Mr. Ojah.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᐅᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐆᔾᔭ.
Mr. Ojah: Thank you, Mr. Chairman. I thank the member for the question. As I indicated yesterday, there are seven key areas that must be mastered or accomplished in order to be recommended for an appointment. Those seven key pillars cover the wide spectrum of competencies that we believe prepares and ensures that the level and quality of service being delivered is effective and will meet the needs of the consumer.	**ᐆᔾᔭ** (ᑐᒌᓴᐅᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᕐᑯᔭᓐᓇᒦᒃᑕᐅᖅ ᐊᐱᓇᒻᒪᑦ ᑖᓐᓇ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ. ᐃᐸᐸᒃᓴᖅ ᐅᖃᓚᐅᕋᒪᐃᓛᒃ 7-ᒪᑕ ᐱᓪᓗᐊᑕᐅᓂᖏᑦ ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑕᐆᔾᔭᓇᐊᓛᑦ ᑎᒃᑯᐊᖅᑕᐅᔪᓐᓇᖅᓯᕐᑯᓪᓗᒋᑦ 7-ᔪᑦ ᑖᒃᑯᐊ ᐊᔾᔨᖏᒃᑐᓂᒃ ᐃᓗᓕᖅᑲᐅᖅᑐᓐ. ᐊᔪᓐᖏᑦᑕᓇᐊᖅᑲᖅᑕᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᓂᖏᑦ ᐱᔨᑦᑎᕈᑏᓪᓗ ᐱᐅᑦᑎᐊᕐᑯᓪᓗᒋᑦ ᐊᑑᑎᖅᑲᕐᑯᓪᓗᒋᓪᓗ ᐊᖑᒻᒪᑎᕐᑯᓪᓗᒋᓪᓗ ᑭᓐᖑᒫᒪᔭᐅᔪᓂᒃ.	
Between the supervisor and the worker, those seven pillars or areas of competency are tracked and documented. Prior to the recommendation for full appointment to the Director of Child	ᐊᖏᔪᖅᑳ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑏᓐ 7-ᒪᑕ ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᓇᐊᖅᑕᖏᑦ ᐊᔪᓐᖏᑦᑕᓇᐊᖅᑕᖏᑦ ᓇᐅᑦᑎᖅᓱᐊᓇᔭᐅᓗᑎᒃ ᑎᑎᕋᖅᑕᐅᖅᑲᑦᑕᓪᓗᑎᒡᓗ ᓯᕗᓐᖏᒐᑦ ᐊᑐᓕᕐᑯᔭᓕᐅᖅᑳᖅᑎᓐᓇᒋᑦ. ᑕᐃᓐᓇ
	ᓱᕈᓯᓕᓇᔨᒧᑦ ᑐᑭᒧᐊᒃᑎᑦᑎᔨ ᓇᓗᓇᐃᖅᓯᒪᑦᑎᐊᖅᑐᒥᒃ

Welfare, there must be submission of clear evidence that these areas have been covered to the satisfaction of the supervisor and that the recommendation is truly made. Thank you, Mr. Chairman.	ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᑐᓂᔭᐅᔾᔭᕆᐊᓕᒃ, ᑕᐃᒃᑯᐊ ᐊᔪᓐᖏᒃᑲᓗᐊᒻᒪᖕᒫᒋᑦ 7-ᐸᐅᔪᑦ ᐱᓕᕆᔪᓐᓇᕆᐊᖃᖅᑕᖕᒋᑦ ᐊᑐᓕᖅᑯᔭᓕᐅᕈᓐᓇᖅᑯᓪᓗᒋᑦ ᑕᐃᒪᓐᓇ. ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Ojah. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐆᔭᔭ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Just to get a better, or just to confirm; so each community has one or more social workers and then they have one supervisor in every community or is the supervisor regional? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓇᓗᓇᐃᕐᑎᐊᒃᑲᓐᓂᖅᑯᓪᓗᒍ ᑕᒪᓐᓇ ᐊᑐᓃᑦ ᓄᓇᓕᐅᔪᖅ ᐊᑕᐅᓯᒻᒥᒃ ᐃᓄᓕᕆᔨᖅᑲᒻᒪᑕ ᐅᓄᓐᓂᖅᓴᓂᒃᓗᓐᓂᑦ ᐊᑕᐅᓯᒻᒥᒃ ᐊᖓᔪᖅᑳᖅᑲᖅᑐᐃᓐᓇᐅᕙᓐ ᓄᓇᓕᓕᒫᓃ? ᐊᖓᔪᖅᑳᓪᓗᓐᓃᑦ ᐊᒡᒍᖅᑐᖅᓯᒪᓂᒻᒦᐅᑕᕙ? ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I thank the member for the question. There is not a supervisor in every community. There are regional supervisors and then regional managers. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖅᑯᔭᓐᓇᒦᒃᑕᐅᖅ ᒪᓕᒐᔨᐅᖅᑎ ᐊᐱᕆᒻᒪᓐ, ᐊᖓᔪᖅᑳᖅᑲᖅᑐᐃᓐᓈᓗᓐᖕᒋᑦᑐᑦ ᓄᓇᓕᓕᒫᓂ ᐊᒻᒪ ᐊᖓᔪᖅᑳᖅᑲᖅᑐᑦ ᑐᖅᑲᖅᑎᕝᕕᒻᒥ ᐊᒻᒪᓗ ᐊᒡᒍᖅᑐᖅᓯᒪᓂᒻᒥᒃ. ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. I'd like to ask the department then, how many times does a supervisor make visits to assess whether or not the social workers are trained and ready for the next level? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᕆᔪᒪᔭᕋ ᐱᓕᕆᕕᐅᔪᖅ. ᖃᔅᓯᐊᖅᑎᖅ ᐊᖓᔪᖅᑳᖅ ᑕᐃᓐᓇ ᐳᓛᕆᐊᖃᑦᑕᖅᐸ ᖃᐅᔨᓴᖅᓗᓂ ᐃᓄᓕᕆᔨᐅᔪᖅ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᓯᒪᑦᑎᐊᕋᓗᐊᒻᒪᖕᒫᓐ. ᐊᑐᐃᓐᓇᐅᓕᕋᓗᐊᒻᒪᖕᒫᑦ ᖁᕙᕆᐊᒃᑲᓐᓂᖅᑯᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᓯᒪᓂ? ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Ms. Angnakak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. It depends on a number of factors. Supervisors are expected to manage the performance and the progress of their subordinates. Sometimes that's done in location. Sometimes it's done via	**ᒪᒃᑖᓄᑦ** (ᑐᒌᔨᒃᑯᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒪᓕᒃᓯᒪᑐᐃᓐᓇᖅᑐᖅ ᑐᓐᖓᕕᖅᑲᖅᑐᖅ ᐊᔾᔨᒌᖕᒋᑦᑐᓂᒃ ᐊᖓᔪᖅᑳᑦ ᑕᐃᒃᑯᐊ ᒥᐊᓂᖅᓯᔭᕆᐊᖅᑲᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᑦᑎᐊᓐᓂᕆᔭᖕᒋᓐᓂᒃ ᓯᐊᓛᖕᒋᑕ. ᐃᓛᓐᓂᒃᑯᓪᓗ ᑕᐃᒪᓐᓇ ᖃᐅᔨᓴᐃᖅᑲᑦᑕᖅᑐᑦ ᓄᓇᓕᓐᓂ ᓇᔫᑎᖕᒋᒃᑲᓗᐊᖅᓗᑎᒃ ᑕᐃᒪᐃᓕᐅᖅᑲᑦᑕᒻᒥᔪᖅ ᐃᓚᖕᒋᑦ

distance, and increasingly that's been the case due to some of the case load issues we discussed yesterday as well constraints on travel and the number of communities that a supervisor would be responsible to supervise. I think your specific question was how often would they be able to go in. Ideally they would be able to conduct an audit perhaps one to two times a year. That is not always the case. Thank you. **Chairman**: Thank you, Mr. MacDonald. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. In the document it states that the department has developed and launched training initiatives such as self learning tools. Yesterday we talked a lot about the case loads and how there is a lot of work for a social worker to do in every community. How successful do you think the self learning tools are? Do they have enough time to actually go through these exercises? How much do you depend on these self learning tools to train social workers? Thank you, Mr. Chairman. **Chairman**: Thank you. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. I'll ask Mr. Arnold to respond to that question. Thank you. **Chairman**: Thank you. Mr. Arnold, if you could proceed. **Mr. Arnold**: Thank you, Mr. Chairman. Thank you for the question. It's a good question. Our online training tools are to compliment what we would consider core training. We have seen an increase in the use of our staff across the territory using	ᐃᑉᐸᒃᓴᖅ ᐃᓄᓕᕆᔾᔪᑏᑦ ᑕᐃᒃᑯᐊ ᐅᓄᖅᑐᕈᓗᖅᑕᒻᒪᑕ ᐊᐅᓚᑲᑕᒋᐊᖃᖃᑦᑕᖅᓱᑎᒃ ᓄᓇᓕᓐᓂᒃ ᑲᒪᑦᓗᓂ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᖅ ᑖᓐᓇ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ. ᐊᐱᖅᑯᑎᒋᖅᑰᓚᐅᖅᑕᐃᑦ ᖃᓄᖅ ᐊᑯᓚᐃᑎᒋᔪᒥᒃ ᐳᓚᕋᓲᒍᕙᑦ ᓄᓇᓕᓐᓄᐊᖃᑦᑕᕈᓐᓇᖅᐸᑦ? ᑕᐃᒪᓐᓇ ᓈᐃᓴᐃᖃᑦᑕᕈᓐᓇᖅᑐᑦ ᐃᒻᒪᖃ ᐊᑕᐅᓯᐊᖅ ᒪᕿᐊᖅᑎᓪᓗᒍᓘᓐᓃᑦ ᐊᕐᕌᒍᒥᑦ. ᑕᐃᒪᐃᓐᖏᓐᓇᓲᖕᒍᖏᑦᑐᑦ ᑭᓯᐊᓂ,. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᒃᖅ.
	ᐊᖕᓇᒃᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᕝᕙᓂ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᐅᖃᖅᓯᒪᒻᒪᑦ ᐱᓕᕆᕕᒍᖅ ᓴᓇᓯᒪᓕᒻᒪᑕ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ ᑕᐃᒃᑯᓂᖓ ᓇᖕᒥᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐅᔪᓂᒃ. ᐃᑉᐸᒃᓴᖅ ᐅᖃᐅᓯᕆᓚᐅᕋᑦᑎᒍᑦ ᑕᐃᒃᑯᐊ ᐃᓄᓕᕆᔾᔪᑏᑦ ᐅᓄᖅᑐᐋᓗᒻᒪᑕ ᑕᐃᒃᑯᐊ ᐃᓄᓕᕆᔭᕆᐊᖃᖅᑕᖏᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐅᓄᒻᒪᑕ. ᖃᓄᑦᓕ ᓯᕗᒧᐊᑦᑎᐊᖅᑎᒋᕙᓐ? ᑕᐃᒃᑯᐊ ᐃᒻᒥᓂᒃ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ. ᑕᐃᒪᓐᓇ ᓇᖕᒥᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᒥᓂᒃ ᕿᒥᕐᕈᓇᒍᓐᓇᖅᒫᐸ ᐃᖅᑲᓇᐃᔫᖏᓐᓂᒃ ᐱᓕᕆᐊᒃᓴᖃᓗᐊᓐᖏᒃᑲᓗᐊᖅᐹᓐ? ᖃᓄᑦᓕ ᑐᓐᖓᕕᖃᖃᑦᑕᖅᐱᓯ ᓴᓇᕐᕈᑏᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓄᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖃᑦᑕᖅᐸᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᑎᓪᓗᒋᑦ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
	ᒪᒃᑖᓄᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐋᓄᑦ ᑭᐅᖁᓂᐊᖅᐸᕋ ᑖᔅᓱᒥᖓ. ᖁᔭᓐᓇᒦᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐋᓄᑦ.
	ᐋᓄᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᓇᒐᕕᑦ, ᐊᐱᖅᑯᑎᑦᑎᐊᕙᖕᒐᓲᑦ. ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᖃᓇᓴᐅᔭᒃᑯᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᓇᐊᓖᑦ. ᑕᐃᒃᑯᐊ ᐊᐅᓚᑦᑎᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᓪᓚᓇᒋᐊᓖᑦ ᐅᓄᖅᑐᖅᓯᕙᓪᓕᐊᒻᒪᑕ

our online tools. They have a wide variety and choice of webinars and material that they can choose from depending on the kind of work they're doing or the kind of situations they are dealing with. We are able to track that as best as we can. Thank you.	ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ, ᓄᓇᕗᒥ ᐊᑐᖅᐸᓪᓕᐊᓕᕐᒪᑕ ᖃᓇᓴᐆᔭᔭᒃᑯᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ, ᐊᔾᔨᒌᓐᖏᑦᑐᓂᓪᓗ ᓂᕈᐊᒐᒃᓴᖃᕈᓐᓇᖅᑐᑎᒃ ᐃᓕᓐᓂᐊᕈᒪᔭᖏᓐᓂᒃ ᒪᓕᒃᓗᒋᑦ ᐃᖅᑲᓇᐃᔅᓇᔭᖏᑦ ᑎᑎᕋᖅᐸᓪᓕᐊᔪᓐᓇᖃᑦᑕᕐᒥᔭᕗᑦ ᐱᓕᕆᔪᓐᓇᕐᓂᖏᑦ ᒪᓕᓪᓗᒋᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. Arnold. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐋᓅᑦ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. In regards to the self training tools and maybe the other training initiatives that the department has put in place for the social workers, what kind of feedback have you had from the social workers in regards to the training? Have they told you that what you have in place is satisfactory? Have they said that they want something different? Maybe delivered in a different way or a different method? Can you elaborate on that? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒃᑯᓄᖕᒐᓕ ᐃᓕᓐᓂᐊᕈᑎᐅᖃᑦᑕᖅᑐᓄᑦ ᓇᒻᒥᓂᖅ ᐊᒻᒪᓗ ᐱᓕᕆᕕᑦᑎᓐᓂ ᐊᐅᓚᔭᔭᑦᑕᐅᒋᐊᖅᓯᒪᔪᑦ ᐃᓄᓕᕆᔨᓄᑦ, ᖃᓄᐃᑦᑐᓂᒃ ᑐᓴᖃᑦᑕᖅᓯᒪᕕᓯ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑕᖏᑕ ᒥᒃᓵᓄᑦ? ᐅᖃᖅᓯᒪᕙᑦ ᓈᒻᒪᓐᓇᕋᐃᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᕈᑎᓕᐊᕆᓯᒪᔭᔾᓯᓐᓂᒃ? ᐅᖃᖅᓯᒪᕙᑦ ᐊᔾᔨᒋᓐᖏᑕᖓᓂᒃ ᐱᔪᒪᓪᓗᑎᒃ, ᐊᓯᐊᑎᒍᑦ ᐃᓕᓐᓂᐊᕈᑕᐅᓗᑎᒃ? ᑖᓐᓇ ᐅᓂᒃᑳᕆᐊᒃᑲᓐᓂᕈᓐᓇᖅᐱᐅᒃ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I'll once again ask Mark Arnold to respond to that question.	**ᒪᒃᑖᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐋᓅᑦ ᑭᐅᖁᓂᐊᖅᐸᕋ ᑖᔅᓯᒥᖓ. ᖁᔭᓐᓇᒦᒃ.
Chairman: I thought you were going to do that. Mr. Arnold, please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᑕᐃᒫᒃ ᑭᐅᓂᐊᕋᓱᒋᖃᑖᖅᑕᒋᑦ. ᒥᔅᑕ ᐋᓅᑦ.
Mr. Arnold: Thank you, Mr. Chairman. Thank you for the question. The feedback we get consistently is positive, particularly for the training where we bring people together such as our core training. We have positive feedback for our legal services training. For the most part, for the online training there are concerns from time to time with the ability for some communities to actually be able to deal with some of the technical challenges or technological challenges so	**ᐋᓅᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᓇᒐᕕᑦ. ᑐᓴᖃᑦᑕᖅᑐᒍᓪᓕ ᖁᕕᐊᓇᖅᑐᐃᓐᓇᐸᓗᖃᑦᑕᖅᑐᑦ, ᐱᓗᐊᖅᑐᒥ ᐃᓕᓐᓂᐊᖃᑎᒌᑦᑎᑕᐅᑎᓪᓗᒋᑦ. ᒪᓕᒐᓕᓇᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕈᑏᑦ ᐱᐅᒋᔭᐅᕙᑦᑐᑦ. ᐊᒥᓱᑎᒍᓪᓕ ᖃᓇᓴᐆᔭᔭᒃᑰᖅᑐᓂᒃ ᐃᓛᓐᓂᓚᐅᓱᖓᖅ ᐃᓱᒫᓗᑕᐅᕙᒃᑐᖅ ᓄᓇᓕᓐᓂ ᐃᓚᖏᓐᓂ ᐱᔭᕐᓂᖏᑦᑐᖅᓯᐅᖃᑦᑕᕐᒪᑕ ᐱᓕᕆᐊᖑᑎᑕᐅᓯᒪᔪᓂᒃ. ᑕᒪᑐᒥᖓᓕ

there is inconsistency there. In terms of feedback. When they are on and they are able to use the tools and it is getting better then the feedback is relatively positive. Thank you, Mr. Chairman.	ᐊᑐᖅᐸᓪᓕᐊᓪᓗᑎᒃ ᐃᓗᐊᖅᓯᕙᓪᓕᐊᔫᒐᓗᐊᖅ ᐊᒥᓱᑎᒍᓪᓗ ᑐᓴᖅᐸᒃᑐᒍᑦ ᓈᒻᒪᒃᓴᕆᐊᖕᒋᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Arnold. Next name on my list, Mr. Enook.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐋᓄᑦ. ᐊᑎᖁᑎᓐᓂ ᒥᔅᑕ ᐃᓄᒃ.
Mr. Enook (interpretation): Thank you Mr. Chairman. Good morning to the people of Nunavut. Welcome to the hearing. I do have a few questions in regards to the training program in regards to Mr. MacDonald's response in English that the training program is not operating very well or rather, it's inconsistent.	**ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ ᐃᔅᓯᕙᐅᑖᖅ. ᐅᓪᓛᒃᑯᑦ ᓄᓇᕗᒻᒥᐅᑦ, ᑐᓐᖓᓯᒋᑦᑎ. ᑖᔅᓯᒧᖓ ᐃᓕᓐᓂᐊᓂᕐᒧᑦ ᐊᐱᖅᑯᑎᔅᓴᖅᑲᒃᑲᓐᓂᐊᕐᔪᒍᒪᓪᓗᖓ. ᑕᐃᓐᓇ ᒥᔅᑐ ᒪᒃᑖᓄᑦ ᑭᐅᔾᔪᑎᒋᖅᑲᐆᔭᖓ ᑕᒪᓐᓇᒎᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᐋᖅᑭᒃᓯᒪᑦᑎᐊᓐᖕᒋᓪᓚᓇᒻᒪᑦ ᑲᔪᓯᓂᖅᓐᖕᒋᓪᓚᓇᖅᑲᑦᑕᕐᒪᒃᒎᖅ. ᑖᓐᓇ ᓯᕗᓪᓕᖅᐹᒥᒃ ᐊᐱᖅᑯᑎᒋᓚᐅᕐᓚᒍ.
First of all I'd like to ask a question in regards to that but before I ask the question; Nunavut residents are aware, especially the members of the Legislative Assembly are aware that the social worker's work is very difficult and challenging. Of all the job positions in Nunavut, the social worker position is one of the most challenging and difficult jobs. We're never satisfied. We hardly ever appreciate the social workers although we are very proud of them. I believe the reason why we are asking those questions is because we so want to provide more support to the social workers so the government can provide more support to the social workers at the community level.	ᐊᐱᓇᒋᐊᓚᐅᓐᖕᒋᓂᓐᓇᐃ ᓄᓇᕗᒥᐅᑎᒍᑦ ᖃᐅᔨᒪᔪᐃᓐᓇᐅᒐᑦᑕ ᐊᒻᒪᓗ ᐱᓗᐊᖅᑐᒥ ᒪᓕᒐᓕᐅᖅᑎᑎᒍᑦ ᖃᐅᔨᒪᔪᒍᑦ ᑕᐃᒃᑯᐊ ᐃᓄᓕᓇᔨᑦ ᐊᒃᓱᕈᓐᓇᓪᓚᓇᑦᑐᐊᓗᒻᒥᒃ ᐱᓕᓇᐊᖃᒻᒪᑕ. ᓄᓇᕗᒻᒥ ᐃᖅᑲᓇᐃᔮᓖᑦ ᒫᓂ ᐊᔅᓱᕈᓐᓇᓛᖑᔭᓇᐊᖃᖅᑰᖅᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᓪᓗᒋᑦ ᖁᕕᐊᒋᓕᓚᐅᖅᓯᒪᓇᑎᒍᓗ ᖁᔭᓐᓇᒦᖅᑕᐅᒐᔪᖅᑳᖕᒋᑦᑐᑦ ᐱᒃᑯᒋᓪᓚᓇᑦᑕᕗᑦ. ᐊᐱᖅᓱᓗᐊᕈᑎᒋᖅᑰᕋᑦᑎᒍ ᖃᓄᖅ ᐃᑲᔪᖅᑲᓐᓂᕈᓐᓇᒻᒪᖕᒫᑦᑎᒍ ᒐᕙᒪᑦᑎᓐᓂᓗ ᖃᓄᖅ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕈᓐᓇᕐᒪᖕᒫᑕ.	
We're very proud of them because they work with very difficult issues and challenging issues. For that reason we're asking questions looking at ways how we can provide more support to the social workers, especially through government.	ᑖᓐᓇ ᐅᖃᐅᓯᓇᖅᑳᕈᒪᔭᕋ ᐱᒃᑯᓇᓪᓚᓇᑦᑖᓗᒋᒐᑦᑎᒍ ᖃᐅᔨᒪᒐᑦᑎᒍ ᐊᒃᓱᕈᓐᓇᓪᓚᓇᑦᑐᐊᓗᒻᒥᒃ ᐱᓕᓇᐊᖃᖃᑦᑕᖅᑐᑦ. ᑕᐃᒪᐃᓐᓂᖓᓄᑦ ᐊᐱᖅᓱᖅᑰᕋᑦᑕ ᖃᓄᒃᑲᓐᓂᖅ ᐃᑲᔪᕈᓐᓇᕋᓗᐊᖅᐳᒍᖅᑲᐃ, ᐱᓗᐊᖅᑐᓕᓪᓗ ᒐᕙᒪᒋᔭᕗᑦ.
Let me get back to the question that I wanted to ask about the training aspect	ᑕᐃᓐᓇ ᐅᑎᖁᒋᓚᐅᕐᓚᒍ ᓯᕗᓪᓕᖅ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ.

not being consistent as the deputy minister has said. Although my colleague, Ms. Angnakak may have asked that question, Mr. Chairman; if I'm out of line you may rule me out of order. In regards to the inconsistencies, is there a plan now so that you can get rid of the inconsistencies? Thank you, Mr. Chairman.	ᑕᒪᓐᓇᒎᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᑲᔪᓯᓂᖅᑲᑦᑎᐊᖅᑲᑦᑕᖕᒋᒻᒪᑦ. ᐃᒻᒪᖅᑳ ᐊᐱᖅᑯᑎᒋᖅᑲᐆᔭᕋᓗᐊᖕᒐ ᑲᑎᒪᔨᐅᖅᑲᑎᒪ ᒥᔅ ᐊᖕᓇᑲᖅ, ᐃᔅᓯᕙᐅᑖᖅ ᐊᐱᖅᑯᑕᐅᖅᑲᐅᔪᒥᒃ ᐊᐱᕆᒍᒪ ᓄᖅᑲᖅᑎᑦᑐᓐᓇᕆᓐᖓ. ᑕᒪᓐᓇ ᐋᖅᑭᑦᑎᐊᖅᓯᒪᓐᖕᒋᓐᓂᖅ ᐸᓐᓇᒍᑎᑦᓚᑦᑖᒥᒃ ᐱᑕᖅᑲᓕᖅᐹ ᑕᐃᒪᐃᑦᑐᓐᓃᖅᑯᑦᓗᒍ, ᑕᐃᒪᐃᖅᑲᑦᑕᐳᓐᓃᖅᑯᑦᓗᒍ ᐃᒪᓐᓇᓕ ᐊᐱᕆᓚᐅᖅᓚᖓ. ᖅᑯᔭᓐᓇᒦᒃ ᐃᔅᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Enook. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓴᔨᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I would like to thank the member for the question. I believe that the Child and Family Services Division of the Department of Family Services recognizes that there are inconsistencies and that the level of service that we've been able to provide to our front line staff, in this case social workers, is not to the level that we would want.	**ᒪᒃᑖᓄᑦ** (ᑐᒦᓴᔨᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᖅᑯᔭᓐᓇᒦᖅᐸᕋᓗ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᖅᑯᒻᒧᑦ. ᓄᑕᖅᑲᓂᒃ ᐃᓚᒌᓂᓪᓗ ᐱᔨᑦᓯᖅᑎᒃᑯᑦ ᐃᓕᑕᖅᓯᖅᑰᖅᖅᑐᑦ ᐊᔾᔨᒌᓐᖕᒋᓐᓂᖅᑲᐅᕐᓂᖕᒐᓂᒃ ᐊᒻᒪᓗ ᐱᔨᑦᓯᕋᐅᑎᖅᑲᖅᑎᑦᓯᓂᓇᕙᒃᓯᒪᔭᕗᑦ ᐱᓕᕆᔨᓪᓗᐊᑕᖅᑎᒍᑦ ᐃᓄᓕᕆᔨᐅᔪᓂᒃ ᓈᒻᒪᓂᒃᓯᒪᖕᒋᒻᒪᑕ ᐊᑐᕈᒪᔭᕗᑦ ᐱᓪᓗᒍ.
And it's not to the level that would enable them or equip them to perform their duties to the maximum capacity on behalf of children and families. I think the recommendations of the Office of the Auditor General have highlighted that and emphasized that to us.	ᐱᔪᓐᓇᖅᓯᒍᑕᐅᔾᔭᕋᓂ ᑖᒃᑯᓄᖕᒐ ᓇᕝᕙᕈᑎᒋᓗᒋᓘᓐᓃᑦ ᐱᔪᓐᓇᕐᓂᓕᒫᒥᓄᑦ ᐱᓕᕆᔪᓐᓇᕐᑯᓪᓗᒋᑦ ᓱᕈᓯᑦ ᐃᓚᒌᓪᓗ ᐱᓪᓗᒋᑦ. ᐃᓱᒪᕗᖕᒐ ᐊᑐᓕᖅᑕᐅᕐᑯᔭᐅᓯᒪᔪᑦ ᑕᒻᒪᖅᓯᒪᔪᕐᓂᐊᖅᑎᐅᑉ ᐊᓪᓚᕝᕕᖕᒐᓂᑦ ᑕᒪᑐᒪᓐᖕᒐᑦ ᓇᓗᓇᐃᕆᓯᒪᔪᑦ ᐊᒻᒪ ᐅᕙᑦᑎᓐᓄᑦ ᐅᖃᐅᓯᕆᒻᒪᕆᒃᓯᒪᓪᓗᓂᒡᔪᒃ.
From the department's perspective, in accepting those recommendations as entirely correct in their assessment of the department, we feel that our action plan is the plan forward. We want to make sure it's done whether it's through administrative processes like those I discussed with the other member, HR practices and performance evaluations, or through program management practices and understanding things like case numbers and the situations that our social workers are experiencing.	ᑕᒡᕙ, ᐃᓱᒪᒋᔭᒍᑦ ᐱᓕᕆᕝᕕᑦᑕ ᓈᒻᒪᒃᓴᖅᓯᒪᓂᕐᒥᒍᑦ ᑕᒪᒃᑯᐊ ᐊᑐᓕᖅᑯᔭᐅᓯᒪᔪᐃᑦ ᓱᓕᔪᐃᓐᓇᐸᓗᓂᖕᒋᓐᓂᒃ. ᑕᐃᒪᓐᓇᓗ ᖃᒥᕐᕈᓂᕆᓯᒪᔭᖕᒐᑦ ᐱᓕᕆᕝᕕᑦᑕ, ᐃᓱᒪᔪᒍᑦ ᐸᕐᓇᐅᑎᒋᔭᕗᑦ ᓯᕗᒧᐊᒍᑎᐅᓂᖕᒐᓂᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᓇᐅᑦᓯᖅᑐᑦᑎᐊᕈᒪᕗᒍᑦ ᐊᓪᓚᕝᕕᓕᕆᓂᒃᑰᕐᓂᐊᕈᓂ ᓱᕐᓗ ᐅᖃᐅᓯᕆᓯᒪᔭᒃᑲᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᑉ ᐃᓚᖕᒐᓄᑦ, ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᐅᓯᕆᕙᑦᑕᖕᒋᑦ ᐊᒻᒪᓗ ᐱᓕᕆᓂᐅᔪᓂᒃ ᖃᒥᕐᕈᓂᕆᕙᑦᑕᖕᒋᑦ, ᑕᐃᒪᓐᓇᕈᓘᔭᖅ; ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᐊᓂᒃ ᐊᐅᓚᑦᓯᔾᔪᓯᐅᕙᑦᑐᑎᒍᑦ ᑐᑭᓯᐅᒪᒋᐊᖃᕐᓂᖅ ᐅᖃᐅᓯᐅᔪᒧᑦ ᓈᓴᐅᑎᑎᒍᑦ ᖃᓄᐃᓕᖕᒐᓂᐅᕙᑦᑐᓂᒃ ᐃᓄᓕᕆᔨᓄᑦ.

That information is fed to the senior management of the department and the division. Then they can employ evidence-based practices such as training that will meet the actual needs of our frontline staff. That is our plan. That is what we committed to doing. Thank you.	ᑕᒪᒃᑯᐊ ᑐᓴᐅᒪᒋᐊᓕᑦ ᐊᑐᐃᓐᓇᐅᑎᑕᐅᖃᑦᑕᖁᓪᓗᒋᑦ ᐊᖏᔪᖅᑲᐅᑎᐅᔪᓄᑦ ᐱᓕᕆᕝᕕᐅᑉ, ᑕᐃᒪ ᐊᑐᕈᓐᓇᖅᓯᓇᔭᖅᐳᑦ ᓴᖅᑭᓯᒪᔪᓂᒃ ᐱᖅᑯᓯᐅᕙᑦᑐᓂᒃ ᓲᕐᓗ ᐃᓕᓐᓂᐊᕈᑎᐅᕙᑦᑐᓂᒃ ᐊᖑᒪᓂᖅᑲᑦᑎᐊᖅᓂᐊᖅᒪᑕ ᐱᓕᕆᔨᒪᕆᒃᑕ ᑭᓐᖑᖅᑕᖏᓐᓂᒃ. ᑕᒪᓐᓇᐅᑦᓚᖅᐳᖅ, ᑕᐃᒪᓐᓇᓗ ᑲᑦᓱᖓᐃᖅᓯᒪᑦᑎᐊᖅᑐᑕ. ᖁᔭᓐᓇᒦᒃ.	
Chairman: Thank you, Mr. MacDonald. Mr. Enook.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᑦ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᐃᓄᒃ.
Mr. Enook (interpretation): Thank you, Mr. Chairman. Let me further ask a question in regards to training. If anybody is hired as a social worker to be a permanent social worker and as we have heard earlier that there are seven core pillars that the social worker requires or needs to be trained in order to be appointed: what about the students that are taking social service training programs and they graduate? They are hired within the department and later on perhaps before so many years are over and these are core training programs that you work at. There's no such thing like that.	**ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᑕᒪᑐᒧᖓ ᓱᓕ ᐃᓕᓐᓂᐊᕐᓂᕐᒧᑦ ᑐᑭᓯᒋᐊᓚᐅᕐᓚᖓ ᐆᒥᖓ. ᑭᓇᑐᐃᓐᓇᖅ ᐃᓄᓕᕆᔨᐅᓂᕐᒧᑦ ᐃᖅᑲᓇᐃᔾᖅᑖᕈᓂ, ᐃᖅᑲᓇᐃᔾᕆᓚᑦᓚᑦᑖᕐᓗᓂᐅᓪᓗ, ᑕᐃᒃᑯᐊ ᐅᖃᖅᑐᖃᖅᑕᖅᑲᐅᒻᒪᑦ, ᑕᐃᒃᑯᐊ ᒍᖅ ᖁᖑᖅᑰᕐᒪᑕ ᐱᑕᖃᕆᐊᖃᓪᓚᕆᑦᑐᑦ ᐃᓄᓕᕆᔨᒧᑦ ᑎᓕᔭᐅᓚᐅᑲᑦᑐᖃᕐᓂᐊᖅᑎᓪᓗᒍᑭᐊᖅ? ᐃᓄᓕᕆᔨᐅᓂᕐᒧᓪᓕ ᐃᓕᓐᓂᐊᓈᖅᑐᖃᖅᐸᑦ ᐃᓕᓐᓂᐊᕆᓚᐅᕐᓗᓂ ᐃᖅᑲᓇᐃᔾᖅᑖᕈᓂ, ᑭᖑᓂᖓᒍᑦ ᐅᕝᕙᑦᑕᐅᖅ ᐊᕐᕋᒍᑦ ᐅᑯᐊ ᐊᓂᒍᓚᐅᖏᓐᓂᖏᓐᓂ ᐃᓕᓐᐊᖅᓯᒪᔭᕆᐊᖃᖅᑕᑎᑦ ᐃᒪᐃᓕᖓᔪᖃᖏᑦᑎᐊᖅᐸᓕ?	
The reason why I ask this question, Mr. MacDonald, is that you had stated that they follow their needs and wants of the social worker. If I become a social worker and don't want to take any further training then does that mean I won't be trained even though it's mandatory or not. It seems like is it ok in your department for a social worker who's hired to never take training after that? Thank you.	ᐊᐱᖅᑯᑎᒋᕙᕋ ᑖᓐᓇ ᒥᔅᑐ ᒪᒃᑖᓄᑦ ᐃᓕᓐᓄᑦ ᐅᖃᖅᑲᐅᒐᕕᑦ, ᑖᓐᓇᒎᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᑉ ᐱᔪᒪᓂᖓ ᒪᓕᖃᑦᑕᕋᕐᓯᐅᒃ. ᐃᓄᓕᕆᔨᓐᖑᕈᒪ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᓚᐅᖅᓯᒪᖏᒃᑲᓗᐊᕈᒪ ᓱᖁᑎᒃᓴᖅᑰᔨᖏᒃᓗᑎᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᓚᐅᖅᓯᒪᔪᒪᖏᒃᑯᒪ. ᐃᓄᓕᕆᔨᓐᖑᓚᐅᕐᓗᖓ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᓚᐅᖅᓯᒪᒍᓐᓃᕋᓗᐊᕈᒪ ᓱᖁᑕᐅᒐᔭᖏᑦᑑᖅ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ.	
Chairman: Thank you, Mr. Enook. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. And thanks to the member for the question. I guess I'll describe the	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ, ᐊᒻᒪᓗ ᒪᓕᖓᓕᐅᖅᑎ ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᒻᒧᑦ.

various types of training, perhaps. There is statutory training which is entirely mandatory. That is required of all employees. That's not something that the employee would have an opportunity to decide whether they wanted to do it. Now, as stated before. We have to do a better job of following up to ensure when that statutory authority expires because there is an end date to that. We need to make sure that that refresher training occurs more consistently. There are other types of training that may be identified through the course of the individual's practice in the community. For example, they might want better knowledge of legislation, or dealing with justice issues for example. There are two ways it can happen. The employee themselves can identify an area where they feel I'm over my head or I'm not comfortable in this area and I would like some support. But of course, on the other side of that you have the supervisor who is observing their employee and saying well I'm noticing that you're having some difficulties here. It could be something as simple as report writing. They recommend to the individual to take some training as well. In an ideal situation, it's a respectful back and forth between two colleagues. I hope that answers your question. I think the main point being that there are types of training that are not available to be selected or from which to be picked or chosen. That has to occur. That's primarily because there are legislative issues and child safety issues involved there. Thank you. **Chairman**: Thank you, Mr. MacDonald.	ᐅᓂᒃᑲᓇᒍᒃᑭᖅᑲᐃ ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᐃᓕᓴᐅᑎᒋᕙᑦᑕᕗᑦ, ᐃᒻᒪᖁ. ᐃᓕᓐᓂᐊᑦᑕᐃᓐᓇᓇᐊᓕᓐᓂᒃ ᐱᑕᖃᐅᑦᑕᖅᐳᖅ ᐱᔭᐅᑦᓴᐃᓐᓇᓇᐊᓕᓐᓂᒃ. ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑕᐅᒋᐊᖃᖅᐸᑦᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᔫᑦᑖᓄᑦ. ᓱᖁᓗ, ᑕᒪᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᑉ ᐃᓱᒪᓕᐅᕈᑎᒋᔪᓐᓇᕋᔭᓐᖏᑖ ᐱᔪᒪᒍᓂᒡᔪᒃ. ᑕᐃᒪᓕ ᒫᓐᓇ, ᐅᖃᖅᑕᐅᓚᐅᖁᒪᑦ, ᐱᓕᕆᑦᑎᐊᖃᓂᖅᓴᐅᒋᐊᖃᖅᑐᒍᑦ ᐅᑎᖁᖃᖅᐸᑦᓗᑕ ᖃᖓᒃᑯᑦ ᐱᑦᓴᐃᓐᓇᓇᐊᖃᖅᐸᑦᑕᖏᑦ ᐃᓱᓕᕝᕕᖃᖁᒪᖔᒐᑕ ᐃᓱᓕᒡᕕᖃᓲᖑᒻᒪᑕ. ᑕᐃᒪᐃᒻᒪᑦ ᓇᐅᑦᓯᖅᑐᑦᑎᐊᖅᐸᒋᐊᖃᖅᑐᒍᑦ ᐃᖅᑲᐃᒋᐊᒃᑲᓐᓂᕈᑎᑦᓴᓄᑦ ᐃᓕᓴᐅᑎᒃᓴᐃᑦ ᑲᔪᓯᑦᓯᐊᖃᑦᑕᕋᓗᐊᒋᐊᖏᑕ. ᐊᓯᖏᑦᑕᐅᖅ ᐃᓕᓴᐅᑎᒃᓴᐅᔪᑦ ᓇᓗᓇᐃᖅᑕᐅᔪᓐᓇᑐᐃᓐᓇᓇᐊᖃᕐᒥᔪᑦ ᐃᖅᑲᓇᐃᔮᖅᑑᑉ ᐱᓕᕆᓂᓕᒫᖓᓂᒃ ᓄᓇᓕᐅᔪᒥ. ᓱᖁᓗ, ᐆᑦᑑᑎᒋᓗᒍ, ᐃᒻᒪᖃ ᐃᐅᓂᖅᓴᒥᒃ ᑐᑭᓯᐅᒪᓂᖃᕈᒪᓐᓂᕈᑎᒃ ᒪᓕᒐᐅᔪᓂᒃ ᐅᕝᕙᓗ ᐃᖅᑲᖅᑐᐃᔪᓕᕆᓂᕐᒧᓕᖓᔪᓂᒃ, ᐆᑦᑑᑎᒋᓗᒍ. ᑕᒡᕙ, ᒪᕐᕈᐃᓕᖓᔪᒧᑦ ᑕᐃᒪᐃᑦᑐᓐᓇᖅᑐᖅ. ᐃᖅᑲᓇᐃᔭᕐᕕᑦ ᓇᒻᒥᓂᖅ ᓇᓗᓇᐃᕆᔪᓐᓇᖅᑐᑎᒃ ᑭᑐᒥᒃ ᐱᔪᓐᓇᓐᖏᓗᐊᖅᑕᓐᓂᒃ ᐅᕝ-ᕙᓘᓐᓃᑦ ᓇᓗᓗᐊᕈᒪ ᑭᑐᒥᒃ ᐃᔪᖅᑕᐅᒍᒪᓕᕐᓗᖓᓗ. ᑕᒪᑐᒪᐅᑦᑕᐅᖅ ᐊᓯᐊᒍᑦ ᐊᖏᔪᖅᑳᖅᑲᕈᕕᑦ ᒥᐊᓂᕆᔪᓂᒃ ᐱᓕᕆᔨᖁᑎᒥᓂᒃ ᐊᒻᒪ ᑭᐅᒍᑎᒃ, ᖃᐅᔨᕙᒃᑲᒃᑯ ᐅᕝᕙᓇ ᐊᒃᓱᕈᖅᐸᒃᑲᕕᑦ, ᐱᔭᕆᐊᑭᑦᑑᔪᓐᓇᖅᓱᓂ ᓱᖁᓗ ᑎᑎᕋᖅᐸᓂᕐᒥᒃ ᐅᓂᒃᑳᒃᓴᓂᒃ, ᑕᒡᕙ ᑖᒃᑯᐊ ᐊᑐᓕᖁᔨᓇᔭᖅᐳᑦ ᐱᓕᕆᔨᖓᓐᓄᑦ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᖁᓪᓗᒋᑦᑕᐅᖅ. ᐱᒍᒥᓇᖅᑐᒥᒃ ᐱᒃᑯᓇᖃᑦᑕᐅᑎᑦᑎᐊᖅᐸᓐᓂᒃᑯᑦ ᓇᓖᕋᖃᑦᑕᐅᑎᓂᕐᒥᒍᑦ ᐱᓕᕆᔨᐅᖃᑎᒌᑦ. ᑭᐅᒐᓗᐊᖅᐸᒋᓇᐃ? ᐊᔾᔨᒌᓐᖏᒻᒪᑕ ᐃᓕᓐᓂᐊᕈᑏᑦ ᐃᓚᖏᑦ ᐊᑐᐃᓐᓇᐅᖃᑦᑕᓐᖏᑦᑐᑦ ᓂᕈᐊᖅᑕᐅᔪᓐᓇᓐᖏᑦᑐᑦ. ᑖᓐᓇ ᓴᖅᑭᑦᑕᓇᐊᓕᒃ ᐊᑐᖅᑕᐆᔭᓇᐊᓕᒃ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐱᖁᔭᐃᑦ ᐅᖃᖅᓯᒪᒻᒪᑕ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.

Mr. Enook. **Mr. Enook** (interpretation): Thank you, Mr. Chairman. I also wish to ask in relation to the supervisors. I think you may have mentioned a number yesterday but how many managers are there or supervisors in Nunavut and in what communities are they based? How long will they be based in those communities? Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Enook. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. There are seven supervisors across the territory and three managers. I may have to refer to one of my colleagues as to the exact community locations of all seven supervisors. But the managers are located in each of our department's regional headquarters offices. For example, Pangnirtung, Rankin Inlet and Cambridge Bay. I'll have to confer with a colleague about the exact locations of all of the other supervisors. Thank you. **Chairman**: Just for your use, Mr. MacDonald, you do have a mute button if you want to press that and discuss anything with your colleague. Mr. Enook, did you want to know what communities the supervisors are in? Mr. Enook. **Mr. Enook** (interpretation): Yes, I do wish to know what communities they are based in and also and how are the supervisors selected where they will be living, where they will be based. (interpretation ends) **Chairman**: Thank you. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᐃᓄᒃ. **ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᐅᓇ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ ᑕᐃᒃᑯᐊ ᑲᒪᔨᐅᔪᑦ (ᑐᓵᓴᒃᑰᑦ) *Supervisors* (ᑐᓵᓴᒃᑰᕈᓐᓃᖅᑐᖅ) ᖃᓪᓗᓈᑎᑐᑦ. ᒫᓐᓇ ᐃᑉᐸᒃᓴᖅ ᐅᖃᓚᐅᖅᑰᕋᓗᐊᖅᑐᑎᑦ ᓈᐃᓴᐅᑎᒥᒃ ᑭᓯᐊᓂ ᒫᓐᓇ ᐃᖅᑲᐅᒪᖕᒋᑦᑎᐊᕋᒃᑯ. ᒫᓐᓇ ᖃᔅᓯᐅᕙᓐ ᑕᐃᒪᐃᑦᑑᔪᑦ ᓄᓇᕗᒥ? ᐊᒻᒪᓗ ᓇᓕᐊᓐᓂᒃ ᓄᓇᓕᓐᓃᑉᐸᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐃᑲᓂ ᓄᓇᓕᓐᓃᓐᓂᐊᒻᒪᖔᑕ ᐊᖅᑭᒃᑕᐅᖃᑦᑕᖅᐸᑦ? ᑐᑭᓯᓇᓐᓂᕈᒪ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪᓕ ᓄᓇᕗᒥ 7-ᐸᐅᔪᑦ ᐊᖓᔪᖅᑲᐅᑕᐅᔪᑦ ᐱᖓᓱᑦᓗᑎᒃ ᐊᐅᓚᑦᑎᔨᒋᔭᖕᒋᑦ ᐊᒻᒪᑦᑕᐅᖅ ᑐᓴᕆᐊᕋᓱᒋᐊᖃᓐᓂᐊᖅᑰᖅᑐᖓ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᖃᑎᓐᓄᑦ ᓇᒦᓐᓂᖕᒋᓐᓄᑦ ᓄᓇᓖᑦ ᐊᐱᖅᑯᑎᒋᔭᕕᑦ ᑖᒃᑯᐊ 7-ᔪᑦ ᓇᒦᑦᓚᕆᒻᒪᖔᑕ. ᑭᓯᐊᓂᓕ ᐊᐅᓚᑦᑎᔨᐅᔪᑦ ᐊᑐᓂᑦ ᐊᒡᒍᖅᓯᒪᔪᖕᒋᑕ ᐊᒡᓚᒡᕕᖕᒋᓐᓂ ᐱᓕᕆᕝᕕᑦᑕ ᐃᓂᖃᐅᖅᑐᑦ ᐊᖓᔪᖅᑲᐅᑎᒃᑯᕕᑦᑎᓐᓂᒃ. ᑐᑭᓕᐅᑎᓗᒍ, ᐸᖕᓂᖅᑑᖅ, ᑲᖕᒋᖅᓱᓂᖅ ᐊᒻᒪᓗ ᐃᖃᓗᒃᑑᑎᐊᖅ. ᐊᐱᖅᓱᕆᐊᖃᓐᓂᐊᖅᑐᖓ ᐱᓕᕆᔨᐅᖃᑎᓐᓂᒃ ᓇᒦᓚᕆᓐᓂᖕᒋᑕ ᑖᒃᑯᐊ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᐊᑐᕈᓐᓇᖅᑕᓐᓂᒃ ᐊᑐᐃᓐᓇᖅᑕᓕᒃ ᓂᐱᖃᕈᓐᓃᕈᑎᒥᒃ ᐊᐱᖅᓱᑲᐃᓐᓇᕈᒪᒍᕕᑦ ᐱᓕᕆᔨᐅᖃᑎᖕᓂᒃ ᑐᓴᖅᓴᐅᔪᒪᖕᒋᑯᕕᑦ. ᐅᐊᑦᑎᐊᕈ ᑭᐅᖁᓂᐊᖅᐸᒋᑦ, ᒥᔅᑕ ᐃᓄᒃ ᑐᑭᓯᔪᒪᖅᑲᐅᕕᓐ ᓄᓇᖔᑦ ᓇᓪᓕᐊᖑᓂᖕᒋᓐᓃᒃ? ᒥᔅᑕ ᐃᓄᒃ. **ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᖃᐅᔨᔪᒪᓗᐊᖅᑐᖓ ᐊᒻᒪᓗ ᑕᐃᓐᓇ ᐊᐱᖅᑯᑎᒋᖅᑲᐆᔭᒪ ᐃᓚᒃᑲᓐᓂᖓ ᖃᓄᖅ ᑖᒃᑯᐊ ᓄᓇᖔᑦ ᐊᖓᔪᖅᑳᖃᓐᓂᐊᒻᒪᖔᑕ ᓂᕈᐊᖅᑕᐅᓱᖑᕙᑦ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.

Chairman. I'll ask Mr. Ojah to respond to that question. **Chairman**: Thank you. Mr. Ojah, please proceed. **Mr. Ojah**: Thank you, Mr. Chairman. I thank the member for the question. Mr. MacDonald indicated that at the present time we have seven supervisors in place. The capacity that we actually have in total is ten positions for supervisors. Each region basically has at the present time three supervisors in the Baffin region we have them placed one is in Pond Inlet, one is placed in Pangnirtung, and one is placed in Cape Dorset. The placement of supervisors is probably based upon the most central and easily accessible positions so they can control their span of staff. In the Kivalliq, we also have three supervisory positions. We have one position in Arviat, which currently has just been filled. We have one position in Rankin; this is up for competition to be filled. We have it back filled with a long term casual at the present time. And we have one further supervisory position placed in Baker Lake. That currently is also at the point where we are working very closely with the Human Resources Department to have that filled post haste. In the Kitikmeot region, we similarly have three supervisory positions. One is based in Cambridge Bay which is the largest community in that area. The second position is located in Gjoa Haven. That position is currently vacant. The incumbent happened to resign very recently as is the case in Kugluktuk. In relation to the nine supervisory	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᕆᔪᒪᔭᒐᕋ ᒥᔅᑕ ᐆᔭᔭ ᑭᐅᑎᑕᐅᖁᓪᓗᒍ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᐆᔭᔭ ᑲᔪᓯᒋᐊᕆᑦ. **ᐆᔭᔭ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᒋᒋᕙᕋ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᖅᑯᑎᒋᔭᖕᒐᓐᓄᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᓇᓗᓇᐃᖅᓯᖅᑲᐅᒻᒪᑦ ᐅᓪᓗᒥᐅᔪᖅ 7-ᓂᒃ ᐊᖕᒐᔪᖅᑳᖅᑯᑎᖅᑲᕋᑦᑕ ᐃᖅᑲᓇᐃᔭᖅᑐᓂᒃ. ᒪᑐᐃᖕᒐᔪᓪᓕ ᑲᑎᓕᒫᖅᓱᒋᑦ ᖁᓕᓅᖕᒐᒐᓗᐊᖅᑎᓪᓗᒋᑦ ᐃᓂᐅᔪᑦ ᐊᖕᒐᔪᖅᑲᐅᑎᓄᑦ. ᐊᑐᓂ ᐊᒡᒍᖅᓯᒪᓂᐅᔪᖅ ᐅᓪᓗᒥ ᓇᓗᓇᐃᖅᓯᕕᐅᓯᒪᔪᑦ ᐱᖕᒐᓱᓂᒃ ᐊᖕᒐᔪᖅᑲᐅᑎᖅᑲᕈᓐᓇᓐᓂᖕᒋᓐᓂᒃ ᐊᖕᒐᔪᖅᑲᐅᑎᒃᑯᕕᖕᒋᓐᓂ, ᖁᑭᖅᑖᓗᒻᒥ ᐊᑕᐅᓯᖅ ᒥᑦᑎᒪᑕᓕᒻᒦᑦᑐᖅ, ᐊᑕᐅᓯᖅ ᐸᖕᓂᖅᑑᒥ ᐊᒻᒪᓗ ᐊᑕᐅᓯᖅ ᑭᓐᖕᒐᓃᑦᑐᖅ. ᑖᒃᑯᐊ ᓂᕈᐊᖅᑕᐅᓂᓇᓲᖕᒋᑦ ᓄᓇᓖᑦ ᑐᓐᖕᒐᕕᖅᑲᒐᔪᒃᑐᑦ ᖁᑎᖕᒐᓂᓛᖑᔪᓂᒃ ᐊᐅᓪᓛᕝᕕᒋᔭᔅᓴᐅᔪᒥᒃ ᓄᓇᓕᒻᒥ ᐃᖅᑲᓇᐃᔭᖅᑎᖁᑎᖕᒋᑦ ᑲᒪᒋᑦᑎᐊᕈᓐᓇᖁᓪᓗᒋᑦ. ᑭᕙᓪᓕᒻᒥ ᐱᑕᖅᑲᓇᕗᒍᑦ ᓇᓗᓇᐃᖅᓯᒪᔪᓂᒃ ᐱᖕᒐᓱᓂᒃ ᐊᖕᒐᔪᖅᑲᐅᑎᓄᑦ ᐃᓂᐅᔪᓂᒃ, ᐊᑕᐅᓯᖅ ᐊᕝᕕᐊᓃᑦᑐᖅ ᐃᓂᑖᓇᔭᐅᓕᖅᓴᖅᓯᒪᓪᓗᓂ. ᐊᑕᐅᓯᖅ ᑲᖕᒋᖅᓱᓂᒻᒥ ᑖᓐᓇᓗ ᓇᓖᑦᕈᑕᐅᓕᖅᓱᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᒃᓴᖅᓯᐅᖅᓱᑎᒃ. ᐅᓪᓗᒥ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑐᒥᒃ ᐃᓂᒋᔭᐅᔪᖅ ᐊᑯᓂᐅᔪᖅ ᐱᓕᓇᓕᖅᑐᖅ ᐊᒻᒪᑦᑕᐅᖅ ᐊᑕᐅᓯᒻᒥᒃ ᐊᖕᒐᔪᖅᑳᑉ ᐃᓂᐊᓂᒃ ᐱᑕᖅᑲᓇᓪᓗᓂ ᖅᑲᒪᓂᑦᑐᐊᒻᒥ. ᑖᓐᓇᑦᑕᑲᐅᖅ ᐱᓕᓇᔭᕗᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᓇᔭᕗᑦ ᑲᑐᔾᔨᖅᑎᒋᓪᓗᒋᑦ ᐃᓐᓄᒃᑕᐅᓇᓱᐊᖅᓱᓂ ᑐᐊᕕᓐᓇᓐᓂᖅᐸᒃᑯᑦ. ᖁᑎᒻᒥᐅᒥᓪᓕ, ᐊᔾᔨᖕᒐᓂᒃᑕᐅᖅ ᐱᖕᒐᓱᓂᒃ ᐃᓂᑕᖅᑲᖅᑐᖅ ᐊᖕᒐᔪᖅᑲᐅᑎᓂᒃ. ᐊᑕᐅᓯᖅ ᐃᖅᑲᓗᒃᑑᑦᑎᐊᒻᒥ ᐊᖕᒋᓛᖑᓪᓗᓂ ᓄᓇᓕᐅᔪᓂᒃ ᖁᑎᒻᒥᐅᒥ. ᐊᐃᐸᐸᖕᒐ ᐃᓂᐅᔪᖅ ᐃᓂᖅᑲᖅᓱᓂ ᐅᖅᓱᖅᑑᒻᒥ, ᑖᓐᓇᓗ ᐃᓂᖅᑲᕈᓐᓃᖅᓯᒪᔪᖅ ᐅᓪᓗᒥ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᖅᑐᖅ ᒫᓐᓇᕋᑖᖅ ᓄᖅᑲᓚᐅᒻᒪᑦ ᐊᔾᔨᒋᓪᓗᓂᐅᒃ ᖁᓪᓗᖅᑑᐸ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᒐ ᓄᖅᑲᖅᓯᒪᓪᓗᓂ.

In relation to the nine supervisory |

positions in the district, we have one additional supervisory position based in Iqaluit. Thank you, Mr. Chairman.	ᑕᑯᓪᓗᒋᑦ ᑖᒃᑯᐊ 9-ᖑᔪᑦ ᐊᖓᔪᖅᑲᐅᑎᓄᑦ ᐃᓃᑦ ᐱᓕᕆᕝᕕᑦᑎᓐᓂ, ᐊᑕᐅᓯᒃᑲᓐᓂᒻᒥᒃ ᐊᖓᔪᖅᑲᐅᑎᒧᑦ ᐃᓂᐅᔪᒥᒃ ᐱᑕᖅᑲᓇᕗᖅ ᐃᖃᓗᓐᓂ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. The next name on my list, Mr. Savikataaq.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓗᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᑭᖑᓪᓕᖅ ᐊᑎᖅᓂᑦ ᑎᑎᕋᖅᓯᒪᔪᖅ, ᒥᔅᑕ ᓴᕕᑲᑖᖅ.
Mr. Savikataaq: Thank you, Mr. Chairman. My question is to the department on the line of training, too. It's been talked about a bit here but I would just like to get your definition of mandatory training. Thank you, Mr. Chairman.	**ᓴᕕᑲᑖᖅ** (ᑐᒦᓗᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᓇᓱᐊᖅᑐᖓ ᑕᐃᒪ, ᐃᓕᓐᓂᐊᓂᕐᒧᑦ ᐊᐱᓇᓱᐊᕋᒪ, ᑕᐃᒪ ᐅᖃᐅᓯᐅᑕᖅᓯᒪᒻᒪᑦ ᑕᒪᑐᒪᓂ ᐅᑭᐅᒥ ᓇᓗᓇᐃᖅᓯᖁᔨᓗᐊᓚᑎ ᓱᓇᒥᑦ ᐃᓕᓐᓂᐊᕐᓚᐅᓪᓗᐊᔭᕆᐊᖃᖅᑐᐃᑦ ᓱᓇᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓗᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ?
Mr. MacDonald: Thank you, Mr. Chairman. Well the definition for us for mandatory training is training that is required for an individual to go about their job. For some program areas, mandatory training links directly to the legislation that is connected with the role or the function of those employees. We refer to it as statutory training in that case. Within our department, for example, child and family services, *The Child and Family Services Act* or the *Social Assistance Act* would have some statutory training that employees would have to take in order to perform their duties. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᒦᓗᑎᒍᑦ): ᒪ'ᓇᐅᔪᑎᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᕙᒍᑦ ᑐᑭᖃᖅᑎᑦᑕᕗᑦ, ᑕᐃᒪ ᐃᓕᓐᓂᐊᓇᐊᖃᕋᔭᖅᑐᖅ, ᐱᓕᕆᔫᑦᓗᐊᖁᓇᔭᖅᑐᒍ, ᓄᑕᕋᓕᕆᔨ ᐊᒻᒪ ᖃᑕᓐᖑᑎᒋᑦᑐᓕᕆᔨ ᐃᓚᒋᑦᑐᓕᕆᔩᑦ. ᑕᒪᒃᑯᓂᖓ ᒪᓕᒐᕐᓂᑦ ᑎᑎᕋᒐᐅᓯᒪᔪᓂᒃ ᒪᓕᒐᒃᑯᑦ. ᑕᐃᒪ ᐊᔪᓐᖏᓐᓂᖃᕆᐊᖃᕋᔭᖅᑐᑦ. ᑕᐃᒪ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᓂᖃᕆᐊᖃᕋᔭᖅᑐᑦ ᐅᕙᑦᑎᓐᓂᓗ. ᑕᐃᒪ ᓄᑕᕋᓕᕆᔩᑦ ᒪᓕᒐᖅᑕᖃᖅᖓᑦ ᑐᓐᖓᕕᒋᔭᐅᔪᒥᒃ, ᓱᓇᓂᒃ ᐱᓕᕆᒋᐊᖃᕐᒪᖔᑕ, ᑕᐃᒃᑯᓂᖓ ᖃᐅᔨᒪᕐᑯᔭᐅᔪᓂᒃ ᖃᐅᔨᒪᒋᐊᖃᕋᔭᖅᑐᑦ ᑕᐃᒪ. ᒪᑦᑕ.	
Chairman: Thank you, Mr. MacDonald. Mr. Savikataaq.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓗᑎᒍᑦ): ᒪ'ᓇ. ᒥᔅᑕ ᓴᕕᑲᑖᖅ.
Mr. Savikataaq: Thank you, Mr. Chairman. With your mandatory training, you just stated that it is mandatory for the social workers to do their job but yesterday you stated that roughly over 50 percent of them are operating under a letter of authority to do their job. Is it really mandatory when less than 50 percent of the workers don't have the	**ᓴᕕᑲᑖᖅ** (ᑐᒦᓗᑎᒍᑦ): ᒪ'ᓇᐅᔪᑎᑦ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᓚᐅᒋᐊᖃᕐᓂᕌᓚᓂᓵᕋᕕᒋᑦ ᐃᓄᓕᕆᔨᓄᑦ, ᓂᖃᐃᑐᖅᑎᑦᑎᔨᓄᑦ. ᐃᑉᐸᔅᓴ ᑭᓯᐊᓂ ᐅᖃᓚᐅᕋᓗᐊᕋᕕᑦ, ᓇᑉᐸᐅᒍ ᐅᖓᑖᓂᑦ ᐅᑯᐊ ᐊᓕᓚᔫᑎᓂᒃ ᐊᔪᓐᖏᔾᔪᑎᓂᒃ ᑐᓂᔭᐅᓯᒪᓪᓗᑎᑦ ᖃᓪᓗᓈᓂ ᐱᓕᕆᔨᑖᕆᔭᐅᓯᒪᒻᒪᑕ. ᑕᐃᒪ ᓇᑉᐸᐃᓐᓇᐃᑦ ᑖᒃᑯᐊ ᑕᐃᒃᑯᓂᖓ ᐃᓕᓐᓂᐊᖅᓯᒪᓂᖃᑦᑎᐊᖏᑦᑑᔭᖅᐸᑦ?	

mandatory training? Thank you, Mr. Chairman.	ᐃᓕᓐᓂᐊᖅᓯᒪᔪᑎᐊᕐᔫᓪᓗᑎᑦ ᓇᐸᐸᖕᒋᑦ ᖃᓪᓗᓈᓃᓐᖓᖅᑐᑦ. ᒪᒃᓇ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I think we're maybe discussing two different things in that we have letters of authority for employees to work and they're providing evidence that they have some ability to perform that function. That would be the decision made by the Director of Child and Family Services to allow them to work in that capacity. In terms of the training itself, even those individuals would require that training and in fact as I believe it was Mr. Ojah who mentioned it earlier, those individuals would need more of this statutory or mandatory training than somebody who had the full qualifications to perform that function.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᓱᒪᔪᖓ ᐃᒻᒪᖅ ᒪᕐᕉᐃᓂᒃ ᐅᖃᐅᓯᖃᖅᑰᕋᑦᑕ ᑕᐃᒪ. ᑕᐃᒪᐃᓛᒃ ᐱᓕᕆᔨᓪᓗᐊᖅᑎᑕᐅᓂᕐᒥᑦ ᐱᑕᖃᕐᒪᑦ, ᐃᓛᒃ ᑕᐃᒃᑯᐊ ᓇᓗᓇᐃᒃᑯᑎᖃᕐᓂᕋᖅᑐᑦ ᖃᓪᓗᓈᓂ ᐊᓕᓚᔪᕐᓂᑦ ᑐᓂᓯᓯᒪᓲᒻᒪᑕ ᐃᓕᓐᓂᐊᕐᓂᕋᓗᒃᓯᒪᔭᕐᒥᓂᒃ ᐊᒻᒪ ᐱᓕᕆᑦᑕᖅᓯᒪᓂᕐᒥᓂᒃ. ᑕᐃᒪ ᑕᐃᒃᑯᐊᓕ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒋᐊᓖᑦ ᑕᐃᒃᑯᐊᑦᑕᐅᖅ ᖃᓪᓗᓈᓂᑦ ᑎᑭᑦᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᑕᖃᑕᐅᒋᐊᖃᔪᔪᑦ. ᑕᐃᒪ ᐅᖁᓂᓵᓚᐅᕐᒪᑦ, ᑕᐃᒃᑯᐊ ᒪᓕᒐᕐᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᖅᓴᐅᒋᐊᖃᖅᑕᐃᔪᑦ. ᐃᓛᒃ ᒪᓕᒐᔪᒥᒃ ᑕᐃᒃᓱᒪᓂ ᖃᐅᔨᒪᔭᐅᒋᐊᖃᕐᑯᔭᐅᓯᒪᔪᓂᒃ.
It's a slight difference but one has to do with the ability to be in the position in the first place and the other is annual training that they need to undertake in order to maintain a level of knowledge and currency in the subject matter. Thank you.	ᑕᐃᒪ ᐊᔪᓐᖏᓐᓂᕐᑲᓇᐊᖃᕐᒪᑕ ᐱᓕᕆᓂᐊᕈᒥᒃ, ᐊᒻᒪ ᐅᑭᐅᑕᒫᑦ ᐃᓕᓐᓂᐊᕐᑯᔭᐅᓯᒪᔪᓂᒃ ᐃᓕᓐᓂᐊᑲᓐᓂᖅᑕᒻᒪᕐᓗᑎᒃ. ᒪᒃᓇ.
Chairman: Thank you. Mr. Savikataaq.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᒪᒃᓇ. ᒥᔅᑕ ᓴᕕᑲᑖᖅ.
Mr. Savikataaq: Thank you, Mr. Chairman. To make it clear then I'll ask do you have any social workers working who do not have the mandatory training? Thank you, Mr. Chairman.	**ᓴᕕᑲᑖᖅ** (ᑐᓵᔨᑎᒍᑦ): ᒪᒃᓇ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᓇᓗᓇᖏᒐᓛᕐᓗᒍ ᐊᐱᓇᓕᕐᓚᖓ. ᐃᓄᓕᓇᔨᖁᑎᑕᖃᖅᐸ ᐃᓕᓐᓂᐊᑎᐊᖅᓯᒪᓐᖏᑦᑐᓂᒃ? ᐃᓕᓐᓂᐊᖅᓯᒪᓐᖏᑦᑐᓂᒃ ᐱᓕᕆᔨᖃᖅᐱᓯ? ᐃᓄᓕᓇᔨᓂᒃ, ᓂᖃᐃᑐᖅᑎᑦᑎᔨᓂᒃ? ᒪᒃᓇᐅᔪᑎᑦ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. In the course of hiring a new employee it may be that they would be providing the necessary documentation to receive a letter of authorization and they	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᒪᒃᓇᐅᔪᑎᑦ, ᐃᒃᓯᕙᐅᑖᖅ. ᐱᓕᕆᔨᑖᖅᑐᓕᕋᖓᑦᑕ ᓄᑕᕋᒥᒃ, ᐃᒻᒪᖃ ᑕᐃᒃᑯᐊ ᐊᓕᓚᔪᕐᓂᒃ ᖃᐃᑦᑎᑕᔪᒻᒪᑕ ᐊᒻᒪ ᑕᐃᒪ ᐊᔪᓐᖏᓐᓂᖏᑦ ᑕᑯᔭᐅᒐᓂᒃᑳᖓᑕ ᒪᓕᑦᑐᒋᑦ ᐱᓕᕆᐊᖅᑖᖅᑎᑕᐅᓲᖑᒻᒪᑕ ᐊᒻᒪ ᓱᓇᒥᑭᐊᖅ ᐃᓕᓐᓂᐊᒐᓂᓯᒪᓂᖃᕐᓂᖏᑉᐸ

may have a period of time before the next scheduled statutory training will occur. Under those circumstances, you're correct they wouldn't have the statutory training at that point in time. But they would be closely supervised by their supervisor and they would be dealing with those competencies that Mr. Ojah discussed and tracking that closely. It would be the responsibility then of the supervisor to make sure that that individual was scheduled for the next statutory training session that would occur. Thank you.	ᐃᓕᓐᓂᓕᖅᑎᑕᐅᑦᑕᕆᐊᖃᕋᔭᖅᑐᑦ ᑭᖑᓂᖓᓂ. ᑕᐃᒪ ᐃᓱᒪᑕᕆᔭᐅᔪᖅ ᖁᑦᑎᓂᖅᓴᒧᑦ ᑖᒃᑯᐊ ᐱᓕᕆᐊᕆᔭᐅᖅᑕᕋᔭᖅᑐᑦ ᓱᓇᒥᑦ ᐃᓚᑯᒥᑦ ᖃᐅᔨᒪᓂᖃᕐᓂᕐᒪᖔᑕ ᐃᓄᓕᕆᔨᑦ, ᓂᖃᐃᑐᖅᑎᑦᑎᔨᑦ. ᑕᐃᒪ ᑎᓕᔭᐅᓯᒪᒋᐊᖃᕋᔭᖅᐳᖅ ᐃᓕᓐᓂᐊᕆᑕᖁᔭᐅᒐᓗᓪᓗᑎᒃ. ᒪᐊᓇ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. Mr. Savikataaq.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᓴᕕᑲᑖᖅ.
Mr. Savikataaq: Thank you, Mr. Chairman. Just for clarity then. Only new employees are working without the mandatory training? Thank you, Mr. Chairman.	**ᓴᕕᑲᑖᖅ** (ᑐᓵᔨᑎᒍᑦ): ᒪᐊᓇᐅᔪᑎᑦ, ᐃᒃᓯᕙᐅᑖᖅ. ᓇᓗᓇᓐᖏᓐᓂᐊᕐᒪᑦ ᑕᐃᒪ ᐱᓕᕆᔨᑖᑖᖅᑎᓯᒻᒥᒃ ᐱᓕᕆᔨᑖᖅᑕᕆᔭᓯ ᑕᐃᒃᑯᐊ ᐱᖃᖏᑦᑐᑐᐊᒐᓱᐃᑦ. ᒪᐊᓇ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. To my knowledge, the employees would have to receive the statutory training at some point during the annual cycle. So, it should only be new employees that do not have statutory training. So, for example, if somebody was hired this month as a new social worker, they wouldn't at this point in time have the statutory training.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᖃᐅᔨᒪᔭᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑦ ᐃᓕᓴᖅᑕᐅᓯᒪᖅᑲᒋᐊᖃᕋᔭᖅᑐᑦ ᐱᑦᓴᐃᓐᓇᕆᐊᓕᒻᒥᓂᒃ ᖃᖓᐅᐸᑦ ᐊᕐᕌᒍᒥ ᐃᖏᕐᕋᓂᐅᕙᑦᑐᒥ. ᑕᒡᕙ, ᐃᖅᑲᓇᐃᔭᓕᓵᖅᑐᑦ ᑭᓯᐊᓂ ᐃᓕᓐᓂᐊᑦᓴᐃᓐᓇᕆᐊᓕᓐᓂᒃ ᐊᑐᐃᓐᓇᖃᕐᕕᐅᕙᓐᖏᑦᑐᑦ. ᐆᑦᑑᑎᒋᓗᒍ, ᑭᓇᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᖅᑐᖃᕋᔭᕈᓂ ᑕᖅᑭᒋᔭᑦᑎᓐᓂ ᐃᓄᓕᕆᔨᐅᓂᐊᓕᕐᓗᓂ, ᒫᓐᓇᐅᔪᒥ ᐃᓕᓐᓂᐊᑦᑕᐃᓐᓇᕆᐊᓕᒻᒥᒃ ᐱᓇᔭᖏᑦᑐᖅ.
As Mr. Ojah mentioned earlier, that's scheduled for October and at that point in time, those new employees would be loaded onto that. Also, existing or long-term serving employees would have received that training at some point in the previous year, so if that training period had expired, they would be expected to go to the next refresher training, so they	ᑭᓯᐊᓂᑦᑕᐅᖅ, ᐅᐊᑦᑎᐊᖅ ᓵᓂ ᐅᖃᖅᑲᐅᒻᒪᑦ, ᑕᒪᓐᓇ ᐅᓪᓗᖅᓯᐊᖅᑕᐅᓇᔭᖅᑐᖅ ᐅᒃᑐᕝᕕᒥ. ᓇᓪᓕᖅᐸᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦ ᑕᒪᒻᒥᒃ ᐃᓚᐅᑎᑕᐅᓕᕋᔭᖅᑑᒃ ᐊᒻᒪᓗ, ᐅᓪᓗᒥ ᐊᑯᓂᐅᔪᓪᓘᓐᓃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᔪᑦ ᐃᓕᓐᓂᐊᕋᓂᒃᓯᒪᓕᕋᔭᖅᑐᑦ ᑕᒪᑐᒪᓐᖓᑦ ᐃᓕᓴᐅᑎᐅᕆᐊᖃᖅᐸᑦᑐᒥᒃ ᖃᑯᒍ ᐊᕐᕌᒍᓚᐅᖅᑐᒥ. ᑕᒡᕙ, ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᕐᓂᕆᐊᖃᖅᑕᖓ ᐃᓱᓕᓐᓂᕈᓂ, ᑭᓐᖑᖅᑕᐅᓇᔭᖅᑐᑦ ᐃᓚᐅᒐᔭᖅᑯᓪᓗᒋᑦ

would attend the October training as well. So that's where we continue to push people through the cycle of training. Thank you.	ᐃᖅᑲᐃᑎᑦᓯᒋᐊᕈᑎᑦᓴᒧᑦ ᐃᓕᓴᐅᑎᒧᑦ. ᑕᒡᕙᑦᑕᐅᖅ ᐃᓚᐅᓇᔭᕆᕗᑦ ᐅᒃᑐᕝᕕᕆᒥ ᐃᓕᓐᓂᐊᖅᑕᐅᓇᔭᖅᑐᒧᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᑭᒃᑯᒐᓚᐃᑦ ᐃᓇᒐᓱᐃᓐᓇᐸᑦᑕᕗᑦ ᐃᓕᓐᓂᐊᕐᓂᐅᓇᐅᕙᑦᑐᒧᑦ ᐃᓚᐅᕙᕐᑯᓪᓗᒋᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you. Mr. Savikataaq.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑐ ᓴᕕᑲᑖᖅ
Mr. Savikataaq: Thank you, Mr. Chairman. In the 2011 Auditor General's Report, it noted that… this is on training again. Some community services workers had not received their mandatory training. What system, and you explained it a bit, but what system is currently in place to ensure that no community social workers falls through the cracks and gets this mandatory training. I assume it's mandatory for a reason. It is stressful job and the more training a person has, the better they can deal with stress in whatever job they do.	**ᓴᕕᑲᑖᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. 2011ᒥ ᑕᒻᒪᖅᓯᒪᔪᓐᓂᐊᖅᑎᐅᑉ ᐅᓂᒃᑳᖕᒋᓐᓂ ᓇᓗᓇᐃᖅᑕᐅᓂᕐᒪᑦ, ᐃᓕᓴᐅᑎᐅᔪᓂᒃ ᓱᓕ, ᐃᓚᖕᒋᑦ ᓄᓇᓕᓐᓂ ᐱᓕᕆᔨᐅᔪᑦ ᐃᓚᐅᕙᓐᓂᑰᖅᓯᒪᖕᒋᒻᒪᑕ ᐃᓕᓐᓂᐊᑦᑕᐃᓐᓇᕆᐊᓕᓐᓂᒃ. ᑭᓱᒥᒃ ᐃᓂᓪᓚᖓᐅᑎᒥᒃ, ᐅᓂᒃᑳᕆᒐᓛᑲᐃᓐᓇᖅᑕᕋᓗᐊᑦ, ᑭᑐᒥᒃ ᐃᓂᓪᓚᖓᐅᑎᑕᖅᑲᖅᐸ ᒫᓐᓇᐅᔪᒥ ᐃᓄᓕᕆᔨᒥᒃ ᒪᐅᓐᖓᑐᐃᓐᓈᖅᑐᖅᑲᓕᕋᔭᖅᑯᓇᒍ ᐃᓚᐅᒻᒪᕆᖅᑲᑦᑕᖅᑯᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᑦᑕᐃᓐᓇᕆᐊᓕᒻᒥᒃ ᑕᒪᑐᒥᖓ? ᐱᔾᔪᑎᖅᑲᖅᑐᓂᖅᑲᐃ ᐊᑐᑦᓴᐃᓐᓇᕆᐊᖅᑲᖅᐸᒻᒪᑦ, ᐅᖅᑯᒪᐃᓐᓇᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᓛᖅᑕᒥᒃ, ᐊᒻᒪᓗ ᑭᓇ ᐃᓕᓐᓂᐊᖅᑲᑕᐅᓂᖅᓴᐅᖅᑲᑦᑕᖅᓯᒪᒍᓂ ᐱᓕᕆᑦᑎᐊᓂᖅᓴᐅᒍᓐᓇᕋᔭᖅᒪᑕ ᖅᑲᓄᑐᐃᓐᓇᖅ ᐃᖅᑲᓇᐃᓛᕆᑦᑕᒥᓂᒃ.	
Can you tell us exactly what's in place to make sure that all the social workers do get the mandatory training in a timely manner? Thank you, Mr. Chairman.	ᐅᖅᑲᐅᑎᑎᒍᑦ ᖅᑲᓄᐃᓕᖓᓪᓚᑦᑖᖅᑐᒥᒃ ᐋᖅᑭᒃᓯᓯᒪᔪᖅᑲᖅᒪᖕᒑᑦ ᑕᒪᒻᒥᓕᒫᖅ ᐃᓄᓕᕆᔨᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᑦᓴᐃᓐᓇᖅᑲᑦᑕᖅᑯᓪᓗᒋᑦ ᐱᑦᓴᐃᓐᓇᕆᐊᓕᓐᓂᒃ ᑭᖑᕙᖅᓯᒪᖕᒋᓪᓗᑎᒃ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I will ask Mr. Arnold to answer this, as there are some very specific details in that. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᐊᐱᕆᓚᒍ ᒥᔅᑐ ᐋᓅᑦ ᑭᐅᖁᓪᓗᒍ ᑖᑉᓱᒥᖓ ᑭᓱᓪᓚᑦᑖᓂᒃ ᐃᓗᓕᖅᑲᐅᖁᓂᖓᓄᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you. Mr. Arnold, please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐋᓅᑦ, ᐊᑏ ᑲᔪᓯᒋᑦ.
Mr. Arnold: Thank you, Mr. Chairman. Thank you for the question. There are a number of processes that we put in place to ensure that we are tracking and capturing every social worker that is in our territory, regardless of how long they've been there. We have, in headquarters, we will track this manually through our Excel spreadsheet, for	**ᐋᓅᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᐊᐱᖅᑯᑎᐅᔪᒧᑦ. ᐊᑕᐅᓯᐅᓐᖕᒋᓚᑦ ᐋᖅᑭᒃᓯᒪᔭᕗᑦ ᐱᕙᓪᓕᐊᔾᔪᑕᐅᔪᓐᓇᖅᑐᑦ ᒥᐊᓂᕆᑦᑎᐊᖁᓪᓗᑕ ᓇᕝᕙᖅᐸᓪᓕᐊᖁᓪᓗᑕᓗ ᐃᓄᓕᕆᔨᓕᒫᖑᔪᓂᒃ ᓄᓇᕗᒻᒥᑦᑐᓂᒃ ᖃᓄᑎᒋᑐᐃᓐᓇᖅ ᐱᓕᕆᔨᐅᓕᕋᓗᐊᕈᑎᒃ. ᐊᓪᓚᕝᕕᒻᒪᕆᑦᑎᓐᓂ ᑕᒪᒃᑯᐊ ᓇᐅᑦᓯᖅᑐᓇᔭᕋᑦᑎᒍ ᖃᕆᑕᐆᔭᖅᓯᐅᑎᑎᒍᑦ	

instance.	ᑐᖅᑯᖅᑕᕈᑎᐅᔪᑎᒍᑦ, ᓱᕐᓗ.
What I think, more importantly, routinely, every other week, we have teleconferences with our regional managers and training and the requirements of training, who needs to attend training, is explicitly discussed with our regional managers and they will provide us reports as to who is in each community, at what stage they are at with respect to training, so that we have, I guess, if you will, a check and balance that we're both directly communicating with our regional managers as well as then tracking them by use of a database or Excel spreadsheet as well. Thank you, Mr. Chairman.	ᑭᓯᐊᓂᖅᑲᐃ, ᐱᒻᒪᕆᐅᓂᖅᐹᒥᒃ, ᐱᓇᓱᐊᕈᓯᑦ ᐊᐃᑉᐹᓂ ᐅᖃᓘᑎᑎᒍᑦ ᑲᑎᒪᓂᖅᑲᐃᓐᓇᓲᖑᓪᓗᑕ ᐊᕕᑦᑐᖅᓯᒪᔪᓂ ᑲᒪᔨᐅᔪᑎᒍᑦ. ᐃᓕᓴᐅᑎᑦ ᑕᒡᕙ ᐊᒻᒪᓗ ᐱᔭᕆᐊᖃᖅᑐᑦ ᐃᓕᓴᐅᑎᐅᔪᓂ, ᑭᒃᑯᓪᓗ ᐃᓚᐅᔪᑦᓴᐅᑕᐅᒻᒪᖕᒐᑕ ᐅᖃᐅᓯᓪᓚᑦᑖᓲᖑᔪᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᓂ ᑲᒪᔨᖁᑎᑦᑎᒍᑦ. ᑖᒃᑯᐊᓗ ᐅᕙᑦᑎᓐᓄᑦ ᐅᓂᒃᑳᓕᐅᖅᐸᓲᖑᔪᑦ ᑭᒃᑯᑦ ᐃᓚᐅᓂᐊᕆᐊᖏᓐᓂᒃ ᓄᓇᓕᐅᔪᓂ ᐊᑐᓂ, ᓇᒦᓕᕐᒪᖔᖏᑕᓗ ᐃᓕᓴᖅᐸᓪᓕᐊᔭᒥᓐᓂᒃ. ᓇᐅᑦᓯᖅᑐᕈᑎᖅᑲᓲᖑᕗᒍ ᑕᒡᕙ ᐅᖃᖅᑎᖅᑲᓴᐃᓐᓇᖅᐸᖅᑯᓪᓗᑕ ᐊᕕᑦᑐᖅᓯᒪᔪᓂ ᑲᒪᔨᖁᑎᑦᑎᓐᓂᒃ ᐊᒻᒪᓗ ᓇᐅᑦᓯᖅᑐᕈᓐᓇᖅᑯᓪᓗᑕ ᐊᑐᖅᐸᓂᑦᑎᒍᑦ ᑐᖅᑯᑕᖅᕕᒋᕙᑦᑕᑎᓐᓂᒃ ᖃᓇᑕᐆᔭᒃᑯᑦ, ᖃᓇᑕᐆᔭᖅᓯᐅᑎᑎᒍᓪᓗ ᑕᑕᑎᖅᕕᐅᕙᑦᑐᑎᒍᑦ. ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ.
Chairman: Thank you. The next name I have on my list, Member from Baker Lake, Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ. ᑎᑎᕋᖅᓯᒪᔪᖅᑎᖅᑲᕋᒪᑦᑕᐅᖅ, ᒪᓕᒐᓕᐅᖅᑎ ᖃᒪᓂᒃᑐᐊᕐᒧᑦ, ᒥᔅᑐ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I say 'good morning' to the people of Nunavut.	**ᒥᑭᓐᖑᐊᖅ**: ᒪᒃᓇᓪᓗᐊᕕᒃ ᐃᒃᓯᕙᐅᑕᖅ, ᐅᓪᓛᒃᑰᕐᒪᖅᓱᑎᑦ ᓄᓇᕗᒻᒥᐅᑕᐃᑦ.
First of all, I would like to ask on page 6, number 16, in relation to the OAG report, right at the bottom there, the last paragraph. They said that they understood that four communities have no workers of that kind; has that situation now changed? That is my first question. Thank you, Mr. Chairman. (interpretation ends)	ᓯᕗᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒋᕙᒐᕋ ᒪᐟᐱᖓᓂ 6, ᓈᒻᐊᐅᑎᖓ 16. ᖃᐅᔨᐊᖅᑎᑦ ᑎᑎᕋᖅᐊᐃᒪᔾᔭᓂ ᐊᓪᓕᖅᐹᓪᓯᐊᕐᒥᐊᖅ. ᓇᓗᓇᐃᔨ ᖃᐅᔨᐊᕐᓂᕐᒥᓐᓂ ᖃᐅᔨᓚᐅᕐᒪᑕ ᓄᓇᓕᑦ ᓯᑕᒪᐃᑦ ᓄᓇᕗᒻᒥ ᐃᓄᓕᓇᔨᑕᖃᖏᒻᒪᑕ. ᑕᒪᒻᓇ ᐊᓪᓚᓐᖑᖅᓯᒪᓕᖅᐸ ᐅᓪᓗᒥᒧᑦ? ᓯᕗᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒐ. ᒪᒃᓇ ᐃᒃᓯᕙᐅᑕᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ. ᒥᔅᑐ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Thank you for the question. I will ask Mr. Ojah to respond to the specifics of where the communities are at this moment. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᖅᑯᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᐅᔪᒧᑦ. ᐊᐱᕆᓂᐊᖅᐸᕋ ᒥᔅᑐ ᐆᔭᔭ ᑭᐅᖅᑯᓪᓗᒍ ᐃᓗᓕᖏᓐᓂᒃ ᓄᓇᓕᑦ ᒫᓐᓇᐅᔪᖅ ᓇᒦᓕᖅᓂᖏᓐᓂᒃ. ᖅᑯᔭᓐᓇᒦᒃ.

Chairman: Thank you. Mr. Ojah, please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑐ ᐆᔭᔭ ᑲᔪᓯᒋᑦ.
Mr. Ojah: Thank you, Mr. Chairman. I thank the Member for the question. I am pleased to report to you that, at the present time, we do not have any communities that have not had a social worker present on the ground for over a period of one year. We certainly are in transition in a couple of communities in that we are in the process of filling positions. We endeavour under most circumstances not to leave a community without an active social worker. In those cases, we would employ the services of a casual social worker.	**ᐆᔭᔭ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ, ᖁᔭᓐᓇᒦᓪᓗ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᖅᑯᒻᒧᑦ. ᖁᕕᐊᓱᑦᑐᖓ ᐃᓕᑉᓯᓐᓄᑦ. ᑭᓯᐊᓂ ᒫᓐᓇᐅᔪᖅ ᓄᓇᓕᓐᓂᒃ ᐱᑕᖃᕈᓐᓃᖅᑐᖅ ᐃᓄᓕᕆᔨᐅᑉ ᐃᓂᖓᓐᓂᒃ ᐊᑦᑕᑕᕝᕕᐅᓯᒪᓐᖏᑦᑐᒥᒃ ᐊᖁᕐᒍᑉ ᐅᖓᑖᓄᑦ. ᐊᑯᓐᓂᖅᓱᑎᖃᐅᖅᑐᑦ ᐃᓚᖏᑦ ᓅᑉᐸᓪᓕᐊᓂᕕᓂᑦᑎᓐᓄᑦ ᓄᓇᓕᓐᓄᑦ ᐃᓚᖏᓄᑦ ᐱᓪᓗᒍ ᐃᖅᑲᓇᐃᔭᖅᑎᒥᒃ ᖃᓂᖅᓴᕈᑕᐅᓕᒻᒪᑕ. ᐱᓕᕆᐊᖃᕋᓱᒃᐸᒃᑐᒍᑦ ᐱᓕᕆᐊᑦᑎᒍᑦ ᓄᓇᓖᑦ ᐊᑯᓂᐅᓗᐊᖅᑐᖅ ᐃᓄᓕᕆᔨᖃᓐᖏᑦᑎᑦᑕᐃᓕᒪᓪᓗᑎᒍᑦ ᐃᓄᓕᕆᓂᐊᖅᑐᒥᒃ ᓄᓇᓕᐅᔪᒥᒃ ᑕᐃᒪᐃᓐᓂᑯᐊᓄᑦ ᐃᓐᓄᖏᓴᓱᔭᓕᕋᖓᑦ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑐᒥᒃ ᐃᓐᓄᒃᑕᐅᓱᑦ ᐃᓄᓕᕆᔨᐅᑲᐃᓐᓇᖅᑐᒥᒃ.

One of the things that we have to guard against is becoming too complacent so that we actively seek to move ahead with permanency filling in situations where there are casual workers.

ᐃᓚᖓ ᐅᔾᔨᖅᓱᑎᒋᔭᕆᐊᖃᓱᕗᑦ ᖃᓄᐃᓴᖏᑦᑐᑎᑐᑦ ᐃᓕᖅᑯᓯᖃᕆᐊᒥᒃ ᓵᓐᖓᔭᑦᑎᓐᓄᑦ, ᑕᐃᒪᐃᑦᑐᒪᓇᑕ ᐊᔾᓱᕈᖅᑐᒍᑦ ᖁᓂᖅᓴᐃᓪᓗᑕ ᓯᕗᒧᑦ ᐊᑯᓐᓂᖅᓱᑎᖃᖅᓗᑕ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑐᓂᒃ ᐃᓄᓕᕆᔨᐅᔪᑦ.

At the present time, and just as I operate from recall, I believe the only community in the Baffin, for example, where we do not have a social worker on the ground is Grise Fiord and I believe the practice has been to serve the Grise Fiord community out of Resolute Bay.

ᒫᓐᓇᐅᔪᖅ ᐅᖅᑲᐅᒪᔭᒃᑯᑦ ᐊᑕᐅᓯᑐᐊᖑᖅᑰᖅᑐᖅ ᖁᑭᖅᑖᓗᒻᒥ ᑐᑭᓕᐅᑎᔪᓐᓇᖅᑕᕗᑦ ᐃᓄᓕᕆᔨᖃᓐᖏᓐᓂᐊᓄᑦ ᐊᐅᓱᐃᑦᑐᖅ ᐅᐸᐱᕆᔭᒃᑯᑦ ᐃᓕᖅᑯᓯᕆᓱᒪᔭᕗᑦ ᐱᔨᑦᑎᖅᑕᐅᓪᓗᑎᒃ ᐊᐅᓱᐃᑦᑐᒻᒥᐅᑦ ᐃᓄᓕᕆᔨᐊᓄᑦ ᖃᐅᓱᖅᑑᐸ ᐅᐸᒃᐸᒃᓗᓂᒋᑦ.

We do have a support staff in the Grise Fiord office who is in continuous contact with the fulltime social worker in Resolute Bay. Thank you, Mr. Chairman.

ᐃᑲᔪᖅᑎᖃᐅᕋᓗᐊᖅᓗᑕ ᐱᓕᕆᔨᓂᒃ ᐊᐅᓱᐃᑦᑐᒥᒃ ᐅᖃᖃᑎᖃᐃᓐᓇᐆᔭᖅᓗᓂ ᐊᖓᔪᖅᑲᒥᓂᒃ ᐃᓄᓕᕆᔨᐅᔪᒥᒃ ᖃᐅᓱᐃᑦᑐᒥᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.

Chairman: Thank you, Mr. Ojah. Mr. Mikkungwak.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐆᔭᔭ. ᒥᔅᑕ ᒥᑭᓐᖓᐊᖅ.

Mr. Mikkungwak (interpretation): Thank you, Mr. Chairman. With your response you indicated that there are four communities that have been without a permanent community social service worker for more than a year.

ᒥᑭᓐᖓᐊᖅ: ᒪ'ᓇᓪᓗᐊᕕᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᑖᓐᓇ ᑭᐅᔾᔪᑎᒋᔭ ᐃᓚᖓᒍᑦ ᑭᐅᒻᒪᑦ ᓄᓇᓖᑦ ᑕᑉᑯᐊ ᑎᓴᒪᐅᒻᒪᑕ ᐃᓄᓕᕆᔨᑕᖃᓪᓗᐊᕕᓐᖏᑦᑐᑦ.

Do I understand that there are a lot of factors that contribute to some of the communities not having any social service workers? Thank you, Mr. Chairman. (interpretation ends)	ᑐᑭᕼᐃᕼᐅᐊᓕᖅᐳᖓᓕ ᒫᓐᓇᐅᔪᖅ ᐱᓕᕆᕝᕕᒋᔭᔪᓐᓂ ᐃᓗᐃᓕᐅᕈᑏᑦ ᐊᒥᕼᐆᐅᕝᑦ? ᐱᓕᕆᔨᑖᑦᔪᐊᓐᓂᖅ ᐃᓄᓕᕆᔨᓂᒃ ᓄᓇᓕᓐᓂᑦ ᐃᓄᓕᕆᔨᑕᖅᑦᓗᐊᕕᓐᖓᑦᑐᓂ. ᒪᐟᓇ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᒌᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Just to clarify for the member, Mr. Ojah mentioned that the report had mentioned that there had been a period of time where there had been four communities where there had not been a social worker present for over a year. Mr. Ojah stated that wasn't the case now. We don't have that situation currently in the territory.	**ᒪᒃᑖᓄᑦ** (ᑐᒌᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑐᑭᓯᓇᖅᓯᑎᒋᐊᒃᑲᓐᓂᑐᐃᓐᓇᓪᓗᒍ ᒥᔅᑕ ᐆᔭᔭ ᐅᖃᖅᑲᐅᒻᒪᑦ, ᐅᑯᓇᓂ ᐅᓂᒃᑳᓂ ᐅᖃᖅᓯᒪᔪᖅᑕᖃᖅᑲᐅᒐᓗᐊᖅᑎᓪᓗᒍ ᑐᓴᒪᑦ ᓄᓇᓖᑦ ᐃᓐᓄᒃᑕᐅᓯᒪᓐᖏᑦᑐᑦ ᐃᓛᒃ ᐃᓄᓕᕆᔨᖃᖅᓯᒪᓐᖏᑦᑐᑦ ᐊᖁᑦᒍᑦ ᐅᖓᑖᓄᑦ. ᒥᔅᑕ ᐆᔭᔭ ᐅᖃᖅᑲᐅᔪᖅ ᐃᓐᓄᒃᓯᒪᔪᐃᓐᓇᐅᓕᖅᑎᓪᓗᒍ ᐃᖅᑲᓇᐃᔭᑦ ᓄᓇᓕᓐᓂ.
What he did say is that we do have communities where we are currently in transition. I believe Gjoa Haven was one mentioned previously. We're in the staffing process to fill that position as we speak. Just to clarify. Thank you.	ᓄᓇᓕᒃᑕᖃᐅᖅᑐᖅ ᒫᓐᓇ ᐃᓐᓄᒃᑕᐅᓇᓱᒃᑐᓂᒃ ᓱᓕ ᐱᑕᓕᒃ. ᐃᓐᓄᐃᕙᓪᓕᐊᓇᓱᒃᑐᒍᑦ ᑕᐃᒃᑯᓂᖓ ᐱᔭᕇᖅᑕᐅᓯᒪᓐᖏᑦᑐᓂᒃ. ᑖᓐᓇ ᑐᑭᓯᓇᖅᓯᑎᒋᐊᒃᑲᓐᓂᑐᐃᓐᓇᓪᓗᒍ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak (interpretation): Thank you, Mr. Chairman. I will ask my question in English. (interpretation ends) Considering the fact that there were, as noted in the auditor's report, four communities where they did not have permanent social workers, which you guys are working on, and at the same time you have a number of vacancies within the territory regarding social workers; my question here is what specific impediments are you seeing as the department to fill in these vacancies across the territory for social workers? Thank you, Mr. Chairman.	**ᒥᑭᓐᖑᐊᖅ**: ᒪᐟᓇᓪᓗᐊᕕᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑐᑭᕼᐃᑦᑎᐊᓐᓂᐊᒻᒪᑕ ᖃᑉᓗᓈᑐᑦ ᐊᐱᕆᓂᐊᖅᐳᖓ. (ᑐᒌᔨᒃᑰᓕᖅᑐᖅ) ᑖᒃᑯᐊ ᐃᓐᓄᒃᑕᐅᓯᒪᓐᖏᑦᑐᑦ ᐅᑯᓇᓂᓛᒃ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᐅᑉ ᐅᓂᒃᑳᖏᓂ ᐅᖃᖅᓯᒪᔪᖅᑕᖃᐅᒻᒪᑦ ᑎᓴᒪᐅᒻᒪᑕᒍᖅ ᓄᓇᓖᑦ ᐃᓛᒃ ᐃᖅᑲᓇᐃᔭᐃᓐᓇᖅᑐᒃᓴᓂᒃ ᐃᓄᓕᕆᔨᖃᓐᖏᒻᒪᑕᒍᖅ ᐊᒻᒪᓗ ᐃᓐᓄᒃᑕᐅᓯᒪᓐᖏᑦᑐᓂᒃ ᐱᑕᖃᕐᒥᔪᖅ ᑕᒫᓂ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᐅᓇ ᐊᐱᖅᑯᑎᒋᔭᕋ ᖃᓄᐃᑦᑐᓂᒃ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᖃᖅᓗᑎᖕ ᐃᓐᓄᐃᔪᓐᓇᓐᖏᓕᓯ ᑖᒃᑯᓂᖓ ᐃᖅᑲᓇᐃᔭᓂᒃ ᐃᓛᒃ ᐃᓄᓕᕆᔩᑦ ᐃᓂᖏᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.

Chairman: Thank the member for that question. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I would have to say that, while I would agree that we do have impediments to filling vacant positions much like other government departments and employers across the territory, we're dealing with a very competitive labour market in which there are often skills shortages. In some cases we have situations where there are not at least readily available individuals with the requisite skills to apply and obtain that position. That is a challenge that we deal with and it's a very similar challenge of those of other occupation areas.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᐊᖏᖃᑎᒋᔭᒋᑦ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᖃᐅᖃᑦᑕᖅᑐᒍᓐ ᐃᓐᓄᐃᓇᓱᒃᓱᑕ. ᓱᑦᓗ ᑕᐃᒫᑐᐃᓐᓇᖅ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖏᑦᑎᒍᑦ ᐊᓯᑦᑎᓐᓂ ᓄᓇᕗᑦ ᐃᓗᐊᓃᑦᑐᓂᒃ. ᐊᑭᑦᑐᕋᐅᑎᔪᔾᔪᐊᒻᒪᕆᐊᓗᒻᒪᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔾᔭᖅᑖᕋᓱᒃᑐᑦ ᐱᓕᒻᒪᒃᓯᒪᑦᑎᐊᖅᑐᓂᒃ. ᐃᓛᓐᓂᓚᐅᓱᖕᒐᖅ ᐊᑐᐃᓐᓇᖅᑕᖃᖃᑦᑕᖏᑦᑐᖅ ᐃᓄᓕᕆᔨᓂᒃ ᐱᓕᒻᒪᒃᓯᒪᔪᓂᒃ. ᐃ, ᑕᒪᒃᑯᐊ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᒋᖃᑦᑕᖅᑕᕗᑦ ᐃᓐᓄᐃᓇᓱᒃᑎᓪᓗᑕ ᐊᓯᕗᑦᑕᐅᖅ ᐊᑭᑦᑐᕋᐅᑎᔪᑦ ᑕᒪᔾᔭᐅᒻᒪᑕ ᐃᖅᑲᓇᐃᔾᔭᖅᑎᑖᕋᓱᒃᑐᑦ.	ᐃᒡᓗᖃᖅᑎᑦᑎᓂᕐᓗ ᑖᓐᓇ ᐱᔾᔪᑕᐅᓗᐊᓐᖑᐊᖃᑦᑕᕐᒥᔪᖅ, ᓱᕐᓗ ᐃᒡᓗᒃᓴᖃᓐᖏᑉᐸᑦ ᐊᑲᐅᓐᖏᓕᐅᕈᑕᐅᓕᓱᖅ ᐅᕝᕙᓘᓐᓃᑦ ᐃᒡᓗᑭᒃᓴᕐᓂᖅ ᐱᔾᔪᑎᑦᓗᒍ ᐃᓐᓄᐃᔪᓐᓇᐃᓕᖃᑦᑕᖅᑐᒍᑦ. ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎ ᐊᑯᓂ ᑕᐃᑲᓃᓐᐊᕐᓂᖓ ᓄᖅᑲᖅᓴᕋᐃᓐᓂᖓᓘᓐᓃᑦ ᐱᔾᔪᑎᖃᖃᑦᑕᕐᒥᔪᖅ ᑕᒪᒃᑯᓂᖓ ᐱᔾᔪᑎᖃᖅᓗᑎᒃ. ᖁᔭᓐᓇᒥᒃ ᐃᔅᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak (interpretation): Thank you, Mr. Chairman. I used to be a social worker in the Northwest Territories government with levels such as CSSW3 and all of those levels. Are we still using those different levels or are we using a different system of classifying employees? Thank you.	**ᒥᑭᓐᖑᐊᖅ**: ᒪ'ᓇᓪᓗᐊᕕᒃ ᐃᔅᓯᕙᐅᑖᖅ. ᐃᓄᓕᕆᔨᓂᒃ ᐱᓕᕆᑦᑕᕐᓂᑰᑉᓗᖓ ᑕᐃᑉᓱᒪᓂ ᓄᓇᑦᑎᐊᖅ ᒐᕙᒪᒃᑯᖏᓐᓂ ᐃᓚᐅᓚᐅᖅᑎᓪᓗᑕ ᑕᒪᒃᑯᐊ ᐃᓄᓕᕆᔨᑦ ᐱᓕᕆᔨᑦ ᐊᓪᓚᑏᓐᓂᖏᒃ ᐱᔪᓐᓇᐅᑎᖏᑉᓗ ᐊᓪᓚᑏᑉᐸᓚᐅᒻᒪᑕ, CSSW1, CSSW2, CSSW3 ᐊᒻᒪ ᑲᒪᔨ. ᑕᒪᑦᓱᒥᖓ ᐊᑐᖅᑭᑕ ᐄᐅᓕ, ᐅᕝᕙᓘᕝᕙ ᐊᓪᓚᒥᒃ ᐊᑐᓕᖅᐱᑕ ᐅᓪᓗᒥᐅᓕᖅᑐᖅ ᓄᓇᕗᖃᓕᖅᑎᓪᓗᑕ? ᒪ'ᓇ ᐃᔅᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.

Mr. MacDonald: Thank you, Mr. Chairman. To respond to the question we do not have a level system for social workers so that they are not rated in any way according to perhaps complexity of responsibilities. Our social workers are what we would refer to as generalists. Although I would say that within the performance evaluation process and within the salary evaluation process when individuals are hired we do recognize individuals with perhaps higher levels of credentials, higher levels of experience. Formally speaking you wouldn't see a position referred to on an organizational chart as Community Social Services worker one or two or three. Thank you. **Chairman**: Thank you for that response. Mr. Mikkungwak. **Mr. Mikkungwak** (interpretation): Thank you, Mr. Chairman. I would like to thank the government representative for answering my question. One of my colleagues asked a question about the training aspects for the social services workers. They were making reference to the mandatory training that is required. This was discussed today and yesterday. Mandatory training is required by all social service workers. We also have to include the Inuit societal values training. During one of your responses, you indicated that they go through the courts when they're going to be apprehending a child. This request has to be in writing. What kind of mandatory training is required by the social service worker in	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑭᐅᒋᐊᕈᓐᓇᖅᑐᖓ ᑕᐃᒪᓐᓇᐃᓕᖓᔪᖅᑕᖅᑲᓐᖏᑦᑐᒍᑦ ᐃᓄᓕᕆᔨᓄᑦ ᑕᕝᕗᓇᓗ ᓈᓴᐅᓯᖅᓱᖅᑕᐅᓲᒍᓐᖏᑦᑐᑦ ᖃᓄᖅ ᐊᔪᓐᖏᑎᒋᒪᖕᒐᑕ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐱᓕᕆᐊᒃᓴᕆᔭᐅᔪᑦ ᐊᔾᔨᒌᓐᖏᑦᑐᕈᓘᔭᓘᓴᔭᕐᒪᑕ. ᑕᒪᒃᑯᐊ ᐊᑕᖕᒋᔪᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᖃᕐᓇᕋᓱᕗᑦ.	ᐱᓕᕆᓂᕆᓯᒪᔭᖕᒋᓐᓂᓪᓗ ᕿᒥᕐᕈᓕᕋᖕᒐᑦᑕ ᑮᓇᐅᔾᔭᕐᓴᕆᔭᐅᔪᐃᓪᓗ ᕿᒥᕐᕈᔭᐅᑎᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔾᒥᓐᓂᒃ ᐱᒋᐊᕐᓂᐊᓕᖅᑎᓪᓗᒋᑦ, ᐃᓕᓴᕆᕙᑦᑕᕋᓗᐊᕗᑦ ᑕᐃᒃᑯᐊ ᐊᔪᓐᖏᓐᓂᖃᕐᓂᖅᓴᐅᔪᑦ. ᑭᓯᐊᓂᓕ ᐋᖅᑭᔅᓯᒪᓪᓚᑦᑖᖅᑐᒥᒃ ᐱᑕᖃᓐᖏᑦᑐᖅ ᑕᒪᒃᑯᐊ ᖃᓄᐃᑦᑐᓂᒃ ᐃᓄᓕᕆᔨᑦ ᐃᓕᓴᕆᔭᐅᓂᖃᒻᒪᖕᒐᑕ. ᖁᔭᓐᓇᒦᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
	ᒥᑭᓐᖑᐊᖅ: ᒪᑉᓇᓪᓗᐊᕕᒃ ᐃᔅᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᒪᑉᓈᒫᖅᓗᒍ ᑭᐅᔾᔪᑎᒋᔭᓄᑦ.
	ᑕᐃᒪ ᒪᓕᒐᓕᐅᖅᑎᐅᖃᒋᔭᒪ ᐊᐱᖅᓱᖅᑕᓚᐅᒻᒪᑕ ᐃᓕᓐᓂᐊᕐᓂᐅᑉ ᒥᒃᓵᓄᑦ ᐃᓄᓕᕆᔨᐅᔪᓄᑦ. ᑕᒪᒃᑯᐊ ᐱᔭᕆᐊᖃᓪᓚᕆᑦᑐᑦ ᐃᓄᓕᕆᔨᐅᔪᑦ ᐅᐊᑦᑎᐊᖅ ᐃᓚᖏᑎᒎᖃᑦᑕᓚᐅᒻᒪᑕ ᐃᑉᐸᒃᓴᕐᓗ ᐅᖃᓗᑦᑕᖅᑲᐅᑕ ᑖᒻᓇ ᓇᓗᓇᓐᖏᑦᑑᔭᕐᒪᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐱᔭᕆᐊᖃᓪᓚᕆᒻᒪᑦ. ᐊᒻᒪᓗᑦᑕᐅ ᐅᓇ ᐱᔭᕆᖃᓪᓚᕆᑦᑑᔭᒻᒫᓕᕐᒪᑦ ᓇᓗᓇᓐᖏᒃᓗᓂ ᐃᓄᐃᑦ ᐱᒻᒪᕆᐅᒋᔭᖏᑦ ᐃᓚᐅᖃᑕᐅᓕᖅᑎᑉᓗᒍ, ᐃᒻᒥᒍᑦᑕᐅᖅ ᐃᓕᓐᓂᐊᕐᓂᖃᓐᓂᐊᒥᒻᒪᑦ ᓇᓗᓇᓐᖏᒻᒪᑦ.	ᐊᒻᒪᓗᑦᑕᐅᖅ ᐅᐊᑦᑎᐊᖅ ᑭᐅᑦᑕᖅᑎᓪᓗᑎᑦ ᑕᒪᒃᑯᐊ ᑎᑎᖅᑲᓂ ᓴᖅᑭᑎᕆᓂᖅ ᐃᖅᑲᖅᑐᐃᕕᓐᓄᑦ ᕼᐅᓇᒥᒃ ᐱᔾᔪᑎᖃᖅᕼᐅᕼᐃ ᐊᖅᓵᖅᓯᓐᓂᕐᒪᖔᑉᓯ ᓄᑕᖅᑲᒥᒃ ᐃᓚᒋᑦᑐᓂᒃ ᐊᖅᓵᖅᓯᓂᐊᓕᕈᑉᓯ, ᑎᑎᖅᑲᑦᑕᐅᖅ ᐋᖅᑭᒃᓯᒪᑦᑎᐊᕆᐊᖃᒻᒪᑕ.
	ᑕᒪᒃᑯᐊ ᐊᓪᓚᒋᓐᓂᖃᐅᒻᒪᑕ ᐃᓕᓐᓂᐊᕐᓂᖕᒋᑦ ᑕᒪᓐᓇ ᕼᐃᐊᒻᒪᖅᓯᕙᓪᓕᐊᕙ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑕᓐᓂᐊᓕᕐᒪᖔᑕ ᐃᓄᓕᕆᔨᐅᔪᑦ ᓄᓇᕗᑦᒥ

this regard? Thank you, Mr. Chairman.	ᐊᐱᖅᑯᑎᒋᕙᕋ. ᒪᑉᓇ ᐃᔾᓯᕙᐅᑖᖅ.
Chairman: Thank you to the member. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔾᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I would like to ask Mr. Ojah to respond to that question.	**ᒪᒃᑖᓄᑦ** (ᑐᒦᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓇ ᒥᔾᑕ ᐆᔾᔭ ᑭᐅᖁᓂᐊᕋᒃᑯ.
Chairman: Thank you. Mr. Ojah, please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔾᑕ ᐆᔾᔭ.
Mr. Ojah: Thank you, Mr. Chairman and I thank the member for the question. At the present time. Mr. Chairman, may I asked that the question be reissued?	**ᐆᔾᔭ** (ᑐᒦᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᑦᓗ ᑲᑎᒪᔨ ᐊᐱᕆᒪᑦ. ᒫᓐᓇᐅᔪᖅ... ᐃᒃᓯᕙᐅᑖᖅ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ ᐅᖃᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᖅ?
Chairman; Mr. Mikkungwak	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒦᓴᐅᑎᒍᑦ):ᒥᔾᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkunwak: I'll rephrase my question (interpretation) I'm going to ask it in English. (interpretation ends). The line of questioning we've been doing and the forthcoming answers makes it very clear that statutory training is mandatory for all social workers across Nunavut and that's a training set unto itself.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᒦᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᐅᖃᓇᐊᑦᑎᐊᑲᓐᓂᕐᓗᒍ ᐊᐱᖅᑯᑎᒐ. (ᑐᒦᓴᐅᑎᒍᖕᒋᑦᑐᖅ. ᖃᑦᓗᓈᑑᒥᐊᓐᓂᐊᖅᐳᖕᒐ. (ᑐᒦᓴᐅᑎᒍᑦ) ᒫᓐᓇᐅᔪᖅ ᐊᐱᖅᑯᑎᒋᕙᑦᑕᕗᑦ ᓈᓚᑦᑐᒋᑦᓗ ᑭᐅᔾᔪᑎᐅᔪᓕᒫᑦ. ᓇᓗᓇᖕᒋᑦᑎᐊᖅᑐᖅ ᐃᓕᓐᓂᐊᑦᑕᐃᓐᓇᓇᐊᖃᖅᐸᑦᑐᐃᑦ ᐊᑐᖅᑕᐅᑦᓴᐃᓐᓇᓇᐊᖃᕐᒪᑕ ᐃᓄᓕᓇᔨᓕᒫᓄᑦ ᓄᓇᕗᒻᒥ. ᑕᒪᓐᓇᓗ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᒃᓴᖅ ᐃᒻᒥᒍᑦ ᐱᑦᓗᓂ.	
The other one that is now included for social workers whether they are casual, relief, or permanent social workers is Inuit societal values which is now another training set in order to perform their duties.	ᐊᐃᑉᐸᖕᒐᑦᑕᐅᖅ ᐱᖃᓯᐅᑎᔭᐅᓯᒪᓕᕐᒥᔪᖅ ᐃᓄᓕᓇᔨᐅᔪᓄᑦ, ᐃᖅᑲᓇᐃᔭᓚᐅᑲᖅᐸᑦᑑᒍᑎᒃ ᑭᖑᕝᕕᐅᑎᓯᒪᑲᐃᓐᓇᕈᑎᑦᓘᓐᓃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᒻᒪᓇᐅᒍᑎᑦᓘᓐᓃᑦ, ᐃᓄᑦ ᐅᑉᐱᓇᔭᑐᖕᒐᖕᒐᑦ. ᐃᓕᓴᐅᑕᐅᕙᓕᕐᒥᔪᖅ ᐱᓕᓇᐊᒥᓄᑦ ᐱᔪᓂᒃ.
As indicated earlier in a question from one of my colleagues and the provided answer is that there is another training set provided to ensure that legal and proper documentation is presented when apprehending a child to court services. When I look at those three, in my opinion, they all have their own training incentives. Is that a hierarchy or a training module you are developing for social workers as time passes in	ᑭᓯᐊᓂ ᐊᐃᑉᐹ, ᐅᖃᐅᓯᐅᖅᑲᐅᒻᒪᑦ ᐅᐊᑦᑎᐊᖅ ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑎᒐ ᐊᐱᖅᓱᑎᓪᓗᒍ ᑭᐅᔾᔪᑕᐅᖅᑲᐅᔪᓪᓗ ᒪᓕᑦᑐᒋᑦ ᐃᓕᓴᐅᑎᖃᒃᑲᓂᕐᓂᖕᒐᓂᒃ ᒪᓕᒐᕐᓅᓕᖕᒐᔪᐃᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐱᑦᑎᐊᖅᓯᒪᓗᑎᒃ ᓄᐃᑕᐅᖃᑦᑕᕐᑯᓪᓗᒋᑦ ᓄᑕᖅᑲᒥᒃ ᑎᒍᓯᔪᖃᕐᓂᐊᑐᐊᕋᖕᒐᑦ ᐃᖅᑲᖅᑐᐃᕕᒃᑯᓐᓄᑦ. ᑕᒡᕙᕝ, ᑖᒃᑯᐊ ᑕᑯᒐᑉᑭᑦ ᐱᖕᒐᓱᔪᑦ ᑕᒪᒻᒥᒃ ᐃᒻᒥᒃᑯᑦ ᐃᓕᓴᐅᑎᖃᕐᒪᑕ, ᐃᓱᒪᒃᑯᓪᓗ ᐃᒻᒥᒃᑯᑦ ᐃᓕᓴᓐᓂᕐᒧᑦ ᑲᔪᖕᒋᖅᓴᐅᑎᖃᖅᑐᑎᒃ. ᑕᒪᒃᑯᐊ ᖁᕝᕙᓯᒋᖕᖑᕙᑦ ᐅᕝᕙᓗ ᐃᓕᓴᐅᑎᓄᑦ ᐱᕙᑦ ᐃᓄᓕᓇᔨᓄᑦ ᐋᖅᑭᐸᓪᓕᐊᔭᓯ ᐱᕙᓪᓕᐊᓃᑦ ᒪᓕᒃᓗᒋᑦ	ᓄᓇᕗᒻᒥ ᐃᓄᓕᓇᔨᐅᔪᓄᑦ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑕᖅ.

Nunavut? **Chairman**: Thank you Mr. Mikkungwak. Mr. Ojah, is that clarified for you? **Mr. Ojah**: Yes thank you Mr. Chairman and thank you again for the reinterpretation from the member. As we've indicated statutory training is mandatory and is the point to which all social workers must move in all jurisdictions in Canada in order to practise child protection work. One must receive from the jurisdiction an appointment and the status of an appointment indicates, as I may have mentioned yesterday, the level of acceptable competence in order to deliver effective and appropriate services to consumers of those services. As I indicated in Nunavut we have, upon the advice of the Auditor General, improved our core statutory training program to include several key areas that we believe are essential in preparing staff to effectively deliver the services. The Inuit societal values was certainly one area of significance that was not incorporated in the past and so over the course of the last two years we have drawn upon the advice and input of our colleagues at Culture and Heritage and upon elders in our communities to advise us on how best we could embed Inuit societal values into the heart of the training manual. That is one of the eight key pillars, as I mentioned earlier, that are focused upon in the course of training and moving staff to appointment. Some of the others would be knowledge of legislation, knowledge of policies and procedures, legal training, and we did touch upon this part which is a significant part of a child protection worker's role.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᒃᑐ ᒥᑭᓐᖑᐊᖅ. ᒥᒃᑐ ᐆᔭᔭ ᑕᒪᓐᓇ ᑐᑭᓯᓇᖅᓯᕙ? **ᐆᔭᔭ** (ᑐᓴᔨᑎᒍᑦ): ᐃ, ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᑦᓗ ᐅᖃᓇᐊᑦᑎᐊᒃᑲᓐᓂᕋᕕᐅᒃ. ᐅᖃᓚᐅᕋᑉᑕ ᐃᓕᓐᓂᐊᑦᑕᐃᓐᓇᓇᐊᖃᖅᐸᓐᓂᖅ ᐱᑦᓴᐃᓐᓇᓇᐊᖃᕐᒪᑦ. ᐊᒻᒪᑦᑕᐅᑦ ᑕᒪᒻᒥᓕᒫᓄᑦ ᐃᓄᓕᓇᔨᐅᔪᑦ ᐱᒋᐊᖃᖅᑐᓂᒡᔪᒃ. ᐊᓯᖏᓐᓂᓕᒫᖅ ᑲᓇᑕᒥ ᐊᕕᑦᑐᖅᓯᒪᔪᓂ ᐱᓕᓇᔪᓐᓇᓂᐊᕈᕕᑦ ᓱᕈᓯᕐᓂᒃ ᐊᑦᑕᓇᖅᑐᒦᑎᑦᑎᑦᑕᐃᓕᓂᕐᒥᒃ ᑎᒃᑯᐊᖅᑕᐅᓂᖃᓇᐊᖃᕋᔭᖅᑐᑎᒃ ᑕᐃᑲᓂ ᐊᕕᑦᑐᖅᓯᒪᓂᐅᔪᒥ. ᑎᒃᑯᐊᖅᑕᐅᔪᑦᓗ ᓇᓗᓇᐃᖅᓯᓯᒪᑦᓗᑎᒃ, ᐃᑉᐸᒃᓴᖅ ᐅᖃᓚᐅᕋᒪ, ᖁᑦᑎᓐᓂᓇᒋᐊᖃᖅᑕᖏᑦ ᓈᒻᒪᒋᔭᐅᔪᒥᒃ ᐱᔪᓐᓇᕐᓂᐊᕈᑎᒃ ᐱᔨᑦᓯᕋᐅᑎᖃᕐᓂᕐᒥᒃ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ. ᐅᖃᓚᐅᕋᒪ, ᓄᓇᕗᒻᒥ ᓂᓇᐅᑦᑐᒍᑦ ᐅᖃᐆᔭᔭᐅᓯᒪᓂᑦᑎᒍᑦ ᑕᒻᒪᖅᓯᒪᔪᓐᓂᐊᖅᑎᒧᑦ ᐱᕚᑦᓕᖅᓯᒪᔭᕗᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᑦᓴᐃᓐᓇᓇᐊᖃᖅᑐᑦ; ᐱᖃᓯᐅᑎᓯᒪᓂᐊᕐᓗᑎᒃ ᐱᑦᓗᐊᑕᐅᔪᓂᒃ ᐱᔭᐅᒋᐊᖃᑦᓚᓇᑦᑐᓇᔭᑦᑎᓐᓂᒃ ᐅᐸᓗᖓᐃᖅᓯᒪᑦᑎᐊᖁᑦᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖁᑎᕗᑦ ᑲᔪᓯᒃᑲᐃᑦᑎᐊᓂᕐᒥᒃ ᐱᔨᑦᑎᕋᐅᑎᒥᓐᓂᒃ. ᐃᓄᐃᑦ ᐅᐸᐱᓇᔭᖏᑦ ᐃᓚᒋᒻᒪᓇᑦᑕᖓ ᐱᑦᓗᐊᑕᐅᑦᓗᓂ ᐃᓚᓕᐅᖅᑕᐅᓐᓂᖏᑦᑐᓂ ᑕᐃᑦᓱᒪᓂᐅᓚᐅᖅᑐᖅ. ᑕᒡᕙ ᐊᕐᕋᓂᓂᑦ, ᐅᑭᐅᓂᒃ ᒪᕐᕉᓐᓂ, ᓇᕝᕙᓇᐊᖅᓯᒪᔪᒍᑦ ᐊᑐᖁᔭᐅᔪᓂᒃ ᐅᖃᖅᑕᖏᑕᓗ ᐱᓕᓇᔨᐅᖃᑎᑦᑎᓐᓂᒃ ᑕᐃᑲᓐᖓᑦ ᐃᓕᖅᑯᓯᓕᓇᔨᒃᑯᓐᓂ, ᐊᒻᒪᓗ ᐃᓐᓇᒻᒪᓇᑦᑎᓐᓂᑦ ᓄᓇᓕᓐᓂ ᐅᖃᐅᔾᔪᐃᒍᓐᓇᖁᑦᓗᑎᒍ ᐅᕙᑦᑎᓐᓂᒃ ᖃᓄᖅ ᐃᓗᐊᓛᒃᑯᑦ ᐃᓚᓕᐅᑎᔪᓐᓇᕐᒪᖔᑦᑎᒍ ᐃᓄᐃᑦ ᐅᐸᐱᓇᔭᖏᑦ ᐃᓕᓴᐅᑎᓪᓗᐊᑕᖅᑐᒧᑦ. ᑖᓐᓇ ᐃᓚᒋᔭᖓ, ᐅᐊᑦᑎᐊᖅ ᐅᖃᖅᑲᐅᒐᒪ, ᕿᖑᔪᓂᒃ ᑐᓐᖓᕕᒋᔭᑦᑎᓐᓂ ᑕᐅᑐᓪᓗᐊᑕᖃᑦᑕᖅᑕᑎᓐᓂᒃ ᐃᓕᓴᐃᓂᖅᑕᖃᖅᑎᓪᓗᒍ ᐱᕙᓪᓕᐊᑎᓐᓇᓱᓐᓂᑎᓐᓂᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒃ ᑎᒃᑯᐊᖅᑕᐅᓂᑦᓴᖏᓐᓄᑦ. ᐊᓯᖏᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᕙᑦᑐᑦ ᖃᐅᔨᒪᓂᓇᒋᐊᖃᖅᑕᖏᑦ ᒪᓕᒐᐅᔪᓂᒃ, ᖃᐅᔨᒪᓗᑎᓪᓗ ᐱᖅᑯᓯᐅᒋᐊᓕᓐᓂᒃ ᐊᑐᐊᒐᐅᔪᓂᓪᓗ, ᒪᓕᒐᓕᓇᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕐᓗᑎᒃ, ᐱᓪᓗᐊᑲᓪᓚᐸᑦᑐᑎᒃ ᒪᓕᒐᕐᓂᒃ ᐃᓕᓐᓂᐊᓂᕐᒥᒃ, ᐃᓚᒋᓪᓗᐊᑕᕐᒪᒍ ᓱᕈᓯᕐᓂᒃ ᐊᑦᑕᓇᖅᑐᒦᑎᑦᓯᑦᑕᐃᓕᒋᐊᖃᕐᓂᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦ. ᐱᕕᖃᕋᓱᐸᑦᑐᒍᑦ ᐊᒃᓱᑲᓪᓚᒃ ᐱᓕᓇᖃᑎᒋᓪᓗᒋᑦ

We do spend a great deal of time in working with staff, especially new staff, in preparing for the legal process. We, luckily, over the couple of years have engaged the services of a well know legal firm in the area of child welfare and they have been assisting us greatly in the preparation of court documents and in the actual presentation to the court system in assistance to the social workers. It's both an assist as well as a continuing training emphasis. Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Ojah. Mr. Mikkungwak. **Mr. Mikkungwak**: Thank you, Mr. Chairman. Follow up to that, my question would be is when we discuss training for all social workers across the territory, when we look at Nunavut Arctic College Human Services training program and when you look at that training program I'm assuming that you guys have consulted with Nunavut Arctic College to meet the needs of social workers training to be acceptable in the territory and to provide that service. For individuals that have taken that Human Services training through Nunavut Arctic College; is that meeting your needs as a department and to fill in the vacancies that you currently have in the territory? Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Mikkungwak. I believe you touched upon that a little bit yesterday, but if you could expand on that, Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. Thanks for the question as well from the member. As mentioned yesterday, the most recent graduating class from the Nunavut Arctic College had nine individuals and four of those	ᐃᖅᑲᓇᐃᔭᖅᑎᑦ, ᐱᓗᐊᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᔭᓕᕐᖅᑐᓂᒃ ᐅᐸᓗᖓᐃᔭᖅᐸᓪᓕᐊᓇᓱᑦᑐᒋᑦ ᒪᓕᒐᑎᒍᑦ ᐊᑐᐊᕆᐊᖃᖅᐸᑦᑕᒥᓐᓂᒃ. ᐊᑲᐅᓈᕈᔭᐅᓯᒪᕗᒍᑦ ᐊᕐᕌᒍᓐᓂᒃ ᒪᕐᕉᓐᓂᒃ ᐱᔨᑦᓯᖅᑎᑦᓯᓯᒪᒐᑦᑕ ᖃᐅᔨᒪᔭᐅᒻᒪᕆᑦᑐᓂᒃ ᓱᕈᓯᓕᕆᓂᐅᔪᒥ. ᖃᐅᔨᒪᔪᓐ ᐃᑲᔪᖅᑎᒋᓪᓚᕆᒃᓯᒪᖃᑦᑕᖅᓯᒪᔭᕗᓐ ᐊᖅᑭᒃᓱᐃᕙᓪᓕᐊᑎᓪᓗᑕ ᐸᐃᑉᐹᓂᒃ ᐃᖅᑲᖅᑐᐃᕕᓐᓂ ᐊᑐᖅᑕᐅᓂᐊᖅᑐᓂᒃ. ᐃᑲᔫᑎᒋᔭᐅᓪᓚᕆᒍᓐᓇᒻᒪᑕ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᒻᒪᓗ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᖏᓐᓇᖃᑦᑕᖅᓗᑎᒃ ᑕᒪᒃᑯᐊ ᒥᒃᓵᓄᖓᔪᓂᒃ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᐆᔭᔭ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
	ᒥᑭᓐᖑᐊᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒡᕙᓐᖓᑦ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᕋᑦᑕᐅᖅ ᐅᖃᐅᓯᖃᓕᕐᖓᑦᑕ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᒻᒥᒃ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓂᒧᑦᓗ ᓄᓇᕗᓕᒫᒥ ᑕᐅᑐᒡᓗᒋᑦᓗ ᑖᒃᑯᐊ ᓄᓇᕗᒥ ᓯᓚᑦᑐᖅᓴᕝᕕᓕᕆᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᕈᑎᑦᓯᒍᑎᖏᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᑕᐅᑐᓪᓗᒋᑦ. ᑕᐃᒪᖃᐃ ᐅᖃᓪᓚᖃᑎᒋᓯᒪᕙᓯᐅᒃ ᓄᓇᕗᒥ ᓯᓚᑦᑐᖅᓴᕝᕕᓕᕆᔨᒃᑯᑦ ᐃᓄᓕᕆᓂᒻᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔪᑦ ᐃᒪᓐᓇ ᓈᒻᒪᒃᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔪᓐᓇᖁᓪᓗᒋᑦ ᓄᓇᕗᒥ ᐱᓕᕆᔪᓐᓇᓐᓂᐊᒻᒪᑕ? ᑕᒪᒃᑯᐊ ᓯᓚᑦᑐᖅᓴᕝᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᓯᒪᔪᓄᑦ ᑕᐃᒪᓐᓇ ᐱᓕᕆᔨᑖᕆᓂᐊᓪᓗᓯᐅᒃ ᐃᓐᓄᒃᓯᓂᐊᓪᓗᓯᓗ ᐃᓐᓄᒃᑕᐅᓯᒪᓐᖏᑦᑐᓂᒃ ᑕᒫᓂ ᓄᓇᕗᒥ. ᑖᒃᑯᐊ ᐱᓕᕆᐊᕆᔭᐅᓯᒪᕙᓐ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᑕᐃᒪᓐᓇ ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᐅᖁᕆᐊᒃᑲᓐᓂᓚᐅᒻᒥᒃᑭᑦ ᐃᐸᒃᓴᖅ ᐅᖁᓚᐅᖅᑕᕋᓗᐊᑎᑦ. .
	ᒪᒃᑖᓄᑦ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ ᐊᐱᖅᑯᑎᒋᔭᐅᔪᒧᑦ. ᑕᐃᒪ ᐃᒃᐸᔅᓴᖅ ᐅᖁᓚᐅᒐᕋᒪ ᒫᓐᓇᓵᖑᓚᐅᖅᑐᖅ ᐃᓕᓐᓂᐊᕋᓂᓚᐅᒻᒪᑕ ᓯᓚᑦᑐᖅᓴᕝᕕᒻᒥ ᐃᓄᓕᕆᓂᒻᒧᑦ ᐃᓕᓐᓂᐊᓚᐅᖅᑐᑦ 9-ᖑᔪᑦ ᑖᒃᑯᐊ ᑎᓴᒪᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕆᓚᐅᖅᓯᑎᒍᑦ.

were hired by our department. As with all Nunavut Arctic College programs we support their programs and their efforts to develop training and education within the territory. For us, that is preferable both for the students as well as for ourselves to develop a local skilled work force which is a better option in the long run for a sustainable workforce for the department than continually having to recruit elsewhere and compete with other provinces and territories for their workers which is increasingly difficult, by the way. In terms of the overhaul or the renewal of that program, we have been working with Nunavut Arctic College as one of the employers that graduates of that program would be expected to receive or be expected to link to. We have a stake in ensuring that those individuals receive the training that we need and that they would need to be successful within our organization. There have been to date, I believe, two committee meetings and a number of phone calls where staff from our department and others as well, such as Justice I believe, have participated with Nunavut Arctic College staff to redesign that program to ensure that the individual courses and the subject matter and the competencies that students would take and the competencies that they would be expected to learn, that they would be covered in the course material. So that when they were hired by our department, for example, they would have the skills necessary to act as entry level individuals starting their careers. Thank you. **Chairman**: Thank you, Mr. MacDonald. Mr. Mikkungwak.	ᑕᐃᒪ ᐃᑲᔪᖅᑐᐃᑦᑎᐊᖅᓗᑕ ᑖᒃᑯᓂᖓ ᐃᓕᓐᓂᐊᖅᐸᒃᑐᓂᒃ ᑕᒫᓂ ᓄᓇᕗᒥ, ᐃ, ᑕᐃᒪᓐᓇ ᐱᓕᕆᔨᑖᕈᒪᓂᖅᓴᐅᒐᑦᑕ ᐃᓕᓐᓂᐊᖃᑦᑕᖅᑐᓂᒃ ᓄᓇᕗᒥ. ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔪᓐᓇᕐᑯᓪᓗᒋᑦ ᐱᓕᕆᔪᓐᓇᖅᓯᓂᒻᒧᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓂ. ᑕᐃᒪᓐᓇ ᐃᒪᓐᓇ ᐊᓯᐊᓂᒃ ᖃᓪᓗᓈᑦ ᓄᓇᖓᓐᓂᓗ ᐊᓯᖏᓐᓂᓗ ᓄᓇᓕᐅᔪᓂᒃ ᓄᓇᕗᑉ ᓯᓚᑖᓂᑦ ᐱᓕᕆᔨᑖᓐᖏᖓᓪᓗᑕ.
	ᑕᒪᐃᑎᒍᑦ ᑕᒪᒃᑯᐊ ᓄᑖᓐᖑᖅᑎᑕᐅᓯᒪᓂᕆᔭᖏᑦ ᓄᓇᕗᒥ ᓯᓚᑦᑐᖅᓴᕝᕕᒃᑯᑦ ᐱᓕᕆᖅᑎᒋᓯᒪᔭᖅᐳᑦ ᐱᓕᕆᔨᑖᕆᔭᐅᓂᐊᖅᑐᓪᓗ ᐃᓕᓐᓂᐊᖅᓯᒪᑦᓯᐊᕆᐊᖃᒻᒪᑕ ᐱᓕᕆᔨᑖᕆᓂᐊᕈᑦᑎᒍᑦ.
	ᑲᔪᓯᓂᐊᖅᐸᑕᓗ ᐃᓄᓕᕆᔨᒃᑯᓐᓂ ᒪᕐᕉᒃ ᒪᓕᒐᓕᕆᔨᒃᑯᓪᓗ ᐱᓕᕆᖅᑎᒋᓪᓗᒋᑦ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑦᓯᓪᓗᑎᒃ ᐱᓕᕆᓂᐊᖅᑐᓂᒃ ᑕᒪᒃᑯᐊ ᐊᔪᓐᖏᓐᓂᕆᔭᖏᑦ ᐃᓕᓐᓂᐊᓐᓂᕆᔭᖏᓪᓗ ᐃᑖᒃ, ᐃᓕᓐᓂᐊᕆᐊᖃᖅᑕᖏᓪᓗ ᐊᔪᓐᖏᔾᔪᑎᒋᒋᐊᖃᖅᑕᖏᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᒋᐊᖃᒻᒪᑕ ᐱᓕᕆᔨᑖᕆᓚᐅᓐᖏᓐᓂᑦᑎᓐᓂ. ᐃᒪᓐᓇ ᐱᓕᕆᒋᐊᓕᓵᓪᓗᑎᒃ ᐃᓄᓕᕆᔨᐅᓂᒻᒧᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.

Mr. Mikkungwak: Thank you, Mr. Chairman. Thank you for the answers. My question will now defer to the Auditor General. When we look at the level of training that is possibly offered in the territory and which is offered in the territory for social workers here in Nunavut, and Nunavut being very unique in social service delivery; my question now to the Auditor General would be when you have listened to all the responses in the line of questioning regarding training for social workers across the territory, is what would you consider best practice standards and scope of practice within Nunavut and would you consider that a certified level of training? If they do pass all the training, would you consider that to be an accredited and certified service? Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Mikkungwak. Assistant Auditor General of Canada Mr. Campbell. **Mr. Campbell**: Thank you, Mr. Chairman. Those questions are never easy. We are not an accrediting organization. We don't have the expertise or the capacity to decide what makes up a certified social worker. I think that that's the department's job and they can certainly look at what other requirements there are in Canada, and perhaps elsewhere. So, that's their job. Our job as auditors is to look at what they are supposed to be doing in terms of training and determine whether they have done it or not. I'm just not quite sure where the question and answer went. There were several questions on whether or not management	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗᑦᑕᐅᖅ ᖁᔭᓐᓇᒻᒦᒃ ᑭᐅᔾᔭᐅᑦᓯᐊᕋᒪ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒃᑲᓐᓂᓐᓂᐊᒻᒥᔭᕋᑦᑕᐅᖅ ᐱᔾᔪᑎᖃᖅᑐᖅ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᔾᔪᐊᒃᑯᓐᓄᑦ. ᑖᒃᑯᐊ ᑕᑯᓐᓇᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕈᑕᐅᖃᑦᑕᖅᑐᑦ ᐱᓕᒻᒪᒃᓴᐅᑕᐅᖃᑦᑕᖅᑐᑦ ᐱᓕᕆᔨᑦᑎᓐᓄᑦ ᑕᒫᓂ ᓄᓇᕗᒥ ᑕᒡᕙᓂᓗ ᐃᓕᓐᓂᐊᖅᑕᐅᖃᑦᑕᖅᓱᑎᒃ ᓄᓇᕗᒥ ᐃᓄᓕᕆᔨᓄᑦ ᑕᒫᓂ ᐱᓕᕆᓂᐊᖅᑐᓄᑦ. ᓄᓇᕗᑦ ᐊᔾᔨᐅᓐᖏᑦᑑᒻᒪᑦ ᐃᓄᓕᕆᔨᐅᓂᒻᒧᑦ ᐃᓕᓐᓂᐊᓐᓂᓪᓗ ᐊᒻᒪᓗᑦᑕᐅᖅ ᓄᓇᕗᒥ ᐃᓕᓐᓂᐊᖃᑦᑕᖅᑐᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᐊᐱᕆᒍᑎᒋᓂᐊᖅᑕᕋ ᑕᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᔾᔪᐊᓄᑦ. ᖃᓄᖅ ᐃᓕᖅᑯᓯᑦᓯᐊᕙᐅᓂᖅᐸᖑᓇᓱᒋᕕᓯᐅᒃ ᑕᒫᓂ ᓄᓇᕗᒥ ᓇᓗᓇᐃᒃᑯᑕᖃᓪᓗᑏᒃ ᐃᓕᓐᓂᐊᕋᓂᒃᓯᒪᑎᑕᐅᖃᑦᑕᖅᑯᕕᓯᐅᒃ. ᐃᓕᓐᓂᐊᕋᓂᒃᐸᑕᓗ ᑕᐃᒪᓐᓇ ᐊᔪᓐᖏᓕᕋᔭᖅᐹ ᓇᓗᓇᐃᒃᑯᑕᖅᑖᖅᑎᑕᐅᓗᑎᒃ? ᐃᓛᒃ ᐃᓄᓕᕆᔨᐅᓂᒻᒧᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᑖᓐᓇ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᔾᔪᐊ, ᒥᔅᑕ ᑳᒻᐳᓪ. **ᑳᒻᐳᓪ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᐊᐱᖅᑯᑎᒋᔭᐅᔪᑦ ᓱᕐᓗ ᓇᓗᓇᓐᖏᑦᑐᑯᔫᒍᓐᓇᐃᓐᓇᖃᑦᑕᖏᒻᒪᑕ ᑭᓯᐊᓂ ᖃᐅᔨᒪᓗᐊᕋᔫᓐᖏᓐᓇᑦᑕ ᑕᐃᒪᓐᓇ ᓇᓗᓇᐃᒃᑯᑕᖅᑖᖅᑎᑦᑎᖃᑦᑕᓂᕐᒥᑦ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᒐᕙᒪᒃᑯᓐᓂᑦ. ᑖᒃᑯᐊ ᐱᓕᕆᐊᖃᕐᒪᑕ ᑕᐃᒪᐃᑦᑐᓂᒃ. ᑲᓇᑕᒥ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᓯᒪᒋᖃᕐᒪᖔᖅ. ᑕᐃᒪ ᐱᓕᕆᐊᖃᕐᒪᑕ ᒐᕙᒪᒃᑯᑦ ᑕᐃᒪᓐᓇ ᓇᓗᓇᒃᑯᑕᖃᖅᑐᓂᒃ, ᐃᒪᐃᑦᑐᓂᒃ ᐱᓕᕆᔨᑖᕆᐊᒃᓴᖅ. ᖃᐅᔨᒪᓐᖏᓐᓇᑦᑎᒍᑦᓗ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒋᐊᖃᕐᓂᖏᑦ, ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᒋᐊᖃᕐᓂᖏᓪᓗ ᐃᓄᓕᕆᔨᑦ. ᖃᐅᔨᒪᓪᓚᑦᑖᖏᑦᑐᖓ, ᖃᐅᔨᒪᓪᓚᕆᓐᖏᑦᑐᖓ ᐊᐱᖅᑯᑎᒋᔭᐅᖃᑦᑕᕈᔫᔭᖅᑲᐅᒐᓗᐊᕐᒪᑕ ᑖᒃᑯᐊ ᐊᐅᓚᑦᑎᔨᑦ ᖃᐅᔨᒪᒻᒪᖔᑕ	

knows that everyone who is supposed to receive mandatory training has actually received it in a timely fashion. I just want to, perhaps draw Members' attention to paragraph 34 in our report. Certainly, when we did our audit, we were not able to assess whether or not the training had been achieved in a timely fashion. Not only that, we were provided with a list of people who had received training, but we weren't able to determine whether or not everyone, all of the social workers, had received the training. So we weren't 100% certain in terms of whether everyone had received the training. To come back to the question, we're not a certified body. But it should be clear within the territory of what the rules are, and then as auditors we would determine whether or not those rules were followed. Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Campbell. Mr. Mikkungwak. **Mr. Mikkungwak**: Thank you, Mr. Chairman and thank the Assistant Auditor General for his response. I will ask the government now, again, the department; when we look at best practice standards in the department to provide quality services to the children of Nunavut and to families in Nunavut. Have you reviewed the workload standards for social workers across the territory? Have you also looked at other jurisdictions in Canada? Any models… do we have an established best practice model now within the territory? Thank you, Mr. Chairman. **Chairman**: I thank the Member. Mr. MacDonald.	ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒋᐊᖃᖅᑐᓂᒃ. ᐃᒻᒪᖃ ᑖᓐᓇ ᑎᑎᖅᑲᒥᒃ 34-ᒥ ᑖᓐᓇ ᖃᐅᔨᒋᐊᖅᑕᐅᔪᓐᓇᖅᑐᖅ. ᖃᐅᔨᓴᕐᓂᖅ ᑕᐃᒪᓐᓇ ᐃᓕᓐᓂᐊᕋᓂᒃᓯᒪᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ ᐃᓄᓕᓇᔨᐅᔪᑦ, ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᓯᒪᔪᓂᒃ ᑎᑎᖅᓯᓂᐊᓚᐅᕋᓗᐊᕋᑦᑕ ᐱᔪᓐᓇᖅᓯᓚᐅᓐᖏᓐᓇᑦᑕ ᑕᒪᒃᑯᓂᖓᓕᒫᖅ ᐃᓄᓕᓇᔨᓗᑦᑖᓂᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᒻᒪᖔᑕ. 100 ᐳᓴᓐ ᖃᐅᔨᒪᓪᓚᑦᑖᓚᐅᓐᖏᓇᑦᑕ ᐃᓕᓐᓂᐊᕐᓂᐅᑉ ᒥᒃᓵᓄᑦ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᐅᔪᖅ ᐅᕙᒍᑦ ᓇᓗᓇᐃᒃᑯᑕᖃᓐᖏᓐᓇᑦᑕ ᖃᐅᔨᒪᒋᐊᖃᖅᑐᑦ, ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᓯᒪᒋᐊᖃᕐᒪᖔᑕ ᐃᓄᓕᓇᔨᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᑳᒻᐳᑦ. ᒥᔅᑕ ᒥᑭᓐᖓᐊᖅ.
	ᒥᑭᓐᖓᐊᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᖅᐸᕋᓗ ᑖᓐᓇ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎᕐᔪᐊᒃᑯᓐᓃᓐᖓᖅᑐᖅ ᑭᐅᔾᔪᑎᒋᔭᖓᓂᒃ. ᐊᐱᓇᓂᐊᖅᐸᕋ ᒐᕙᒪᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᒋᑦ. ᑕᐅᑐᑦᑐᒋᑦ ᐃᓕᖅᑯᓯᑦᑎᐊᕙᐅᓂᐊᖅᑐᑦ ᑕᕝᕙᓂ ᑎᒥᐅᔪᒥ ᐃᓄᓕᓇᔨᒃᑯᓐᓂᑦ ᐃᒪᓐᓇ ᐱᓕᓇᐊᓇᔭᐅᑦᑎᐊᕈᓐᓇᕐᑯᓗᒋᑦ ᓱᕈᓲᑦ ᓄᓇᕗᑦᒥ, ᐃᓚᔮᓈᓪᓗ. ᖁᒥᕐᕈᓯᒪᕕᓯᐅᒃ ᐱᓕᓇᐊᓇᖃᑦᑕᖅᑕᖕᒋᑦ ᐃᓄᓕᓇᔨᑦ ᓄᓇᕗᓗᑦᑖᒥ, ᐊᒻᒪᓗ ᖁᒥᕐᕈᓯᒪᕕᓯᐅᒃ ᐊᓯᖕᒋᑦ ᓄᓇᓕᐅᔪᑦ ᑲᓇᑕᒥ, ᓱᕐᓗ ᐆᑦᑐᑎᒋᔭᐅᔪᓐᓇᖅᑐᑦ ᐃᓕᔾᓯᓐᓄᑦ ᐊᑲᐅᓛᒃᑯᑦ. ᑕᐃᒪᓐᓇ ᓄᓇᕗᑦᒥ ᐱᓕᓇᔨᖃᕈᓐᓇᕐᑯᓪᓗᓯ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᑲᑎᒪᔨᐅᔪᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.

Mr. MacDonald: Thank you, Mr. Chairman. Thank you for the question. In terms of best practices or standards, it's a really good question. Nunavut currently doesn't have an organization similar to what you would see in Ontario, for example a college of social work or an association of social work. So there's not an outside government regulatory body overseeing social work practice within the territory.	**Lᒃᑖᓄᑦ** (ᑐᓴᓵᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᐸᕋ ᑖᓐᓇ ᑲᑎᒪᔨᐅᔪᖅ. ᑕᐃᒪᓐᓇ ᐊᑲᐅᓛᒃᑯᑦ ᑕᐃᒪᓐᓇ ᐃᓕᖅᑯᓯᖃᕈᓐᓇᖁᓪᓗᑕ ᑕᒪᓐᓇ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑦ ᓱᓕ ᑎᒥᖃᓐᖏᒻᒪᑕ ᑕᐃᒪᓐᓇ ᑲᑐᔾᔨᖃᑎᒌᒐᓕᓐᓂᒃ, ᖃᓄᖅ ᐱᓕᕆᑦᑎᐊᕋᓗᐊᖅᒪᖕᒐᑕ ᑕᒪᒃᑯᐊ, ᓲᕐᓗ ᐃᓄᓕᕆᔨᑦ. ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᕐᔪᐊᖅ ᐅᖃᖅᑲᐅᒻᒪᑦ ᐅᕙᒍᑦ ᖃᐅᔨᓴᕆᐊᖃᕋᑦᑕ, ᖃᐅᔨᒪᒋᐊᖃᕋᑦᑕ ᓈᒻᒪᓛᒃᑯᑦ ᐃᓕᖅᑯᓯᖃᕋᓗᐊᖅᒪᖕᒐᑦᑕ ᑕᕝᕙᓂ ᓄᓇᕗᕐᒥ.
So, the Office of the Auditor General was very correct when he stated that it's really up to the department to make determinations about what our satisfactory standards for practice.	ᐃᓕᖅᑯᓯᕆᔭᐅᖃᑦᑕᖅᑐᑦ ᐊᓯᖏᑦ ᓄᓇᓕᐅᔪᑦ ᕿᒥᕐᕈᓯᒪᔭᖅᐳᑦ ᖃᓄᐃᓕᐅᖅᒪᖕᒐᑕᓕ.
In the case of Nunavut, in terms of practice standards, we have looked at other jurisdictions, as we always do. In fact, our department participated in a social work meeting in Calgary not a week ago and discussed issues similar to these at that meeting. It was interesting, particularly for me, without having a background in that area, to learn that other jurisdictions are struggling with these same types of questions. How do you define issues such as a terminology like neglect, for example. So, having these standards is very important for us and that's something that was made very clear in the audit.	ᐃᓚᐅᓚᐅᖅᐳᒍᓪᓗ ᐅᕙᒍᑦ ᐃᓄᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᑎᓪᓗᒋᑦ ᑳᓪᒍᕆᐅᒥᑦ ᐱᓇᓱᐊᕈᓯᐅᓚᐅᖅᑐᒥᓪᓗ ᑕᐃᑲᓂ ᑲᑎᒪᑎᓪᓗᑕ, ᑲᒪᓇᒻᒪᕆᓚᐅᖅᑐᖅ ᐅᕙᓐᓄ ᐱᓗᐊᖅᑐᒥ. ᑕᐃᒪᓐᓇ ᐱᓕᕆᐊᖃᓐᖏᓐᓇᒪ ᐊᓯᖏᑦ ᓄᓇᓕᐅᔪᑦᑕᐅᖅ ᑕᐃᒪᓐᓇ ᐊᔅᓱᕈᓴᕈᑎᖃᕐᒪᑕ ᑕᒪᒃᑯᓂᖓ, ᓲᕐᓗ ᐃᓕᖅᑯᓯᕆᔭᐅᖃᑦᑕᕋᔭᖅᑐᓂᒃ ᐃᓄᓕᕆᔨᓄᑦ. ᑖᒃᑯᐊ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎ ᐅᖃᖅᑎᐊᖅᓯᒪᒻᒪᑕ ᖃᓄᐃᓕᐅᕆᐊᖃᕐᒪᖕᒐᑕ.
I think going forward, we have to struggle with a means of analyzing our work, the type of work that our employees do, and coming up with acceptable caseload standards, for example.	ᖃᓄᕐᓗ ᐱᓕᕆᔨᕗᑦ ᐱᓕᕆᖃᑦᑕᕐᒪᖕᒐᑕ ᐊᑲᐅᓛᒃᑯᑦ, ᓲᕐᓗ ᑭᐅᓂᐊᕐᓗᑎᑦ.
So, to answer your question, I think there's a lot of work that needs to be done in that area. Yes, we have looked at	ᐱᓕᕆᒃᑲᓐᓂᕆᐊᖃᖅᑐᒍᑦ ᑕᒪᑐᒪ ᒥᔅᓲᓄᑦ ᐊᐱᖅᑯᑎᒋᔭᖅᐱᑦ, ᐊᓯᖏᓐᓂᓪᓗ ᓄᓇᓕᐅᔪᓂᒃ ᖃᐅᔨᒋᐊᕐᓗᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

what other jurisdictions are doing. Thank you.	
Chaurman: Thank you, Mr. MacDonald. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. (interpretation ends) So, currently, if we don't have best practice standards in the territory, whose standards are we adapting to right now? Thank you, Mr. Chairman.	**ᒥᑭᓐᖑᐊᖅ**: ᒪ'ᓇᓪᓗᐊᕕᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒫᓐᓇᐅᔪᒥᒃ ᐃᓕᖅᑯᓯᑦᑎᐊᕙᐅᒐᔭᖅᑐᒥᑦ ᓄᓇᕗᑦᒥ ᐱᑕᖃᖏᑦᑑ? ᓇᓪᓕᐊᓐᓂᒃ ᒪᓕᒐᕆᔭᐅᔪᓂᒃ ᑭᒃᑯᓐᓄᑦ ᒪᓕᑉᐱᑕ ᐊᑲᐅᓛᒃᑯᑦ ᐱᓕᕆᐊᖃᑭᓐᓇᖁᓪᓗᑕ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Just a moment please.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᕙᑦᓯᐊᕈᐊᐃ.
Thank you and sorry for the interruption. I just wanted to make sure I was clear. We follow the Northwest Territories' standards currently. But I want to be clear that there is no golden standard per se. other jurisdictions do struggle with some of these questions as well. But in terms of our practice we follow the Northwest Territories. Thank you.	ᖁᔭᓐᓇᒦᒃ ᒪᒥᐊᓇᐅᒐᓗᐊᖅ ᑐᑭᓯᒋᐊᒃᑲᓐᓂᕈᒪᖅᑲᐅᒐᒃᑭᑦ. ᓄᓇᑦᓯᐊᒥᐅᑦ ᒐᕙᒪᒃᑯᖏᑦᑕ ᐃᓕᖅᑯᓯᓇᔭᖏᑦ ᒪᓕᖃᑦᑕᖅᑕᕗᑦ. ᐃᒪᓐᓇ ᓲᑦᓗ ᐆᒥᖓᑐᐊᖅ ᐊᑐᕈᓐᓇᖏᓐᓇᑦᑕ ᐃᓕᖅᑯᓯᒃᓴᑦᑎᓐᓂᒃ ᓄᓇᑦᓯᐊ ᒐᕙᒪᒃᑯᖏᑦᑕ ᓲᑦᓗ ᐃᓕᖅᑯᓯᓇᔭᖏᑦ ᐊᑐᖃᑦᑕᖅᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak: Thank you, Mr. Chairman. How best can I say this? When we look at best practice standards and if we're going to provide quality service to the people of Nunavut I think we should as a territory have established a best practice standard considering the fact, as you will recall yesterday and with the responses that I'm receiving this morning, that right now we are using best practice standards from the NWT. In some of your documentation as noted yesterday, one of my colleagues had asked about the United Kingdom	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖃᓄᑭᐊᖅ ᐅᖃᑦᓯᐊᕈᓐᓇᖅᐸᕋᑭᐊᖅᖑᓇᐃ? ᑖᒃᑯᐊ ᑕᐅᑐᒡᓗᒋᑦ ᐃᓕᖅᑯᓯᑦᑎᐊᕙᐅᔪᓐᓇᕋᔭᖅᑐᓐ ᒪᓕᒋᐊᖃᖅᑕᕗᑦ ᒪᓕᒍᒪᑦᑎᒍᑦ ᐅᕙᒍᑦ ᓄᓇᕗᒥᐅᓪᓗᑕ ᐋᖅᑭᒃᓯᒋᐊᖃᖅᑰᕋᑦᑕ ᐃᓕᖅᑯᓯᑦᓯᐊᕙᒋᒐᔭᖅᑕᑦᑎᓐᓂᒃ. ᑕᐃᒪ ᐃᖅᑲᐅᒪᔪᒃᓴᐅᕗᓯ ᐃᒃᐸᒃᓴᖅ ᐊᒻᒪᓗ ᑭᐅᒍᑕᐅᓚᐅᖅᑐᑦ ᐅᓪᓛᖅ. ᒫᓐᓇ ᐊᑐᕋᑦᑕ ᓄᓇᑦᓯᐊᑉ ᒐᕙᒪᒃᑯᖏᓐᓂ ᐃᓕᖅᑯᓯᓇᖃᑦᑕᖅᑕᖏᓐᓂᒃ ᑭᓯᐊᓂ ᑕᒡᕙᓂ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐃᒃᐸᒃᓴᖅ ᑕᑯᑎᑕᐅᓚᐅᒻᒪᑕ ᑲᑎᒪᔨᐅᖃᑎᒐ ᐊᐱᖅᑯᑎᖃᓚᐅᒻᒪᑦ ᑯᐃᓐᓇ ᓄᓇᖓᓐᓂᒃ	ᒐᕙᓚᒃᑯᑦ ᐊᒻᒪᓗ ᖃᖓᓐᓂ ᓴᓂᐊᒍᑦ ᐊᐱᖅᑯᑎᖃᓚᐅᕋᒪ

government and then way on top of that, earlier I did ask questions about a training model for all staff across the territory one of which includes and in my opinion is a positive movement, Inuit societal values.	ᐃᓕᓐᓂᐊᖃᑦᑕᖅᑐᓂᒃ ᓄᓇᕗᒥ ᐃᓄᓕᕆᔨᐅᓂᒻᒧᑦ. ᑖᒃᑯᐊ ᐃᓱᒪᒋᔭᒃᑯᑦ ᑕᒪᓐᓇ ᐱᕚᓪᓕᕈᑕᐅᑦᑎᐊᖅᑐᑦ ᑖᒃᑯᐊ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᐊᑲᐅᓛᖑᔪᑦ ᐃᓄᐃᑦ ᐱᖅᑯᓯᑐᖃᖏᑦ ᒪᓕᖃᑦᑕᓪᓗᒋᑦ.
On top of that you will also have to consider supplemental training for additional issues that do surface for families in the territory whether it be physical abuse as my colleague indicated yesterday, or suicide. There are a lot of issues in addition. When do we foresee, if I may ask, when do we foresee possibly a set of best practice standards within the territory? Thank you, Mr. Chairman.	ᖃᒃᑲᓐᓂᐊᒍᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᖃᓇᐊᖃᕋᑦᑕ ᐃᓕᓐᓂᐊᖅᑎᒃᑲᓐᓂᖅᑎᑕᐅᖃᑦᑕᖁᓪᓗᒋᑦ ᐊᔾᔨᐅᓐᖏᑦᑐᑦ ᓴᖅᑭᒃᑳᖕᒐᑕ ᐃᓚᔭᕇᖕᓄᑦ ᓱᓪᓗ ᐋᓐᓂᖅᑎᓇᖃᑦᑕᓐᓂᖅ ᑕᐃᒪᓐᓇ ᐅᖃᖅᑐᖃᓚᐅᒻᒪᑦ. ᖃᓄᐃᑦᑐᕈᓗᒍᓗᒻᒪᑕ ᑕᒪᒃᑯᐊ ᐱᔾᔪᑎᒋᔭᐅᔪᓐᓇᖅᑐᓐ. ᖃᖕᒐᓕ ᑕᐃᒪᖃᐃ ᐋᖅᑭᒃᑕᐅᓯᒪᑦᓯᐊᖅᑐᓂᒃ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᐊᑐᖅᑕᐅᒍᓐᓇᕋᔭᖅᑐᓂᒃ ᐊᑲᐅᓛᒃᑯᑦ ᑕᒫᓂ ᓄᓇᕗᒥ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: I think that is a very good question from the Member from Baker Lake. This has been ongoing since 2011, the initial report. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒡᓴᔨᒃᑯᑦ): ᑖᓐᓇ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᒃ ᖃᒪᓂᑦᑐᐊᒥ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᒧᑦ ᑕᒪᓐᓇ ᐱᓕᕆᐊᕆᔭᐅᓯᒪᓕᒻᒪᑦ ᑕᐃᒪᙵᓂ 2011-ᒥ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I agree that is a wonderful question. I think the lack of a benchmark or a clear definition of standards has been identified. I did want to clarify a little bit that we do attempt to work within some sort of frame of reference when it comes to social work practice in the territory. Information comes into the department from organizations like the Child Welfare League of Canada, staff conduct research, they talk to other provincial and territorial jurisdictions about practice and of course there is also administrative data and information that works its way through the system.	**ᒪᒃᑖᓄᑦ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᑖᓐᓇ ᐊᐱᖅᑯᑎᑦᓯᐊᕙᐅᔪᖅ. ᓱᓪᓗ ᐃᒪᓐᓇ ᐊᑐᖅᑕᐅᔪᓐᓇᑦᓯᐊᖅᑐᒥᒃ ᐱᑕᖃᕆᐊᖃᒻᒪᑦ ᐃᓕᖅᑯᓯᕆᔭᐅᓂᐊᖅᑐᒥᒃ. ᓇᓗᓇᐃᔭᖅᓯᓚᐅᕋᓗᐊᖅᑐᖕᒐ ᐱᓕᕆᖃᑎᖃᕋᓱᐊᖃᑦᑕᖅᑐᒍᑦ ᒪᓕᒐᖃᕋᓱᒃᓗᑕ ᐅᑯᓂᖕᒐ ᐃᓄᓕᕆᔨᐅᔪᓄᑦ. ᑐᑭᓯᒋᐊᕈᑏᑦ ᐅᕙᑦᑎᓐᓄᐊᖅᑕᐅᖃᑦᑕᒻᒪᑕ ᑕᒪᒃᑯᓇᖕᒐᑦ ᓱᕈᓯᓂᒃ ᑲᒪᔨᐅᕙᒃᑐᓂᒃ ᒥᐊᓂᖅᓯᔨᐅᕙᒃᑐᓂᒃ ᖃᓄᖅ ᐃᓕᖅᑯᓯᖃᑦᓯᐊᕆᐊᖃᒻᒪᖕᒑᑕ ᒪᓕᒐᖃᕆᐊᖃᒻᒪᖕᒑᑕ ᐱᓕᕆᓂᐊᕐᓗᓂ.
There are decisions made about programming and service delivery with that operating within the background. That’s a bit of a context piece there.	ᐋᖅᑮᔾᔪᑕᐅᕙᑉᐳᑦ ᐃᑲᔫᑎᑦ ᐱᔨᑦᑎᕋᐅᑎᓪᓗ ᑕᐃᒪᐃᑦᑐᓕᕆᓂᐅᔪᒥ. ᑕᐃᒫᒃ ᑐᑭᑖᖅᑎᒐᓱᑦᑕᕋ ᑕᕝᕙᓂ.
To get to the very specifics or the heart of	ᐃᒪᓐᓇ ᓱᓪᓗ ᐊᐱᖅᑯᑎᓪᓕᑦᑖᕆᔭᐃᑦ ᑐᑭᓯᓇᖅᓯᒐᓱᐊᓪᓗᒍ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᔾᔪᐊᒃᑯᑦ

your question, the recommendations made by the Auditor General, we've accepted those as I've mentioned before. Within our action plan we are committing to making sure that the items that we have agreed on in our plans will be completed by the end of 2015.	ᐱᕐᑯᔭᖕᒋᑦ ᐊᖕᒋᕈᑎᒋᓯᒪᒐᕐᑎᒍᑦ ᐱᓕᕆᐊᕆᓂᐊᓐᓂᕋᖅᓱᑎᒍᓗ. ᑖᒃᑯᐊ ᐊᖕᒋᕈᑎᒋᔭᖅᐳᑦ ᐸᓐᓇᐅᑎᒋᔭᔾᓯᓐᓂᒃ ᐱᐊᓂᒃᑕᐅᓂᐊᖅᑐᑦ 2015-ᖑᓕᖅᐸᑦ.
When it comes to, for example, work load standards, we want to make sure that we have a working definition of an acceptable standard of work load for a community social services worker working in Nunavut.	ᐱᓕᕆᐊᒃᓴᖕᒋᑦ ᓱᒡᓗ ᐱᑦᓗᒋᑦ ᖃᓄᑎᒋ ᐊᖕᒋᑎᒋᔪᓂᒃ ᐱᓕᕆᓂᐊᓐᓂᖕᒋᓐᓄᑦ ᓄᓇᕗᒥ ᐋᖅᑭᒃᓯᓯᒪᖃᑦᑕᕋᑦᑕ.
To provide an example of that, we will be looking at what other jurisdictions have done and how they have grappled with workload issues. We will be comparing that with the reality of social work in Nunavut and including things like the scope of practice that our workers have which is wider than workers in most other jurisdictions. Then we'll try to set a realistic benchmark from which to work.	ᑖᒃᑯᐊ ᐊᓯᖕᒋᑦ ᓄᓇᓕᐅᔪᑦ ᖃᓄᖅ ᐱᓕᕆᐊᖃᖃᑦᑕᒻᒪᖕᒑᑕᓕ ᕿᒥᕐᕈᓯᒪᒐᕐᑎᒍᑦ ᐃᓄᓕᕆᓂᒻᒧᑦ. ᑕᒪᒃᑯᐊ ᓱᒡᓗ ᐃᓚᐅᒍᑎᒃ ᖃᓄᖅ ᐃᓕᖅᑯᓯᖃᕆᐊᖃᒻᒪᖕᒑᑕ ᐊᓯᖕᒋᓐᓂᒃ ᓄᓇᓕᔾᔪᐊᖑᔪᓂᒃ ᐱᓕᕆᐊᖃᓐᓂᖅᓵᓗᒻᒪᑕ ᑕᒫᓂ ᓄᓇᕗᒥ ᐃᓄᓕᕆᔨᑦ.
Our hope is that once we have that, it will be something that we can use as a tool to guide decisions about programs, but to guide our Minister and our department on decisions such as "It is now the time to request a new position for a community or a new supervisor" because those workloads are evidently too high for that community or that region, for example.	ᐱᓯᒪᓕᕈᑦᑎᒍ ᐊᑐᕈᓐᓇᕐᓂᐊᖅᑕᕗᑦ ᒪᓕᖃᑦᑕᕐᓗᒋᑦ. ᑖᓐᓇ ᒥᓂᔅᑕ, ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᕐᕕᕗ ᐃᓄᓕᕆᔨᒃᑯᑦ, ᑐᒃᓯᕋᕆᐊᖃᕐᓂᐊᖅᑐᒍᑦ ᒥᐊᓂᖅᓯᐅᔪᒥᑦ ᑲᒪᔨᐅᔪᒥᒃ ᓄᑖᒥᒃ ᐱᒍᒪᒐᑦᑕ ᓄᓇᓕᐅᔪᒧᑦ ᐃᓕᔭᐅᓂᖃᖅᑐᒥᒃ.
I hope that gets to the heart of your question. Thank you.	ᑕᕝᕙᖃᐃ ᐊᐱᖅᑯᑏᑦ ᑭᐅᒐᓗᐊᖅᐸᕋ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. Just to take that a little step farther, I realize that it is on your current action plan, but it was also on the last action plan from 2011 and it actually had a completion date of March 2013, so I just wanted to remind the department that we	**ᐃᒃᓯᕝᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᑖᓐᓇ ᐊᕗᖕᒐᐅᔨᒃᑲᓂᐊᕐᔪᑯᓗᓪᓗᒍ. ᐃᓛᒃ ᒪᓐᓇ ᐊᐅᓚᔭᕆᐊᕈᑎᒃᓯᓐᓂᑦ ᐸᕐᓇᐅᑎᖕᒐᓃᑦᑐᖅ ᑭᖑᓪᓕᖅᐹᒥ 2011-ᒥ ᐊᐅᓚᔭᕐᑕᐅᒋᐊᖃᕐᓂᐊᖅᑐᖅ ᒫᑦᓯ 2013-ᒥ ᐃᖅᑲᓇᐃᖅᑕᐆᔭᕆᐊᖃᓚᐅᖅᓯᒪᔪᖅ. ᑕᐃᒪᓐᓇ ᐅᖃᖅᓯᒪᓚᐅᖅᓯᒪᒻᒪᑦ ᐃᖅᑲᐃᑎᑦᑎᔪᒪᑐᐃᓐᓇᖅᑐᖕᒐ ᐱᓕᕆᕕᒃᓯᓐᓂᒃ, ᑖᒃᑯᐊ ᐊᒃᓱᐊᓗᒃ ᐱᓕᕆᐊᕆᑦᑎᐊᑲᓐᓂᕐᓂᐊᓕᕋᑦᑎᒍ ᑖᒃᑯᐊᓗ ᐱᕙᓪᓕᐊᓂᕆᔭᓯ ᓇᐅᑦᓯᖅᑐᐊᕆᓂᐊᖅᑕᕗᑦ.

will be looking at this a lot closer and we will be following the progress very closely.	
The next name I have on my list is Mr. Rumbolt.	ᐊᑎᕐᑯᑎᒋᔭᕗᑦ ᐅᖃᓪᓚᒍᒪᓂᐊᖅᑐᖅ, ᒥᔅᑕ ᕿᒻᐳᑦ.
Mr. Rumbolt: Thank you, Mr. Chairman. Good morning. Earlier when Mr. Mikkungwak was asking questions, one of the responses from Mr. MacDonald was that one of the challenges or barriers in retaining staff in the communities was the lack of housing.	**ᕿᒻᐳᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓪᓛᒃᑯᑦ. ᐅᐊᑦᑎᐊᖅ, ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ ᐊᐱᖅᓱᑲᑕᑦᑎᓪᓗᒍ ᐃᓚᖓ ᑭᐅᔾᔪᓯᐅᖅᑲᐅᔪᖅ, ᒥᔅᑕ ᒪᒃᑖᓄᑦᒥ. ᐃᓚᖏᑦ ᐊᒃᓱᕈᑎᒋᔭᐅᔪᖅ ᑐᓗᖅᑕᕈᑎᒋᔭᐅᔪᖅ ᑕᐃᑯᓂᖓ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕋᓱᒃᑐᑎᒃ, ᐃᓄᓕᓇᔨᒃᑯᓐᓂᑦ ᐃᓪᓗᑭᔅᓴᓂᕐᒧᑦ.
Prior to that, Mr. Ojah stated that we have a social worker on the ground in all communities except Grise Fiord. I'm wondering if you can clarify how many communities' social workers are affected throughout Nunavut because of the lack of adequate housing in the communities. Thank you, Mr. Chairman.	ᓯᕗᕐᖓᒍᑦ ᒥᔅᑕ ᐆᔭᔭ ᐅᖃᖅᑲᐅᓪᓗᓂ ᐃᓄᓕᓇᔨᐅᔪᑦ ᓄᓇᓕᖕᓂ ᐃᓄᓕᓇᔨᖃᕐᒪᑕ ᐊᐅᓱᐃᑦᑐᕐᒥᐅᑦ ᐃᓄᓕᓇᔨᖃᖏᑦᑐᑐᐊᖑᓪᓗᓂ. ᓇᓗᓇᐃᖅᓯᔪᓐᓇᕐᒪᖔᖅ ᖃᑦᑎᑦ ᓄᓇᓖᑦ ᐃᓄᓕᓇᔨᖏᓐᓄᑦ ᐊᑦᑐᖅᑕᐅᓯᒪᕙᑦ ᓄᓇᕗᕐᒥ ᐃᓪᓗᑭᔅᓴᓂᕐᒧᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Rumbolt. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᕿᒻᐳᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I can't give you a specific number of how many social workers at the moment are affected by housing issues, but I can tell you that staff report to us on a regular basis about issues through the supervisors, of course. I can tell you that oftentimes when we have a vacant, indeterminate social worker position, for example, we resort to having to hire a casual to fill that role on a temporary basis. Some of these individuals can become long-term casuals.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᐅᖃᐅᑎᔪᓐᓇᖏᑕᒋᑦ ᓈᓴᐅᑎᓂᒃ ᖃᑦᑎᑦ ᐃᓄᓕᓇᔨᒃᑯᑦ ᐃᓪᓗᑭᔅᓴᓂᕐᒧᑦ ᐃᓄᓕᓇᔨᖃᓐᖏᒻᒪᖔᑕ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐅᖃᕈᓐᓇᖅᑐᖓ ᐃᖅᑲᓇᐃᔭᖅᑎ ᐅᕙᑦᑎᓐᓄᑦ ᐊᑯᓚᐃᑦᑐᒃᑯᑦ ᐅᓂᒃᑳᖃᑦᑕᖅᑐᑦ ᐱᔾᔪᑎᓂᒃ ᐅᓂᒃᑳᓕᐅᖅᑐᑎᒃ, ᐊᒻᒪᓗᑦᑕᐅᖅ ᐅᖃᕈᓐᓇᖅᑐᖓ ᐅᓄᖅᑐᐃᓱᖅᑐᑕ ᐃᓐᓄᒃᑕᐅᓯᒪᖏᑎᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔮᑦ, ᐃᓄᓕᓇᔨᒧᑦ ᐃᖅᑲᓇᐃᔮᖑᔪᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᑦᑐᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᑲᐃᓐᓇᖃᑦᑕᖅᑐᒍᑦ. ᑖᒃᑯᐊᓗ ᓯᕕᑐᔪᒧᑦ ᐃᖅᑲᓇᐃᔭᓚᐅᐱᓪᓚᑦᑎᖑᖃᑦᑕᖅᑐᓂ.
Now, as the Member may be aware, it's very difficult to secure housing for casuals because they're not an indeterminate employee. The department	ᖃᐅᔨᒪᔪᒃᓴᐅᒻᒪᑕ ᒪᓕᒐᓕᐅᖅᑏᑦ ᑕᐃᒪᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᑦᑐᖅ ᐃᓪᓗᑖᖅᑎᑕᐅᔪᓐᓇᖏᓗᐊᓐᖏᒻᒪᑕ ᐱᓕᕆᕕᕗᑦ ᑐᒃᓯᕋᕈᓐᓇᖏᒻᒪᑕ ᐃᓪᓗᑖᖅᑎᑕᐅᖁᓪᓗᒍ

does not have the opportunity to request housing for that position when it's going to staffing because it's supposed to be a temporary arrangement.	ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᑦᑐᖅ ᐃᓂᒋᔭᖓ.
In many cases when we have an inability to identify a suitable candidate for a permanent position, we get into a situation which is, in some ways, a bit of a vicious circle in that we bring in a casual to fill the role to ensure that some level of service is being given to the community, but then we do not have housing for that individual.	ᐅᓄᖅᑐᐃᓱᖅᑐᑕ ᓇᓗᓇᐃᖅᓯᔪᓐᓇᖕᒋᑦᑕᕝᖓᑦᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕆᓂᐊᖅᑕᑎᓐᓂ ᐃᒪᓐᓇᐃᓕᖅᑦᑕᕐᒪᑦ, ᑲᐃᕙᑦᑐᐊᓗᑐᐃᓐᓇᐅᖅᑰᔨᖅᑲᑦᑕᕐᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᑐᐃᓐᓇᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᖅᑐᖓ, ᐱᔨᑦᑎᖅᑐᖓ ᐃᓚᖕᒋᓐᓂ ᓄᓇᓕᖕᓂ ᐃᓪᓗᒃᓴᖅᑲᖕᒋᑦᑐᓂᓗ ᑖᓐᓇ.
I can tell you that we have been working with other departments and agencies to try to ensure that the new Department of Family Services has adequate housing for not only our indeterminate social workers but the casual employees whom we hire on a temporary basis.	ᑖᒃᑯᐊ ᐅᖃᐅᑎᔪᓐᓇᖅᑕᒋᑦ ᐊᓯᑦᑎᓐᓂ ᐱᓕᕆᕕᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᑲᖅᑕᖅᓯᒪᒐᑦᑕ ᑖᒃᑯᐊ ᐱᓕᕆᕕᖕᒐ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐃᓪᓗᖅᑲᖅᑎᑦᑎᐊᖅᑲᑦᑕᖅᑯᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓚᑦᑖᓄᑦ, ᐊᒻᒪᓗᑦᑕᐅᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᐱᓪᓚᖅᑲᑦᑕᖅᑐᓄᑦ.
To give you a concrete example, it would be to have a memorandum of understanding with the Nunavut Housing Corporation where they would be able to lease housing space in a community on our behalf and then we would have that available for our casual employees. I hope that answers your question. Thank you.	ᐆᑦᑐᑎᒋᓗᒍ ᐃᒪᓐᓇ ᑐᑭᓯᐅᒪᖅᑲᑎᒌᓐᓂᕐᒧᑦ ᐊᑎᓕᐅᖅᓯᒪᓗᑎ ᐃᓗᓪᓕᕆᔨᖅᔪᐊᑯᓐᓄᑦ ᐊᑐᖅᑐᐊᕈᓐᓇᕐᓗᑎ ᓄᓇᓕᖕᓂ ᐃᓪᓗᒥᑦ ᐅᕙᒍᑦ ᑭᒡᒐᖅᑐᖅᑕᐅᓗᑕ, ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᐱᓪᓚᑦᑐᓄᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᕐᓂᐊᕐᒪᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. Mr. Rumbolt.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᕋᒻᒪᑦ.
Mr. Rumbolt: Thank you, Mr. Chairman. I thank Mr. MacDonald for his answer. Along the same lines, in your talks with the Nunavut Housing Corporation about the housing needs for your department, have you stated to the housing corporation exactly how many units you need throughout the territory to fill those positions? Thank you.	**ᕋᒻᒪᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᖅᐸᕋᑦᑕᐅᖅ ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᑭᐅᒻᒪᑦ ᑕᕝᕙᓂᑕᐃᓐᓇ.. ᐅᖃᖅᑎᖅᑲᖅᑎᓪᓗᓯ ᓄᓇᕗᑦᒥ ᐃᓪᓗᓕᕆᔨᖅᔪᐊᑯᓐᓂᑦ, ᐃᓪᓗᑭᓴᖅᓂᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐃᓪᓗᓕᕆᔨᖅᔪᐊᑯᓐᓄᑦ ᐅᖃᖅᓯᒪᕕᒡ, ᖃᑦᑎᓂᒃ ᐃᓪᓗᓂ ᐊᑐᕆᐊᖃᖅᒪᖕᒑᔅᓯ ᓄᓇᕗᑦᒥ? ᖁᔭᓐᓇᒦᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᕋᒻᒪᑦ. ᒥᔅᑕ

Chairman: Thank you, Mr. Rumbolt. Mr. MacDonald.	ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. To be perfectly honest with you, at this point in time, we have only begun having exploratory conversations with the housing corporation. I, myself, have had a discussion with officials at the corporation.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓱᓕᓗᖓ ᐅᖃᕐᓂᐊᕐᓗᖓ, ᒪᓐᓇᐅᔪᖅ ᕿᒥᕐᕈᓇᑐᐃᓐᓇᓕᕋᕐᑎᒍ ᐅᖃᐅᓯᕆᕙᓪᓕᐊᓗᑎᒍ ᑲᑎᒪᒃᔪᑎᒋᕙᓪᓕᐊᑐᐃᓐᓇᖅᑕᕗᑦ ᒫᓐᓇ ᑕᐃᒃᑯᐊ ᐃᓪᓗᓕᕆᔨᕐᔪᐊᑯᓐᓃᓐᖓᖅᑐᑦ ᐅᖃᖃᑎᒋᕙᓪᓕᐊᓕᑕᐃᓐᓇᕋᕐᑎᒍ.
We haven't had a chance to set up a meeting where we begin going through the particulars of the MOU, but they have advised us that that would be the process that we would need to follow. We're committed to working with them as part of the action plan to make sure that we have an agreement in place for them to secure housing for our employees. Thank you.	ᑲᑎᒪᖃᑎᒋᔪᓐᓇᖅᓯᓚᐅᓐᖓᒋᑕᕗᓪᓗᓐᓃᑦ ᐃᓗᓕᑯᓗᔭᕆᓂᐊᖅᑕᖕᒋᓐᓂ. ᑭᓯᐊᓂ ᑕᐃᒪᓐᓇ ᐃᖕᒋᕋᓂᖃᖅᑐᒥᑦ ᒪᓕᓐᓂᐊᖅᑐᒍᑦ, ᐃᖅᑲᓇᐃᔭᖃᑎᖃᕐᓗᑕ ᑕᐃᒃᑯᐊ ᐸᕐᓇᐅᑎᑦᑕ ᐃᓚᒋᓂᐊᕐᒪᒍ ᐊᖕᒋᖃᑎᒌᒍᑎᓕᐅᕐᓗᑕ ᐃᓪᓗᒃᓴᖅᑖᕈᓐᓇᕐᓂᐊᕐᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᑎᕗ. ᖁᔭᓐᓇᒥᒃ.
Chairman: Thank you. Mr. Rumbolt.	**ᐃᒃᓯᕙᐅᑕᖅ**: (ᑐᓵᔨᑎᒍ)ᖅ ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᕋᒻᔅᑦ.
Mr. Rumbolt: Thank you, Mr. Chairman. In part of your action plan, have any timelines come up of how long before you can actually see construction of staff housing in communities? Thank you, Mr. Chairman.	**ᕋᒻᔅᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪ ᐃᓚᖕᒋᑦ ᐸᕐᓇᑎᒃᓯᓐᓂᑦ ᐅᖃᖅᓯᒪᒻᒪᑕ ᐱᕕᒃᓴᓯ ᓇᓗᓇᐃᖅᓯᒪᕚ ᖃᖕᒐᒃᑯᑦ ᐃᓪᓗᓕᐅᓛᕐᒪᖕᒐᔅᓯ ᓄᓇᓕᖕᓂ, ᐃᓪᓗᒃᓴᖕᒋᓐᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. We would not have, within our action plan or timelines have mention of construction programs. That would be beyond the scope of our department's mandate. We would leave that to the housing corporation, for example, or perhaps Community and Government Services.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐸᓐᓇᐅᑎᑦᑎᓂ ᐃᓗᐊᓂ ᐅᖃᖅᓯᒪᔪᖅᑕᕐᑲᓐᖕᒋᑦᑐᖅ ᐃᒡᓗᓕᐅᓐᓂᒻᒧᑦ ᐱᓕᕆᕕᑦᑕ ᑎᓕᔭᐅᓯᒪᔾᔪᑎᒋᖕᒋᒻᒪᒍᑦ. ᐃᒡᓗᓕᕆᔨᔾᔪᐊᒃᑯᓐᓄᑦ ᐅᑎᕋᔭᕋᑦᑕ ᐊᐱᕆᓗᒋᑦ ᐃᒪᓐᓇᐃᓕᒐᔭᖅᑐᒍᑦ ᐊᖕᒋᖅᓯᒪᓗᑕ ᐃᖅᑲᓇᐃᔭᓐᓂᐊᓪᓗᑕ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᓇᓱᒃᓗᑕ ᐃᒡᓗᒃᓴᓂᒃ.
What we would do is commit to having or working on having better housing available through various means, which	ᓄᑖᓂᒃ ᐃᒡᓗᓕᐅᓐᖕᒋᒃᑲᓗᐊᖅᑎᓪᓗᒋᑦ ᐅᕝᕙᖃᐃ ᐊᑐᖅᑐᐊᓪᓗᑎᒃ ᓄᓇᕗᒥ ᐃᒡᓗᖁᑎᒋᔭᐅᔪᓂᒃ ᓄᓇᕗᒥ ᐊᑐᐃᓐᓇᐅᔪᓐᓇᓐᓂᐊᒻᒪᑕ ᐅᕙᒍᑦ ᐱᓕᕆᕕᖕᒋᓐᓄᑦ.

may not mean new construction projects, of course. It may mean securing leased units in the existing units in a community that would be available for our department, just as an example. Thank you.	ᐆᒃᑑᑎᒋᑐᐃᓐᓇᖅᑕᕋ ᑕᒪᓐᓇ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. Rumbolt.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᕋᒻᐳᑦ.
Mr. Rumbolt: Thank you, Mr. Chairman. Another challenge that was stated for recruitment and staffing of social workers in our communities was the lack of adequate office space. I wonder if the department can update us today on how widespread a problem the lack of office space in our communities is at the moment. Thank you, Mr. Chairman.	**ᕋᒻᒫᑦ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗᑦᑕᐅᖅ ᐃᓚᖓ ᐊᒃᓱᕈᓴᐅᑎᒋᖅᑲᑦᑕᖅᑕᕗᓐ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕋᓱᒃᑎᓪᓗᑕ ᐃᓄᓕᓇᔨᓂᒃ ᓄᓇᓕᓐᓂ, ᑎᑎᕋᕝᕕᒃᓴᑭᑦᑑᓂᖏᓐᓄᑦ. ᐱᓕᓇᕝᕕᔅᓯᖅᑲᐃ ᑐᓴᖅᑎᑦᑎᔪᓐᓇᖅᐸᓐ ᖃᓄᖅ ᑕᒪᓐᓇ ᓯᐊᒻᒪᒃᑎᒋᓯᒪᒻᒪᖓᑦ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᐅᔪᖅ ᑎᑎᕋᕝᕕᒃᓴᑭᔅᓴᓐᓂᖅ ᓄᓇᓕᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Rumbolt. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᕋᒻᐳᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Once again thank you for the good question. Currently, the department has assessed our office space across the territory and we've had a number of locations where we feel we would prefer to have better space available for our employees.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᑦᑎᐊᕋᕕᓈᓯ, ᒫᓐᓇᐅᔪᖅ ᐱᓕᕆᕕᑦᑎᓐᓂ ᕿᒥᕐᕈᓇᓚᐅᒻᒪᑕ ᑎᑎᕋᕝᕕᑦᑕ ᐊᑐᐃᓐᓇᐅᓂᖏᓐᓂᒃ ᓄᓇᕗᒻᒥ. ᐅᓄᒃᑦᓚᒃᑐᑦᓗ ᑕᐃᒃᑯᐊ ᐃᓂᖅᑲᑦᑎᐊᓐᓂᖅᓴᐆᔭᕆᐊᖅᑲᖅᑑᒐᓗᐊᑦ.
At the moment, ourselves, like other departments, are awaiting the Department of Community and Government Services' office space study to be completed across the territory. Once we get a chance to look at that in relation to the offices in which our department is using, there will be some decisions made about whether movements have to occur or renovations will have to occur.	ᐅᕙᒍᑦ ᓲᑦᓗ ᐱᓕᕆᕕᒃᑎᑐᑦ ᐊᓯᖏᑎᑐᑦ ᐅᑕᖅᑭᒐᑦᑕ ᓄᓇᓕᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖓᓐᓂᒃ ᖃᐅᔨᓴᐃᓐᓂᕆᔭᖓᓂᒃ ᑎᑎᕋᕝᕕᒃᓴᑭᖏᒃᑲᓗᐊᒻᒪᖓᑕ ᓄᓇᕗᒻᒥ. ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᖅᑕᐅᒃᐸᑕ ᕿᒥᕐᕈᓇᓚᐅᑦᓗᑎᒍᑦ ᑎᑎᕋᕝᕕᑦ ᐱᓕᕆᕕᑦᑎᓐᓄᑦ ᐊᑐᖅᑕᐅᔪᑦ ᐃᓱᒪᓕᐅᕈᑎᖃᓐᓂᐊᖅᑐᓐ ᓄᒃᑎᕆᐊᖃᒻᒪᖓᑕ.
At this point in time, we're not ready to move forward on that until we have a better, big-picture understanding of what	ᑭᓯᐊᓂᓕ ᒫᓐᓇᐅᓂᖓᓂ ᑖᒃᑯᐊ ᐱᓕᕆᕙᓪᓕᐊᓂᐊᖏᑕᕗᑦ ᑭᓯᐊᓂ ᓱᖅᑯᐃᑦᑎᐊᓚᐅᓪᓗᑎᒍᑦ ᓇᓕᐊᒃ ᐊᒡᓚᒡᕕᒻᒥ

office space conditions look like and what employees are telling that group that is conducting the survey. Thank you, Mr. Chairman.	ᐃᓂᖃᑦᑎᐊᓐᓂᖅᓴᐅᔾᔭᕆᐊᖃᒻᒪᖕᒫᑕ ᑎᑎᕋᕝᕕᓐᓂᖏᓛᒃ. ᑕᐃᒃᑯᐊ ᖃᐅᔨᓴᐃᒻᒪᑕ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. Rumbolt.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᕋᒻᐳᑦ.
Mr. Rumbolt: Thank you, Mr. Chairman. Has Community and Government Services stated when this office space study would be completed? Thank you, Mr. Chairman.	**ᕋᒻᐳᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓄᓇᓕᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖕᒐᓐ ᐅᖃᓚᐅᖅᓯᒪᒻᒪ ᖃᖕᒐ ᐃᖅᑲᓇᐃᔭᖅᓯᓂᐊᒻᒪᖕᒫᑕ ᑎᑎᕋᕝᕕᒃᓴᕈᓐᓂᐅᖃᑦᑕᖅᑐᒧᑦ ᖃᐅᔨᓴᐃᓂᒻᒥᒃ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Rumbolt. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᕋᒻᐳᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I'm not in a position to speak on behalf of another department. I do believe that it is nearing completion, but I'm not aware of the specific date of that. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒫᓐᓇ ᑭᒡᒐᖅᑐᐃᔪᓐᓇᖏᓐᓇᒪ ᐊᓯᖕᒋᓐᓂᒃ ᐱᓕᕆᕕᓐᓂᒃ ᐅᒃᐱᕈᓱᒃᑐᖕᒐ ᐃᖅᑲᓇᐃᔭᖅᑕᐅᕙᓪᓕᐊᓕᖅᑑᒐᓗᐊᒡᒍᖅ. ᐅᓪᓗᖕᒐᓐᓂᒃ ᖃᐅᔨᒪᖕᒋᓐᓇᒪ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ
Chairman: Thank you and understandable. The next name I have on my list is Mr. Akoak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᓱᖅᑯᐃᖅᐸᕋ. ᐊᑎᖁᑎᒋᓂᐊᓐᒥᔭᕋ, ᒥᔅᑕ ᐋᑯᐊᖅ.
Mr. Akoak: Thank you, Mr. Chairman. Good morning, Nunavummiut. We heard talk of letters of authority this morning. I just want clarification. Is that letter of authority being used just to fill in positions or just to continue the positions? That's my first question, Mr. Chairman.	**ᐋᑯᐊᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓪᓛᒃᑯᑦ ᓄᓇᕗᒥᐅᑦ. ᐅᖃᐅᓯᖃᖅᑐᒥᒃ ᑐᓵᖅᑲᐅᒐᑦᑕ ᑎᑎᖅᑲᓂᒃ ᐱᔪᓐᓇᖅᑎᑦᑎᔪᓂᒃ ᐅᓪᓛᖅ ᐃᓄᓕᕆᔨᓄᑦ. ᓇᓗᓇᐃᖅᑕᐅᑦᑎᐊᒃᑲᓐᓂᖁᓪᓕᕋᓗᐊᖅᐸᕋ ᑕᐃᓐᓇ ᑎᑎᕋᖅ ᐱᔪᓐᓇᖅᑎᑦᑎᔪᖅ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᐹ? ᐃᓐᓄᒃᑕᐅᓇᓱᒃᑎᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔮᒃᓴᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐃᖅᑲᓇᐃᔮᖕᒐ ᑲᔪᓯᑐᐃᓐᓇᖁᓪᓗᒍ ᐃᖅᑲᓇᐃᔭᑐᖅ ᐃᓅᔪᖅ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Akoak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᐋᑯᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. If I understand your question correctly, the letter of authority is used to fill a vacancy with somebody who has perhaps not all of the requirements for the position, but who has been deemed capable of performing functions under	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓱᖅᑯᐃᑦᑎᐊᕈᒃᑭᑦ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ ᑕᐃᒃᑯᐊ ᑎᑎᖅᑲᑦ ᐱᔪᓐᓇᖅᑎᑦᑎᔪᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᓐᓄᒃᑕᐅᖁᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔮᒃᓴᖅ ᐃᓐᓄᒃᑕᐅᖁᓪᓗᒍ. ᐃᓕᓐᓂᐊᖅᓯᒪᑦᑎᐊᓐᖏᑦᑐᖅ ᐃᓄᓕᕆᔨᓐᖑᖁᓪᓗᒍ. ᑭᓯᐊᓂ ᐊᔪᓐᖏᑦᑐᖅ ᐱᓕᕆᔪᓐᓇᓐᓂᖓᓂ ᐊᖓᔪᖅᑳᖃᓪᓗᓂ ᑎᑎᖅᑲᑎᒍᑦ ᐱᔪᓐᓇᖅᓯᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᓈᒻᒪᒋᔭᐅᑐᐊᕈᓂ

supervision and to the level satisfied by the director of family services. If I do understand your question, I do not believe that it's there to extend, but it's a mechanism to get somebody into a position not to extend them indefinitely, if I understand you correctly. Thank you. **Chairman**: Thank you, Mr. MacDonald. Mr. Akoak. **Mr. Akoak**: Thank you, Mr. Chairman. Please correct me if I'm off line, Mr. Chairman. This would be a question about salary. How is it determined... ? We talk about training. Some of them have some training, not to their full capability. Is it determined by training or determined by how long they have been at work at their job? Thank you, Mr. Chairman. **Chairman**: I understand where you're going with this. I will allow the question, obviously. It's not looking for salary numbers, but if there are different categories of salary levels at different skill sets. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. This is another area where I certainly wouldn't profess to be an expert. The Department of Finance's job evaluation and staffing unit would be group that would rate a position in terms of the skills, knowledge, and education, etcetera, and they would be the ones providing a rating on how much salary an individual should be getting when a letter of offer was given to them. I can tell you from a purely Department of Family Services perspective what we look at. We want to see individuals with the credentials required for that role	ᐊᖓᔪᖅᑲᖏᓐᓂᒃ ᐃᓄᓕᕆᔨᒃᑯᑦ. ᓱᖅᑯᐃᑦᑎᐊᕈᒃᑭᑦ ᐊᐱᖅᑯᑎᓐᓄᑦ ᐅᖓᕙᕆᐊᖅᑎᑦᑎᖃᑦᑕᖅᑰᓐᖏᑦᑐᑦ ᐃᖅᑲᓇᐃᔭᓚᐅᑲᐱᑦᓚᓐᓂᕆᔭᖓᓂᒃ. ᑖᓐᓇ ᐃᖏᕋᓂᐅᔪᖅ ᐃᖅᑲᓇᐃᔾᔭᒃᓴᒧᑦ ᒪᑐᐃᖓᑎᑦᑎᔪᖅ ᐃᓄᖃᖏᑦᑐᖅ ᐃᓐᓄᒃᑕᐅᓇᓱᑐᐃᓐᓇᓐᓂᖓᓂᒃ ᑕᐃᒫᒃ ᐊᑐᖃᑦᑕᖅᑐᑦ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᐋᑯᐊᖅ **ᐋᑯᐊᖅ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒻᒪᕈᒪ ᐅᖃᐅᑎᓂᐊᖅᐸᖓ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒃᓴᕋ ᑮᓇᐆᔭᓕᐅᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᑭᓕᖅᓱᖅᑕᐅᔾᔪᓯᐃᓐᓂᑦ. ᑲᓄᑦᓕ ᐋᖅᑭᒃᓯᖅᑕᑦᑕᕋᔾᓯ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᓐᓂᒻᒥᒃᓗ ᐅᖃᐅᓯᖅᑲᖅᓱᓯ ᐃᓚᖏᑦᓗᒍᖅ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᖏᕐᓱᑎᒃ ᐱᓕᕆᔪᓐᓇᕆᐊᖃᖅᑕᖏᓐᓂᒃ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓯᒪᓇᑎᒃ. ᐃᓕᓐᓂᐊᖓ ᒪᓕᒃᑕᐅᑦᓗᓂ ᐊᑭᑦᑐᕆᐊᖃᑦᑕᖅᐹᓐ ᐅᕝᕙᓘᓐᓃᑦ ᐊᑭᓂᐅᓂᕆᔭᖓ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᓗᒍ ᑕᐃᑲᓂ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒡᓴᔨᒃᑯᑦ): ᓱᖅᑯᐃᖅᐸᒋᑦ ᓇᒧᓐᖓᒻᒪᖓᑦ. ᑖᓐᓇ ᐊᐱᕆᑎᓐᓂᐊᕋᒃᑯ ᓈᐃᓴᐅᑎᓂᒃ ᕿᓂᖏᑦᑐᖅ, ᐊᔾᔨᒌᖏᒻᒪᖓᑕ ᑕᐃᒃᑯᐊ ᑮᓇᐆᔭᓴᕆᔭᖏᑦ ᐃᓄᓕᕆᔨᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑕᕝᕙ ᖃᐅᔨᒪᓗᐊᕐᓗᓐᖏᑕᕋ ᑮᓇᐆᔭᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᒃᑯᖏᑦ ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒃ ᖃᐅᔨᓴᐃᖃᑦᑕᒻᒪᑕ ᕿᒥᕐᕈᓇᒃᑯᑎᑦᓗ ᐃᖅᑲᓇᐃᔭᑦᑎᐊᕋᓗᐊᒪᖓᑕ ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔾᔭᒃᓴᐅᑉ ᐃᓂᒋᔭᖏᑦ ᖃᐅᔨᒪᔭᕆᐊᖃᖅᑕᖏᑦ ᐃᓕᓐᓂᐊᖅᓯᒪᔭᕆᐊᖃᖅᑕᖏᑦᓗ. ᑕᐃᒃᑯᐊ ᑕᕝᕙ ᐱᓕᕆᕕᖓᓐᓂ ᑎᑎᕋᖃᑦᑕᕆᐊᖃᖅᑐᑦ ᖃᔅᓯᑦᓗᐊᒥ ᐊᑭᓕᖅᓱᖅᑕᐆᔭᕆᐊᖃᒻᒪᖓᑕ. ᐅᖃᐅᑎᔪᓐᓇᕐᖏᑕᒋᑦ ᐱᓕᕆᕕᑦᑎᓐᓂ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᕐᖓᑦᓗᑕ ᖃᒥᕐᕈᓇᖃᑦᑕᖅᑐᒍᑦ. ᑕᑯᔪᒪᒐᑦᑕ ᐃᓕᓐᓂᐊᖅᓯᒪᑦᑎᐊᖅᑐᓂᒃ. ᑕᐃᒪᓐᓇ ᐊᑦᑕᓐᓇᖏᓐᓂᖅᓴᐅᒻᒪᑦ ᒪᓕᒃᓯᒪᑦᑎᐊᓐᓂᖅᓴᐅᑦᓗᑎᒃᓗ ᐆᒃᑐᕋᐅᑎᒋᖃᑦᑕᑦᑎᓐᓂ ᐱᑦᑎᐊᕋᓗᐊᒻᒪᖓᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᓗ ᑖᓐᓇ. ᐃᓕᓐᓂᐊᕆᐊᖃᖅᑕᒥᓂᒃ

because that’s a safe and consistent measure or evaluation tool for us to ensure that the individual has gone through the training, courses, and programs necessary to be able to fill that role. Of course, as with any hiring competition process, there would be some provision for experience. Really, it’s the education and experience that are critical factors for us and I do know that they impact on salary, but I’m not in a position to speak about the mechanisms of how the government applies that to staffing or to hiring. Thank you. **Chairman**: Thank you, Mr. MacDonald. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. I just have a couple of more questions. You spoke about casual employment and you have a number of positions or a number of social workers that are in that position. You stated that some of these casual people working in these kinds of situations where they’re casual have been in that situation for a long time. Why do you have casual employment, especially the long-term? If somebody is qualified to be in a position at a casual level, why don’t you appoint these casual positions so that they could get housing and maybe we could have a less turnover rate? Thank you, Mr. Chairman. **Chairman**: Excellent question. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. I thank the Member for the question. Currently, we have 18 casual	ᐃᓕᓐᓂᐊᖃᑦᑕᕋᓗᐊᒻᒪᖕᒑᑦ ᐱᓕᒻᒪᒃᓴᕆᐊᖃᖅᑕᖕᒋᓂᒡᓗ. ᐃᓛᒃ ᐱᓕᕆᐊᖃᕈᓐᓇᓐᓂᐊᒻᒪᑦ ᐃᖅᑲᓇᐃᔾᔭᒃᓴᖓᓂᒃ. ᑕᐃᒪᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᑎᒃᓴᒥᒃ ᕿᓂᑦᓗᑎᒃ ᕿᓂᖅᑎᑦᓗᒋᑦ ᑕᐃᒪᓐᓇ ᐃᓄᓕᕆᔨᐅᓕᒪᔪᒥᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᓂᖓᓂᐊᒡᓗ ᕿᓂᖃᑦᑕᖅᑐᒍᑦ. ᖃᐅᔨᒪᔪᖓᓗ ᐊᒃᑐᐃᓂᖃᖃᑦᑕᖅᑐᖅ ᑮᓐᓇᐆᔭᒃᓵᕆᔭᖓᓄᑦ ᑭᓯᐊᓂᓕ ᐅᖃᕈᓐᓇᖏᓐᓇᒪ ᖃᓄᖅ ᐃᖏᕋᓂᖃᖅᐸᒻᒪᖕᒑᑦ ᒐᕙᒪᒃᑯᑦ ᐊᑐᖃᑦᑕᒻᒪᖕᒑᑕ ᐊᑭᑦᑐᖅᐸᓪᓕᐊᔪᑎᐅᔪᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓄᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ. **ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒃᓴᖃᕋᒪ ᒪᖅᑮᓐᓂᒃ ᓱᓕ. ᐅᖃᖅᑲᐅᒐᕕᓐ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᓂᒃ. ᐊᒻᒪᓗᑦᑕᐅᖅ ᐅᓄᑲᓪᓚᒃᑐᑦ ᐃᖅᑲᓇᐃᔾᔭᒃᓴᐃᑦ ᐃᓄᓕᕆᔨᐅᔪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᒧᑦ ᐃᓐᓄᒃᑕᐅᓯᒪᓪᓗᑎᒃ. ᐅᖃᖅᑲᐅᒻᒥᒐᕕᑦ ᐃᓚᖏᒡᒍᖅ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᓐ ᐊᑯᓂᑲᓪᓛᓗᒃ ᐃᖅᑲᓇᐃᔭᓚᐅᑲᐱᓪᓚᒃᑎᐅᓪᓗᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᓗᑎᒃ. ᖃᓄᐃᒻᒪᓪᓕ ᑕᐃᒪᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖃᑦᑕᖅᐱᓯ ᐊᑯᓂᐋᓗᒃ? ᑭᓇᑐᐃᓐᓇᖅ ᐱᔪᓐᓇᖅᑎᑕᐅᒃᐸᑦ ᐃᓕᓐᓂᐊᖅᓯᒪᓂᖏᑦᑎᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒍᓐᓇᓪᓗᓂ, ᖃᓄᐃᒻᒪ ᑕᐃᒃᑯᐊ ᑎᒃᑯᐊᖅᑕᐅᖃᑦᑕᖏᐸᐱᓯᐅᒃ? ᐃᒡᓗᑖᕈᓐᓇᓐᓂᐊᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᓯ ᐊᓯᔾᔨᑲᑕᓗᐊᖏᓐᓂᖅᓴᐅᓂᐊᒻᒪᑕ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᐊᐱᖅᑯᑎᑦᑎᐊᕙᓗᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᐃᓕᓐᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᖅᐸᕋᓗ ᒪᓕᒐᕙᐅᖅᑎ ᐊᐱᕆᒻᒪᑦ. ᒫᓐᓇᐅᔪᖅ 18-ᖑᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᑦ ᐃᓄᓕᕆᔨᑦ. ᐃᒻᒪᖃ 30 ᐳᓴᓐᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓪᓚᑦᑖᑦᑕ.

social services workers or, I think, in general, frontline employees. That makes about 30 percent of the total, which I think is high, admittedly. When we talk about why we have casuals, there could be a number of reasons for that. Casual, as you say, is ideally a temporary arrangement, but that doesn't always end up being the case, particularly in a frontline occupation such as social worker. In some cases, we have casuals because we have to recruit to get somebody to come to a community on a temporary basis because there's nobody currently at least identifiable to us in the territory that might have that skill set. It's kind of a labour supply issue. In other situations, and I could tell you that I've had this myself just recently is that there are individuals who actually want to work on a casual basis. That surprised me, to be honest with you, but there are because they want to have that flexibility. There are a few different factors as to why casuals are employed. Our position is that in the long term, we want to have indeterminate, stable, local employees so that we can depend on that workforce and that, perhaps more importantly, those individuals will have local knowledge, knowledge of their community, of their clientele and Inuit societal values as well. That's where we want to go and that touches on many of the discussions around Nunavut Arctic College training, linkages between them and our department. That's sort of the medium- to long-term aspect of the action plan dealing with the casual shortage and so on. Thank you.	ᖁᕝᕙᒃᑐᐊᓗᒃ ᑖᓐᓇ. ᐅᖃᐅᓯᖃᖅᑎᓪᓗᑕ ᖃᓄᐃᒻᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖅᐱᑕ ᐅᓄᖅᑐᓂᒃ? ᐱᔾᔪᑎᖃᖅᑐᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᑦ ᐃᖅᑲᓇᐃᔭᑐᐃᓐᓇᑲᐃᓐᓇᖅᑐᖅ ᕿᓚᒥᕈᓗᒃ. ᑕᐃᒪᐃᖏᓐᓇᐆᔭᖏᑦᑑᒐᓗᐊᖅ, ᐃᖅᑲᓇᐃᔭᖅᑎ ᐃᓄᓕᓇᔨᑦ ᐱᓪᓗᒋᑦ. ᐃᓚᖏᑎᒍᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖃᑦᑕᖅᑐᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᑲᐃᓐᓇᕆᐊᖃᕋᑦᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᓪᓚᑦᑖᒥᒃ ᐊᓯᒃᓴᖃᓐᖏᒧᑦ ᓄᓇᕗᒥ ᐃᓕᓐᓂᐊᖅᓯᒪᔪᓂᒃ. ᐃᖅᑲᓇᐃᔭᖅᑎᑭᓴᓐᓂᒻᒧᑦ ᐱᔾᔪᑎᐅᕙᓪᓕᐊᔪᖅ. ᐊᓯᖏᓐᓂᒃ ᐅᖃᕈᓐᓇᒻᒥᔪᖓ ᒫᓐᓇᕋᑖᖑᓚᐅᖅᑐᖅ ᐊᑐᓚᐅᒻᒥᔭᕋ ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒍᒪᑐᐃᓐᓇᖅᑐᑦ ᑖᒃᑯᐊ ᐱᔾᔪᑎᒋᓗᒍ ᐃᓱᒪᖅᓱᕈᒪᓂᒻᒧᑦ. ᐊᓪᔨᒌᖏᒃᑐᓂᒃ ᐱᔾᔪᑎᖃᐅᖅᑐᑦ ᖃᓄᐃᒻᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᑲᐱᓪᓚᒃᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖃᑦᑕᒪᖕᒑᑦᑕ. ᓯᕕᑐᔪᒧᓪᓕ ᐃᒪᓐᓇᐃᑦᑐᒪᔪᒍᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᐅᖏᓐᓇᓐᓂᐊᖅᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓚᐅᐱᓪᓚᖏᑦᑐᓂᒃ ᓄᓇᓕᓐᓂᓐᖕᒑᖅᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕈᒪᓪᓗᑕ. ᐱᒻᒪᕆᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᔪᑦ ᖃᐅᔨᒪᒻᒪᑕ ᓄᓇᓕᒥᓐᓂᒃ ᐊᒻᒪᓗ ᐱᔨᑦᓯᖅᑕᖏᓐᓂᒃ ᐃᓄᐃᓪᓗ ᐃᓕᖅᑯᓯᖏᓐᓂᒃ ᖃᐅᔨᒪᓪᓗᑎᒃ. ᑕᕝᕙ ᑕᐃᒪᓐᓇ ᑐᕌᖃᕈᒪᕗᒍᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐊᒃᑐᐃᓯᒪᔪᖅ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᕝᕕᒻᒥ ᐃᓕᓐᓂᐊᖅᓗᑎᒃ ᐊᒻᒪᓗ ᐱᓕᕆᔨᕗᑦ ᑖᒃᑯᐊ ᐱᓱᖃᑎᒌᑦᑎᐊᓪᓗᑎᒃ ᐱᓕᕆᖃᑎᒌᖁᓪᓗᓯ. ᓯᕕᑐᔪᒧᑦᑕᕝᕙ ᐊᐅᓚᓪᔭᐃᒋᐊᕈᑎᑦᑎᓐᓄᑦ ᐸᓐᓇᐅᑎᒋᔭᕗᑦ ᑕᒪᓐᓇ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ

Chairman: Thank you, Mr. MacDonald. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. I think you might have it somewhere, but can you just clarify again today how many casual positions are beneficiary and non-beneficiary and how many [indeterminate positions] are non-beneficiary or beneficiary? Thank you, Mr. Chairman. **Chairman**: Thank you, Ms. Angnakak. Just to clarify, just the casuals or all social workers across the… ? **Ms. Angnakak**: Thank you, Mr. Chairman. I want to know about casuals. Thank you, Mr… . **Chairman**: Thank you for clarifying that. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. I apologize. I do not have the number specifically for casuals. I do have the number for social workers as a whole. I can give you that, but I can also commit to getting that number to you so that you can take a look at it. Currently, our numbers are we have 14 beneficiaries, which is 23 percent, and we have 46, or 77 percent, of non-beneficiaries at the frontline level. As I said, we do not have the numbers broken out for casuals or indeterminate, but we can get that for you. Thank you. **Chairman**: Thank you, Mr. MacDonald. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. I know I did say I might have only two questions, but I do have another one.	ᐊᖕᓇᑲᖅ. **ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓇᒥᐅᒐᓗᐊᑭᐊᖅ ᐱᓯᒪᖅᑰᖅᑕᕋᓗᐊᑦ ᓇᓗᓇᐃᒃᑲᓐᓂᕈᓐᓇᖅᐱᐅᒃ ᐅᑦᓗᒥᐅᔪᖅ ᖃᓯᐅᓂᖕᒋᑕ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑐᑦ ᓄᓇᖃᖅᑳᖅᓯᒪᔫᒻᒪᖕᒑᑕ ᐊᒻᒪᓗ ᐊᑎᖃᖅᑕᐅᓐᖕᒋᑦᑐᑦ. ᖃᔅᓯᐅᕙᓐ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᓚᓈᑦ ᐊᑎᖃᖅᑕᐅᓐᖕᒋᑦᑐᑦ ᐊᒻᒪᓗ ᐊᑎᖃᖅᑕᐅᔪᓂᒃ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ. ᓇᓗᓇᐃᒃᑲᓐᓂᑐᐃᓐᓇᑦᓗᒍ ᐊᐱᖅᑯᑎᖃᖅᐲᑦ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᑐᐃᓐᓇᖅᑐᓃᒃ ᐃᓄᓕᓇᔨᓕᒫᓂᑦᔫᓐᓃᑦ ᓄᓇᕗᓕᒫᒥ? **ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑐᑭᓯᔪᒪᖅᑲᐅᔭᔭᑲᑲ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑐᑦ ᐱᓕᓇᕝᕕᐊᓂ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᓇᓗᓇᐃᕋᕕᐅᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒪᒥᐊᑉᐳᖓ ᐊᐱᖅᑯᑎᒋᔪᑎᖕᒋᑦ ᓈᐃᓴᐅᑏᑦ ᐱᓯᒪᓐᖕᒋᓐᓇᒃᑭᑦ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑎᐅᔪᓄᑦ. ᐃᓄᓕᓇᔨᓄᑦ ᓈᐃᓴᐅᑎᖕᒋᑦ ᐱᓯᒪᒐᓗᐊᖅᓱᒋᑦ ᐃᓗᐃᑦᑑᓪᓗᒋᑦ. ᐅᓂᒃᑳᓇᔪᓐᓇᖅᓱᒍ ᐱᔪᒪᒍᕕᐅᒃ ᑭᓯᐊᓂ ᕿᓂᕈᓇᖅᓱᒋᑦ ᑐᑭᓯᒋᐊᕈᑏᑦ ᐱᔪᒪᔭᑎᑦ ᑐᓂᓂᐊᓪᓗᒋᑦ ᕿᒥᕐᕈᔪᓐᓇᓐᓂᐊᕋᕕᐅᒃ. ᒫᓐᓇᐅᔪᖅ ᓈᐃᓴᐅᑎᕗᑦ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ 14-ᖑᔪᑦ ᐊᑎᖃᖅᑕᐅᓪᓗᑎᒃ ᓄᓇᑖᕈᑎᒧᑦ, ᑎᑭᐅᒪᔪᖅ 23 ᐳᓴᓐᑎᒧᑦ ᐊᒻᒪᓗ 77 ᐳᓴᓐᑎᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖅᑐᒍᑦ ᓄᓇᖃᖅᑳᖅᓯᒪᓐᖕᒋᑦᑐᓂᒃ ᐱᓕᓇᔨᐅᔪᓂᒃ. ᐅᖃᖅᑳᐅᔭᔭᕋᐃᓛᒃ ᐅᑎᕝᕕᒋᓗᒍ ᓈᐃᓴᐅᑏᑦ ᐊᒡᒍᖅᓯᒪᓂᖃᓐᖕᒋᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑐᓄᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᓚᓇᓐᓄᑦᓗ, ᑭᓯᐊᓂ ᓇᓂᓇᓱᒍᓐᓇᖅᑕᕗᑦ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ. **ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖃᐃᔨᒪᓪᓗᖓ ᐅᖃᖅᑲᐅᓗᓗᐊᓐᓂᓐᓂᒃ ᒪᖁᓐᓂᑐᐊᖅ ᐊᐱᖅᑯᑎᖃᓐᓂᒐᕋᖅᓱᖕᖓ, ᑭᓯᐊᓂ ᐊᐱᖅᑯᑎᒃᓴᖃᒃᑲᓐᓂᓕᕋᒪ.

What are you doing in the communities to attract local people to become social workers? If you don't offer housing because you want to keep them at a casual position, I can see, you know, you're going to get more of a turnover rate. If you only hire from the south and bring people up, you're going to get a high turnover rate because most people from Toronto or whatever don't often stay for the long term. What measures are you doing right now? Not like next year or in two years, what are you doing now to get that level of workforce that we're looking for? Thank you, Mr. Chairman. **Chairman**: Thank you, Ms. Angnakak. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. Thank you for the question. It's a very good question and one that, in my normal capacity as director of career development, I would be happy to answer. As you identify, we do have a bit of a communication issue in Nunavut with respect to occupations and opportunities, I would say. What you don't see is a very clear messaging to the public and to schools and to families about what occupations or job opportunities there are out there. In many jurisdictions, if not all, there is something called labour market information, which really is, on one hand, data gathered on occupational supply and occupational demand, for example, how many graduates from secondary school, how many graduates from programs at post-secondary education institutions,	ᖃᓄᐃᓕᐅᖃᑦᑕᖅᐱᓯ ᓄᓇᓕᓐᓂ ᐱᔫᒥᓴᐃᓇᓱᒃᑐᓯᐅᒃ ᐃᖅᑲᓇᐃᔨᓴᓴᐃᑦ ᐃᓄᓕᓇᓂᒻᒧᑦ ᓄᓇᓕᓐᓂᒥᐅᑕᐅᔪᓄᑦ ᐃᓄᓕᓇᔨᓐᖑᕐᑯᓇᓱᑦᑐᒋᑦ. ᑕᐃᒪᓕ ᐃᒡᓗᖃᖅᑎᑦᑎᔾᔭᖕᒋᒃᑯᔾᔪ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑐᒥᒃ ᐱᓯᒪᖕᒐᕈᒪᓂᒻᒧᑦ, ᑕᑯᓐᓇᓐᖑᐊᑲᐅᑎᒋᔭᕋ ᑭᖑᕝᕕᖅᑕᖅᑎᑐᐃᓐᓇᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕋᔭᕋᔾᔪ. ᖃᑦᑐᓈᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑐᐊᓂᒃ ᕿᓂᖃᑦᑕᓐᓂᐊᕈᔾᔪ ᑎᑭᑦᑎᖃᑦᑕᑦᑐᓯ ᓄᓇᕗᒥ, ᑕᒪᓐᓇᑦᑕᐅᖅ ᓴᖅᑮᓂᐊᓇᕗᖅ ᑭᖑᕝᕕᖅᑕᖅᑕᐅᖕᒋᓐᓇᓇᐊᓕᓐᓂᒃ ᐃᖅᑲᓇᐃᔨᓂᒃ, ᐱᓪᓗᒍ ᑐᕌᓐᑐᒥᐅᑕᐃᑦ ᐊᓯᖕᒋᓐᓂᓪᓗ ᕿᓚᒥᐅᔪᒥᒃ ᐱᓕᕆᔪᒪᓱᖑᒻᒪᑕ. ᖃᓄᐃᑦᑐᓂᒃ ᑲᒪᒋᔾᔪᑎᒋᔭᔾᓴᓂᒃ ᓴᖅᑭᔾᔭᖅᑎᑦᑎᕕᓯ ᒫᓐᓇᐅᔪᖅ, ᐊᕐᕌᒍᓚᓐᖕᒋᑦᑐᒧᑦ ᒪᕐᕉᓐᓄᓪᓗ ᐊᕐᕌᒍᓄᑦ. ᒫᓐᓇ ᑭᓯᓕᕆᕕᓯ ᐱᔫᒥᓴᐃᔾᔪᑎᒋᓇᓱᒃᑐᓯᐅᒃ ᐅᓄᓐᓂᖅᓴᐅᔪᓐᓇᕐᑯᓪᓗᒋᑦ ᓄᓇᕗᒥᐅᑕᐃᑦ ᐃᓄᓕᓇᓂᔨᐅᓂᒻᒧᑦ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᖅᐸᕋ ᐊᐱᖅᑯᑎᐊᓄᑦ. ᐊᐱᖅᑯᑎᑦᑎᐊᕙᒃ ᐃᓂᒋᔭᓐᓄᓪᓗ ᑐᑭᒧᐊᒃᑎᑦᑎᔨᐅᓪᓗᖕᒐ ᐃᖅᑲᓇᐃᔨᒧᑦ ᐱᕚᓪᓕᐅᑎᓄᑦ ᑭᐅᔪᒥᒋᑦᑎᐊᖅᑐᒍ. ᓇᓗᓇᐃᖅᑲᔫᔭᖅᑐᑦ ᐃᓚᖕᒐᒍᑦ ᑐᓴᐅᒪᖅᑲᑦᑕᐅᑎᓕᓇᓂᒻᒧᑦ ᐃᓗᐊᖕᒋᓕᐅᕈᑎᖃᕋᑦᑕ. ᓄᓇᕗᒥ ᐱᓗᐊᖅᑐᒥᒃ ᑕᒪᒃᑯᓄᖕᒐ ᐃᖅᑲᓇᐃᔨᖑᔪᓐᓇᖅᑐᓄᑦ ᒪᑐᐃᕈᑎᐅᔪᓐᓇᖅᑐᓂᓪᓗ ᐃᖅᑲᓇᐃᔨᓄᑦ. ᑕᐃᒪᐃᓐᓂᑯᐊᓄᑦ ᑕᑯᒃᓴᕈᕈᓐᓇᖕᒋᒻᒪᑦ ᑲᑭᐊᓪᓚᓇᑦᑐᖅ ᐅᓂᒃᑳᐊᖑᔪᖅ ᑭᒃᑯᓕᒫᓄᑦ ᓄᓇᕗᒥ, ᐃᓕᓐᓂᐊᕝᕕᑦᑎᓐᓄᑦ ᐃᓚᒋᖑᔪᓄᑦ ᑕᒪᒃᑯᐊ ᖃᓄᐃᑦᑑᒻᒪᖕᒐᑕ ᐃᖅᑲᓇᐃᔨᖑᔪᓐᓇᖅᑐᑦ ᒪᑐᐃᕈᑎᔅᓴᐃᓪᓗ ᐱᒋᐊᕈᑕᐅᔪᓐᓇᓲᑦ ᑕᖅᑳᓂ. ᐅᓄᖅᑐᓂᒃ ᒐᕙᒪᖃᕝᕕᐅᓲᓂᒃ ᐊᓯᑦᑎᓐᓂᒃ ᐱᑕᖃᓲᖑᒻᒪᑕᓕ ᐃᖅᑲᓇᐃᔭᒃᓴᐃᑦ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᑦ ᓴᖅᑭᔾᔭᖅᑐᑦ ᐊᒡᒍᖅᓯᒪᓂᐊᓂ ᐱᓇᔪᒃᑕᐅᔪᓐᓇᖅᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᔅᓴᓄᑦ ᑐᑭᓯᐅᒪᔾᔪᑎᔅᓴᐅᓪᓗᑎᒃ ᑕᑯᓗᒋᑦ ᐃᒡᓗᐊᒍᑦ ᑐᑭᓯᒋᐊᕈᑎᓂᒃ ᐊᕝᕗᑐᐃᓐᓇᖅᓗᑎᒃ ᐃᖅᑲᓇᐃᔭᖑᔪᓐᓇᖅᑐᓂᒃ ᐱᔪᒪᔭᐅᓛᖑᔪᓄᓪᓗ ᐃᖅᑲᓇᐃᔭᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᔨᓄᑦ. ᑐᑭᓕᐅᑎᓗᒍ ᖃᔅᓯᑦ ᐊᓂᒍᐃᓯᒪᔪᑦ ᖁᑦᑎᓐᓂᖅᓴᒥᒃ,

how many temporary foreign workers and immigrants, for example. That tells you your supply. On the demand side, of course, it's what are employers telling us their occupational needs are in the short, medium, and long term? So that data piece is really not clear in Nunavut, and then of course, when you have that data, you can take it and develop information for the public. One of the things that we see that there's a real demand for is clear information to go to schools and to communities about "These are the occupations that are going to be in need in the short, medium, and long term in the territory." Of course, as a department and as a government, we can feed into that labour market information by identifying where the vacancies are now and what occupations and how we anticipate those vacancies to play out over the next number of years. When you have that information, you can share it with the public and that's something that our department is actually working on right now. We have developed the capacity with new staff to begin researching that information and making the tools that would be accessible for the public on that. I know it's a bit of a departure from this hearing *per se*, but it's something that actually this department is working on, on behalf of the government. Thank you. **Chairman**: Thank you, Mr. MacDonald. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. I know everybody wants to go on a break, but I would like to recommend that one of the things that the	ᓯᓚᑦᑐᖅᓴᕝᕕᓐᓂ, ᓯᓚᑦᑐᖅᓴᕝᕕᔾᔪᐊᓂᓪᓗ. ᖃᔅᓯᓪᓗᐊᓂᒃ ᑲᓇᑕᐅᑉ ᓯᓚᑖᓂ ᐃᖅᑲᓇᐃᔭᖅᑐᖃᓲᖑᕙ ᑎᑭᑎᑕᐅᔪᓂᒃ, ᑕᒪᓐᓇ ᓇᓗᓇᐃᖅᓯᒻᒪᑦ ᓇᓪᓕᐊᑦ ᐃᖅᑲᓇᐃᔮᑦ ᐊᒥᖓᖅᓴᒻᒪᖕᒐᑕ. ᐱᔪᒪᓂᖕᒋᓐᓄᓪᓕ ᐃᖅᑲᓇᐃᔭᖅᑎᓯᐅᖅᑐᑦ ᑭᓯᒥᒃ ᐅᖃᐅᓯᖃᖅᐸᑦ ᐊᒥᒐᐅᔾᔨᓯᒪᔪᓂᒃ ᐃᖅᑲᓇᐃᔮᑉ ᐃᓂᖕᒋᓐᓂᒃ ᖃᓂᑦᑎᒃᑯᑦ, ᖃᑎᕋᖅᑐᒃᑯᑦ ᓯᕗᓂᒃᑕᓪᓕᑦᑎᓐᓄᓪᓗ. ᑖᒃᑯᐊ ᑐᑭᓯᒋᐊᕈᑎᖕᒋᑦ ᑲᑭᐊᓐᖕᒋᓗᐊᖅᓱᑎᒃ ᑕᑯᑐᐃᓐᓇᓪᓗᒋᑦ ᓄᓇᕗᑉ ᑕᑯᓪᓗᒍ, ᐊᒻᒪᓗ ᐱᓯᒪᓕᖅᓱᒋᑦ ᑐᑭᓯᔾᔪᑎᔅᓴᐃᑦ ᐊᑐᕈᓐᓇᕋᔭᒻᒪᑦ ᐸᓐᓇᐃᓇᓱᐊᓪᓗᓂ ᐅᖃᓕᒫᖅᑕᐅᔪᔅᓴᓂᒃ ᑭᒃᑯᓕᒫᓄᑦ. ᐊᑕᐅᓯᖅ ᓂᕆᐅᓐᓂᖃᕝᕕᒋᔭᕗᑦ ᐱᔪᒪᔭᐅᓪᓚᕆᒃᑐᖅ ᑐᑭᓯᐅᒪᔾᔪᑎᔅᓴᕋᑎᐊᕙᑦ ᐃᓕᓐᓂᐊᖅᑎᖁᑎᕋᑎᓐᓄᑦ ᓴᖅᑭᑦᑐᔅᓴᑦ ᓄᓇᓕᓐᓄᓪᓗ ᓇᓪᓕᐊᑦ ᐃᖅᑲᓇᐃᔭᕋᔅᓴᐅᔪᑦ ᐱᔪᒪᔭᐅᓛᖑᓂᐊᖅᑐᑦ ᓯᕗᓂᑦᑎᓐᓂ ᖃᓂᑦᑐᒃᑯᑦ, ᖃᑎᕋᖅᑐᒃᑯᑦ ᓯᕗᓂᒃᑕᓪᓕᑦᑎᓐᓂᓪᓗ ᓄᓇᕗᑉ ᐃᓗᐊᓂ ᐊᒻᒪᓗ ᐱᓕᕆᕝᕕᕗᑦ ᒐᕙᒪᐅᓪᓗᑕᓗ ᐃᓕᐅᖅᑲᐃᔪᓐᓇᕋᔭᒻᒥᒐᑦᑕ ᐃᖅᑲᓇᐃᔮᔅᓴᐅᔪᓂᒃ ᐱᔪᒪᒐᔭᖅᑕᑦᑎᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᔪᓐᓇᕋᔭᕋᑦᑕ ᐅᓪᓗᒥ ᐃᓄᖃᓐᖕᒋᑦᑐᑦ ᓇᓗᓇᐃᖅᑕᐅᓗᑎᒃ, ᓇᓪᓕᐊᑦ ᐃᖅᑲᓇᐃᔮᔅᓴᐅᔪᒃᑯᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐃᓐᓄᒃᑕᐅᒐᔭᒻᒪᖔᖕᒋᑕ ᓯᕗᓂᑦᑎᓂ ᐊᒡᒋᖅᑐᒥᒃ. ᑖᒃᑯᐊ ᑐᑭᓯᒋᐊᕈᑏᑦ ᐊᑐᐃᓐᓇᐅᓕᕐᖓᑕ ᑭᒃᑯᓕᒫᓄᑦ ᐊᑐᐃᓐᓇᕈᖅᑕᐅᔪᓐᓇᓲᖑᒻᒪᑕ ᐊᒻᒪᓗ ᐱᓕᕆᕝᕕᕗᑦ ᐱᓕᕆᐊᖃᖅᑐᖅ ᒫᓐᓇᐅᔪᖅ ᑕᒪᒃᑯᓂᖓ. ᓴᓇᓯᒪᓕᖅᑐᒍᑦ ᐱᓕᕆᔪᓐᓇᓐᓂᐅᔪᒥᒃ ᓄᑖᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓐᓂ ᖃᐅᔨᓴᖅᑕᐅᖁᓕᖅᓱᑎᒍᑦ ᓴᓇᕐᑎᔅᓴᐃᓪᓗ ᐱᐅᓛᑦ ᓴᖅᑭᓐᓇᓱᐊᖅᓱᑎᒍᑦ ᑭᒃᑯᓕᒫᓄᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᓯᒐᔭᖅᑐᑦ. ᖃᐅᔨᒪᔪᖓ ᑕᐅᕗᓐᖓᔭᐅᔾᔭᓐᓂᓐᓂ ᕿᒥᕐᕈᔭᐅᔪᓂᒃ, ᑭᓯᐊᓂ ᐱᓕᕆᕝᕕᕗᑦ ᑕᒪᑐᒥᖓ ᐱᓕᕆᐊᖃᕋᓱᒃᓯᒪᓕᒻᒪᑦ ᑭᒡᒐᖅᑐᖅᓱᑎᒍᑦ ᒐᕙᒪᑎᔭᕗᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ. **ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖃᐅᔨᒪᔪᖓ ᓄᖅᑲᖕᒐᑲᐃᓐᓇᕈᒪᓕᒻᒪᑕ ᑲᑎᒪᔨᐅᖃᑎᒃᑲ ᑭᓯᐊᓂ ᐊᑐᓕᖁᔨᒐᓗᐊᖅᑐᖓ ᐊᑕᐅᓯᐅᔪᖅ ᐱᓕᕆᕝᕕᐅᑉ ᑲᒪᒋᔪᓐᓇᖅᑕᖓ ᖁᒥᕐᕈᑦᑎᐊᓪᓗᓂᔾᔪᒃ

department could do is to really look at their casual employment and if there are any beneficiaries there who are qualified to be in a casual position, you should direct appoint them. That will increase your numbers of indeterminate Inuit working in their own communities. That's one of the first things, I think, you can do. It's fine and dandy to have all the stats about the market labour and all that, but when it really comes down to communities, it's about talking with people and getting them interested in the positions face to face. Thank you, Mr. Chairman. That's it. **Chairman**: Thank you, Ms. Angnakak. It's more of a statement and the department does have letters of authorization powers in their hand. I will leave it at that. We will take a 15-minute break and we will come back. Thank you. *>>Committee recessed at 10:25 and resumed at 10:43* **Chairman**: I would like to welcome everyone back. I have no more names on my list. I just have a follow-up question for the department. Earlier, Mr. Ojah had mentioned that there are seven criteria of competency levels for employment for social workers. I guess my initial question would be: are these academic criteria or maybe if he could list out the seven criteria, it may help me with my next question. Thank you. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. I will ask Mr. Ojah to expand on those criteria for you. Thank you. **Chairman**: Thank you. Mr. Ojah, please.	ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑎᖅᑲᖅᑕᖅᑕᔅᓯᓐᓂᒃ ᐊᑎᖅᑲᖅᑕᐅᔪᓂᒃ ᐱᓕᕆᔪᖅᑲᒻᒪᖕᒑᑦ ᐱᔪᓐᓇᓐᓂᖏᑦ ᓈᒻᒪᒃᑲᓗᐊᖅᓱᑎᒃ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᓐᓂᒻᒧᑦ. ᐊᐱᕆᒃᑲᓐᓂᕈᒪᒻᒥᒐᒪᐃᓛᒃ ᐄᐅᓕ. ᑕᐃᒫᒃ ᑎᓕᐅᕆᔪᒪᔪᖕᒐᐅᒐᓗᐊᖅ ᐃᒪᓐᓇᐃᑦᑐᒥᒃ ᐃ, ᑖᒃᑯᐊ ᐱᓕᕆᑎᑲᐃᓐᓇᖅᑲᑦᑕᑐᐃᓐᓇᖅᑕᖏᑦ ᐃᓄᒃᑕᖅᑲᓐᓂᖅᐸᑦ ᑕᐃᒃᑯᓇᓂ ᐱᓕᕆᔨᑖᖅᑲᑦᑕᐅᒥᐊᕋᔭᕋᔫᒍ ᖅᑲᔫᓗᓈᓂᒃᓗᓐᓂᑦ ᐱᓕᕆᔨᑖᓐᓂᐊᖅᑕᓐᓂᖅᑕᒪᐃᓐᓇᕋᔅᓯ. ᐊᓕᓚᔪᑦ ᐊᑐᖅᓗᒍ ᐊᔪᓐᖏᔾᔪᑏᑦ ᑕᒪᒃᑯᐊᑦᑕᐅᖅ ᓄᓇᓕᒻᒥ ᐃᓄᐃᑦ ᐱᓕᕆᑎᑲᐃᓐᓇᖅᑲᑦᑕᖅᑕᓯ. ᐃ, ᑕᒪᒃᑯᓂᖓᓗᖅᑭᕋᓗᔾᔭᓗᒃ ᐅᓂᒃᑳᕋᓗᒡᓗᓂ ᒐᕙᒪᓯᐅᑎᕈᓗᔾᔭᓐᓂᒃ ᓈᐃᓴᐅᑎᓂᒃ ᑭᓯᑐᐃᓐᓈᓗᓐᓂᒃ ᐃᓛᒃ, ᓱᕙᓕᑭᐊᖑᒻᒪᑕ ᑕᒪᒃᑯᐊ ᐅᑭᐅᖅᑕᖅᑐᒥ ᐅᖅᑲᐅᓯᕆᓗᖅᑭᐅᔭᓐᖑᐊᑦᑐᐊᓪᓗᒋᑦ ᒐᕙᒪᔅᓯᐅᑎᓪᓗᒡᓗᔾᔭᓗᐃᑦ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᒃᑯᑦ): ᐃ, ᑕᐃᒪ ᑖᓐᓇ ᐅᖅᑲᐅᓯᒻᒪᑦ ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐊᔪᓐᖏᔾᔪᑎᖅᑲᖅᑐᐊᒻᒪᑕ ᐱᓕᕆᔨᑖᑐᐃᓐᓇᕈᓐᓇᕋᓗᐊᖅᓱᑎᒃ ᑕᐃᒪ ᐅᑎᕝᕕᒋᔪᓐᓇᓐᓂᐊᕋᑦᑎᒍᑦ ᓄᖅᑲᓚᐅᑲᒃᑐᒍᑦ.

>>ᓄᖅᑲᑲᐃᓐᓇᖅᑐᑦ 10:26ᒥ ᑲᔪᓯᑲᓂᖅᑐᑎᓪᓗ 10:43ᒥ

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓴᔨᑎᒍᑦ): ᑐᓐᖓᓱᒋᔅᓯ ᑕᒪᔅᓯ ᐅᑎᕋᔅᓯ. ᐊᑎᖅᑭᑎᖅᑭᓐᓃᕋᒪ, ᑕᐃᒪᓕ ᐊᐱᕆᑲᓐᓂᕈᒪᔪᖕᒐ ᑖᒃᑯᓄᖕᒐ, ᑕᐃᒪ ᒥᔅᑕ ᐆᔭᔭ ᐅᖅᑲᖅᑲᐅᒻᒪᑦ ᒪᓕᒐᒃᓴᖅᑕᖅᑲᕐᒪᑦ ᑐᑭᓕᐊᕈᑎᓂᒃ ᑕᐃᒃᑯᐊ ᐃᓄᓕᕆᔨᓐᖑᖅᑲᑦᑕᕐᓂᐊᖅᑐᐃᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᑕᐃᒪ ᐊᐱᕆᖅᑳᕈᒪᔪᖕᒐ ᑖᒃᑯᐊ ᓱᕐᓗ ᖅᑲᓪᓗᓈᑎᑐᑦ ᐃᓕᓴᒪᓪᒪᕆᒋᐊᖅᑲᕐᓂᐊᓗᐃᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᓱᓇᐅᒻᒪᖕᒐᑕ ᑕᐃᒃᑯᐊ ᐃᓕᓯᒪᔭᐅᒋᐊᖅᑲᖅᑐᐃᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.

ᒪᒃᑖᓄᑦ (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᒥᔅᑕ ᐆᔭᔭ ᑖᒃᓱᒥᖕᒐ ᑭᐅᖁᓂᐊᕋᒃᑯ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᐆᔭᔭ.

Mr. Ojah: Thank you, Mr. Chairman. The seven areas of required competency for this presentation as an appointed social worker, I have not got a copy of that document and we would be more than happy to make that available to the Committee. It's a combination of both functional as well as academic requirements. It focuses upon preparing the individual staff for hands-on practice in the community. It covers the heart of the entire exercise. It focuses upon the integration of Inuit societal values into the nature of the work we do and strategies as to how we must incorporate that into the services that we deliver to the community. In addition to that, there are sections, just by memory, on legal processes, a section on prevailing legislation, and so on, but we would be happy to provide an actual copy of the competencies to the Committee. Thank you, Mr. Chairman. **Chairman**: Thank you. I look forward to receiving that list. I guess my next question then and without that list, it may be a little bit challenging for Mr. Ojah to answer this, but I'll ask it anyway. Forgive me, Mr. MacDonald, I will direct it directly to Mr. Ojah. What are some of the most common competency levels that are lacking for people who are working under a letter of authorization to full status as a social worker? Mr. Ojah. **Mr. Ojah**: Thank you, Mr. Chairman. As one would expect, the areas of competency that are most critical to new staff coming to the department and generally looking at staff coming from the south would be improving their understanding or gaining a beginning of	**ᐆᔭᔭ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᑖᒃᑯᐊ 7-ᖑᔪᐃᑦ ᖃᐅᔨᒪᔭᐅᒋᐊᓖᑦ ᑕᕝᕙᐅᒪᑕ. ᑕᐃᒪ ᐃᓄᓕᓇᔨᓐᖑᖅᑐᕋᕐᓂᐊᕐᓗᓂ ᑕᐃᒪ ᒫᓐᓇ ᐱᓯᒪᓪᓚᑦᑖᖏᑦᑐᖓᐅᒐᓗᐊᖅ. ᖃᐅᒍᓐᓇᕋᔭᖅᑕᕋᓗᐊᕗᑦ ᑕᐃᒃᑯᐊ, ᐅᑯᐊ ᖃᐅᔨᒪᔭᐅᒋᐊᓖᑦ 7-ᖑᔪᐃᑦ ᒫᓐᓇ ᐱᓯᒪᖏᓕᖅᑕᕋᓗᐊᒃᑲ ᖃᐃᑕᐅᔫᓗᐊᖅᑐᑦ. ᑭᓯᐊᓂ ᑐᕌᖃᓗᐊᖅᑐᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓐᖑᖅᑐᖅ ᓄᓇᓕᖕᒥ ᐱᓕᕆᔨᐅᓪᓗᕋᔭᖅᑯᓪᓗᒍ ᓄᑕᖅᑭᕆᓂᕐᒥᑦ ᐊᒻᒪᓗ ᑎᒍᓯᖃᑦᑕᓂᕐᒥᑦ ᐅᕝᕙᓘᓐᓃᑦ ᓴᐳᑎᒃᑎᓯᒪᖃᑦᑕᓂᕐᒥᒃ ᐊᒻᒪᑦᑕᐅᖅ ᑕᐃᒃᑯᐊ ᐃᓚᒋᔭᐅᒋᐊᖃᓕᕐᒥᔪᐃᑦ ᐃᓄᐃᑦ ᐅᑭᐅᖅᑕᖅᑐᕐᒥᐅᑦ ᐃᓅᔾᔪᓯᖏᑦ ᖃᓄᕐᓗ ᓄᑕᖅᑭᕆᔾᔪᓯᖃᕐᓂᕋᖅᑕᐅᒻᒪᖕᒑᑕ ᐃᓄᐃᑦ, ᐱᕈᖅᓴᐃᓂᕋᖅᑕᐅᒪᖕᒑᑕᓗ, ᐱᕈᖅᓴᐃᔾᔪᓯᖃᕐᒪᖕᒑᑕ ᓄᑕᕋᕋᓗᓐᓂᑦ. ᐊᒻᒪᓗ ᐃᓚᒋᔭᐅᖃᑕᐅᒻᒥᔪᖅ ᑖᒃᑯᐊ ᒪᓕᒐᐃ ᐃᖅᑲᖅᑐᐃᐅᒃᑯᓐᓄᑦ ᑲᓇᑕᒥ ᒪᓕᒐᐃᑦ ᖃᐅᔨᒪᔭᐅᖃᑕᐅᒋᐊᖃᕐᒥᔪᐃᑦ, ᖃᓄᐃᑦᑐᖃᓕᕋᖓ ᑕᒪᒃᑯᐊ ᓄᑕᖅᑲ, ᐋᑦᑕᐅᔪᓐᓇᕐᒪᖕᒑᑕ, ᐃᓛᒃ ᐊᖏᔪᖅᑳᑦ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᑖᒃᑯᐊ ᑕᐃᒪ ᓂᕆᐅᒋᓂᐊᖅᐸᕗᑦ. ᑕᐃᒪ ᐊᐱᕆᑲᓐᓂᕈᒪᓕᕆᕗᖓ ᑖᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐃᒻᒪᖃ ᓇᓗᓇᕈᔪᓐᓂᐊᑐᔅᓴᐅᔪᖅ, ᒥᔅᑕ ᐆᔭᔭᒧᑦ ᐊᐱᕆᑐᐃᓐᓇᑲᓚᐅᕐᓗᒍ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᓱᓇᐅᕙᑦ ᑕᒪᒃᑯᐊ ᓇᓗᓇᖏᑦᑐᐃᑦ ᖃᐅᔨᒪᔭᓯ ᓇᓗᒋᔭᐅᒐᔪᑦᑐᑦ? ᓱᓇᒥᓂᒃᑯᐊ ᐱᓕᕆᐊᖅᑖᑕᖅᑐᑦ, ᐃᓄᓕᕆᔨᒃᑯᓐᓂᑦ, ᐊᒥᒐᖅᑕᐅᖏᓐᓇᐅᔭᓱᑦ. ᑕᐃᒪᐃᓛᒃ ᐅᑯᐅ ᖃᐅᔨᒪᔭᐅᓪᓚᕆᒋᐊᓖᑦ ᐅᖃᐅᓯᕆᖅᑳᕐᓗᒋᑦ. ᖃᓪᓗᓈᓂᑦ ᑎᑭᑉᐸᓪᓕᐊᔪᖃᕋᖓ, ᑕᒪᒃᑯᐊ ᐃᓄᐃᑦ ᓄᓇᓕᒻᒥᐅᓪᓗ ᐃᓕᖅᑯᓯᖏᑦ ᖃᐅᔨᒪᔾᔫᒥᒋᐊᖃᑦᑕᕐᑯᓪᓗᒋᑦ. **ᐆᔭᔭ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖃᓄᕐᓗ ᐃᓕᖅᑯᓯᖃᓲᖑᒻᒪᖕᒑᑕ ᐃᓚᒌᒍᓯᖏᑦ, ᖃᑕᓐᖑᑎᒌᒍᓯᖏᑦ ᓄᑕᕋᑦ, ᓄᑕᕋᖏᑕᓗ ᐃᓚᒌᒍᓯᖏᑦ ᖃᐅᔨᒪᔾᔫᒥᒋᐊᖃᑦᑕᕐᓗᑎᒃ.

understanding of Inuit societal values, of customs, and of kinships that relate to the work and the families that we address.	ᐃᓛ ᑕᐃᒪ ᑖᓐᓇᑦᑕᐅᖅ ᐊᑐᖅᑐᒻᒪᕆᒃ ᒪᓕᒐᖅ, ᒪᓕᒐᓕᐅᖅᑎ ᐃᓕᒃᓯᓐᓄᑦ ᓴᓇᔭᐅᓯᒪᔪᖅ. ᑕᒪᒃᑯᐊᓗ ᓄᑕᖅᑲᓄᑦ ᓴᐳᑎᑦᑎᓯᒪᒍᑏᑦ ᓄᓇᕗᑦᒥ ᐋᖅᑭᒃᑕᐅᒋᐊᓚᐅᕐᒪᑦ ᑭᖑᓪᓕᖅᐸᖅ.
The lack in that key area, I think, would be understanding the legislation that we operate under, the Nunavut *Child and Family Services Act*, and especially the most recent amendments that moved that legislation along in a more positive path and focused very strongly on the rights of parents.	
We have, certainly in the past, been seen as, perhaps, being very arbitrary in the work we do, but the legislative and the court work that we do is the foundation critical to the services that we offer. Thank you, Mr. Chairman.	ᓱᕐᓗ ᐃᒪᓐᓇᐃᒋᐊᖃᖏᑦᑑᑏᓛᕐᓂᖅᓴᐅᓗᒍ ᑭᓯᐊᓂ ᐅᑯᐊ ᐊᖏᔪᖅᑳᓇᔭᐅᔪᑦ ᐊᓈᓇᒋᔭᐅᔪᑦ, ᐊᑖᑕᒋᔭᐅᔪᑦ ᐋᑕᐅᔪᐃᑦ ᖃᓄᖅ ᑲᒪᓂᖅᓴᐅᔪᒃᓴᐅᒻᒪᑕ ᓄᑕᖅᑲᓂᒃ ᐱᕈᖅᓴᐃᓂᕐᒥᑦ. ᑕᐃᒪ ᑕᓐᓇ ᑐᓐᖓᕕᑦᓚᓇᒋᔭᐅᒻᒪᑦ ᐃᓚᒌᓄᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you very much for that response, Mr. Ojah. My final question on this topic is: have some of those challenges or the capacities that are lacking been communicated with Nunavut Arctic College to help them develop curriculum to achieve higher levels of success for the graduates into stepping into the workplace under the full capacity? Mr. MacDonald, if you could answer that one.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᑕᐃᒪᓐᓇ ᑭᐅᒐᕕᑦ ᒥᔅᑕ ᐆᔭᔭ. ᑭᖑᓪᓕᖅᐸᖅ ᑖᒃᑯᐊ ᐱᑦᑎᓇᐊᖏᑦᑐᐃᑦ ᓯᓚᑦᑐᖅᓴᕕᓕᓇᔨᒃᑯᓐᓄᑦ ᐅᖃᐅᓯᐅᓯᒪᕙᑦ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᑎᑦᑎᔪᑎᒃᓴᓂᑦ ᓴᓇᔾᔪᒥᖃᑦᑕᕈᓐᓇᕋᔭᕐᒪᖔᑕ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᒐᓂᒃᐸᓪᓕᐊᔪᐃᑦ, ᑕᐃᒪᐃᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᔾᔪᒥᖃᑦᑕᓂᖅᓴᐅᖁᓪᓗᒋᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᑖᓐᓇ ᑭᐅᔪᓪᓗᐊᖅᐱᐅᒃ. ᖁᔭᓐᓇᒦᒃ.
Mr. MacDonald: Thank you, Mr. Chairman. To answer the question, yes, there have been discussions, as I had mentioned previously, between our department and particularly child and family services officials with officials from Nunavut Arctic College on the redesign of that program.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᑭᐅᓚᒍ, ᐃ, ᑕᐃᒪᓐᓇ ᐅᖃᖃᑎᒋᖃᑦᑕᖅᓯᒪᔭᕗᑦ ᑖᒃᑯᐊ ᓯᓚᑦᑐᖅᓴᖁᓕᓇᔨᒃᑯᑦ. ᐱᓗᐊᖅᑐᒥ ᑕᐃᒃᑯᐊ ᓄᑕᕋᓕᓇᔨᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᕈᑎᒃᓴᓂᑦ ᓱᓇᓂᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᑲᑎᒪᒃᑕᖅᓯᒪᔪᑦ.
Nunavut Arctic College is embarking on a process of ensuring that the programs are outcomes-based so that the outcomes from a course or from the entire program as a whole align with what employers, in	ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᒐᓂᒃᓯᒪᓕᖅᑐᐃᑦ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐱᓕᕆᐊᖅᑖᑑᓪᓗᐊᕋᔭᖅᑯᓪᓗᒋᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓂ ᐊᔪᓐᖏᓐᓂᖅᑲᑦᑎᐊᖅᓗᑎᓪᓗ. ᑕᐃᒪ ᑖᒃᑯᐊ

this case us, require of individuals in terms of skills, knowledge, and abilities. There has been some alignment there and that's really where we want to keep moving in that direction. Thank you.	ᑐᕌᒐᓐᓇᕈᒪᔭᕗᑦ ᒫᕐᓗ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. I thought that I would give you an opportunity to put your career development hat back on.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐃᖅᑲᓇᐃᔭᖅᑎᓕᕆᔨᐅᓂᕐᒧᑦ ᓇᓴᐃᑦ ᐊᑎᖕᒑᑲᐃᓐᓇᕈᓐᓇᕈᕕᖕᒍᒃ.
At this time, I have no other names on my list for that section. I would like to move along to the compliance with key solutions, paragraphs 39 through 50. Do I have any names? I'll give everyone just a moment to get their notes in order.	ᒫᓐᓇᓕ ᐊᑎᖁᑎᖃᕈᓐᓃᕋᒪ. ᒫᓐᓇᓕ ᑲᔪᓯᒍᒪᓕᖅᑐᖕᒐ ᑖᒃᑯᓄᖕᒐ ᒪᓕᒃᑕᐅᒋᐊᖃᖅᑐᓄᑦ 39 ᓈᓴᐅᑎᖕᒐ 50ᒧᑦ ᑎᑭᓪᓗᒍ. ᑭᓇᑐᐃᓐᓇᖅ ᐅᖃᕆᐊᖅᑳᕈᒪᕙ? ᑕᑯᐊᓪᓚᒃᓯᐅ ᖃᓄᐃᑦᑑᒪᖕᒑᖅ ᑐᑭᓯᔫᒥᒍᔅᓯᐅᒃ ᐊᐱᕆᔪᒪᓐᓂᕈᔅᓯ ᐅᑕᖅᑭᓂᐊᖅᐸᔅᓯ.
As there are no names on my list, maybe I'll start the ball rolling a little bit. I have a couple of questions and it's relating to a partial comment from Mr. Ojah, but this is, I think, a more appropriate section. When it talks about recognizing some of the shortfalls for client management files, the department stated in 2011 that all the files were up to date. I believe that this review of the original audit proved otherwise.	ᒫᓐᓇᓕ ᐊᑎᖁᑎᖃᓐᖕᒋᓐᓇᒪ ᑕᐃᒪ ᐱᒋᐊᓚᐅᖁᓚᖕᒐᐃ. ᑕᐃᒪ ᐅᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ, ᒥᔅᑕ ᐆᔭᔭ ᐅᖃᐅᓯᖃᖅᑎᓪᓗᒍᑦ ᐅᑯᐊ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᑦ ᒥᒃᓴᐅᑕᐅᖃᑦᑕᖅᑐᐃᑦ, 2011-ᒥᒎᖅ ᐃᓄᓕᓇᔨᒃᑯᑦ ᐊᖑᒻᒪᑎᓂᕋᐃᓚᐅᖕᒪᑕ. ᑕᕝᕙᓂᓕ ᑐᑭᓯᒋᐊᖅᓯᒪᓕᖅᑎᓪᓗᒋᑦ ᐊᓯᖕᒋᓐᓄᑦ ᓱᓇᐅᕝᕙᓕ ᑕᐃᒪᐃᓐᖕᒋᑦᑐᖅ.
Maybe the department could kind of describe a little bit further on what some of these barriers are to keeping these client files up to date, maybe it may help me with my next question. Mr. MacDonald.	ᑖᒃᑯᐊ ᐅᖃᐅᓯᓇᔪᓐᓇᖅᐱᓯᒋᑦ ᓱᓇᓂ ᑕᐃᒃᑯᐊ ᐊᖑᒻᒪᑎᓐᖕᒋᔾᔪᑎᖃᑦᑕᓂᕐᒪᖕᒑᑕ, ᐊᖑᒪᔭᓇᐊᖃᖅᑕᖕᒋᓐᓂᑦ ᒐᕙᒪᐅᓪᓗᑎ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. When that update was issued, I think that the department at that time was being truthful in that they felt that their client files were, at that time, updated, but as you indicated, there can be issues over time, particularly with employee turnover, lack of an IT system, all of these things that we discussed at	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᐅᑯᐊ ᓄᑖᓐᖑᖅᑎᑦᑕᐅᑎᓪᓗᒋᑦ ᑕᐃᒃᓱᒪᓂ ᐃᓄᓕᓇᔨᒃᑯᑦ ᓱᓕᓚᐅᖅᑑᒐᓗᐃᑦ ᑕᐃᒃᓱᒪᓂ ᐊᖑᒻᒪᑎᓚᐅᖅᓯᒪᔫᒐᓗᐃᑦ ᐅᑭᐅ ᐱᖕᒐᓱᑦ ᐊᓂᒍᖅᓯᒪᓕᕐᒪᑕ. ᑕᐃᒪ ᐅᑭᐅ ᐱᖕᒐᓱᑦ ᐊᓂᒍᖅᓯᒪᓕᕐᒪᑦ. ᑕᐃᒪ ᐱᔾᔪᑎᖃᖅᑕᖅᓯᒪᒻᒪᑦ, ᐅᑯᐊ
	ᐃᖅᑲᓇᐃᔭᓚᐅᖅᓯᒪᔫᒐᓗᐃᑦ ᐃᖅᑲᓇᐃᔭᕈᓐᓃᖅᑐᑎᒃ,

some length. I think that in the interim, in some cases, to be honest, we have slipped and fallen a bit backwards in some of that regard. To be perfectly frank, I think that's the explanation that I would give you. Thank you.	ᓄᖅᑲᖅᑐᑎᒃ. ᐊᒻᒪ ᐊᓯᓐᖑᕐᔫᒥᔪᒃᓴᐅᓂᕐᒪᑕᖃᐃ ᑕᐃᒃᓱᒪᓂ. ᑕᐃᒪᓕ ᑭᖑᕙᖅᑐᑕ ᐱᓚᐅᕋᑦᑕ ᐃᓚᖓᒍᑦ. ᓱᓕᔪᖅ, ᑭᖑᕙᒥᐊᖅᑐᒍᑦ ᐱᓕᕆᐊᒃᓴᑦᑎᓐᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. What are you doing right now, today, to alleviate some of those challenges? Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒫᓐᓇᓕ ᖃᓄᐃᓕᐅᖅᐱᓯ, ᐋᖅᑭᒋᐊᕐᓂᐊᕐᓗᒍ ᑕᒪᓐᓇ? ᐋᖅᑭᒋᐊᕈᑎᒃᓴᐅᓂᐊᖅᑐᓂᒃ ᖃᓄᐃᑦᑐᓂ ᐃᓱᒪᕕᓯ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. As of the moment, what we have tried to do is ensure that particularly our supervisors have an understanding of what a case file should look like, what information it should contain, and how to maintain that file. That's, I think, probably one of the key efforts or focus of efforts for the department at this point in time. I know that you're focusing on right just now.	**ᒪᒃᑖᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᒫᓐᓇ ᐱᓇᓱᐊᖅᓯᒪᔪᒍᑦ ᐊᖓᔪᖅᑳᕗᑦ ᐊᐅᓚᑦᑎᔨᕗᑦ ᑐᑭᓯᐊᖁᓪᓗᒋᑦ, ᖃᓄᐃᑦᑐᓂᒃ ᐊᖑᒻᒪᑦᑎᐊᕈᒻᒥᑦ ᖃᓄᐃᑦᑐᓂ ᐃᓗᓕᖃᖅᑐᓴᐅᒻᒪᖕᒑᑕ ᓄᓇᓕᖕᓂ ᑎᑎᕋᖅᑕᐅᕙᓪᓕᐊᖃᑦᑕᖅᑐᑦ ᖃᑦᑎᓐᓂ ᓄᑕᖅᑲᓂ ᐱᓯᒪᒻᒪᖕᒑᕐᒥᑦ. ᑕᐃᒪᓐᓇᓗᖃᕋᓗ ᓇᓗᓇᐃᔭᐃᑦᑎᐊᕐᓗᓂ.
In terms of the action plan, we're looking at developing more training specifically on this area and also incorporating more internal auditing capacity to be able to go and to direct our supervisors, when they do the community visits or when they review files, that they're actually checking to make sure that all of the contents and the necessary information is there. Thank you.	ᑕᐃᒪᓕ ᐅᓇ ᑐᕌᒐᓇᔭᐅᒍᒪᔪᐃᑦ ᐱᔾᔪᑎᒋᓪᓗᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒋᐊᓖᑦ ᐊᒥᓲᓂᖅᓴᐅᒻᒪᑕ. ᐱᓕᕆᔨᑦ, ᐱᓕᕆᔨᐅᓕᖅᑐᐃᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓂ ᑖᒃᑯᓄᖓ ᓄᑕᖅᑭᕆᔨᐅᓂᐊᕐᓗᑎᒃ. ᓄᓇᓕᖕᓄᕌᖓᒥ ᖃᐅᔨᓴᖃᑦᑕᕐᑯᓪᓗᒋᑦ ᐅᑯᐊ ᐊᐅᓚᑦᑎᔨᐅᓂᖅᓴᐃᑦ ᑕᒪᒃᑯᐊ ᐸᐃᐸᑦ ᐊᖑᒻᒪᑎᑦᑎᐊᕐᒪᖕᒑᑕ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. I do have a couple of other questions, but out of respect for my fellow Committee Members, I do have a name on my list. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐊᐱᓇᔪᒪᒻᒥᔪᖕᒐ ᑭᓯᐊᓂ ᑲᑎᒪᔨᐅᖃᑎᒐ ᐱᕕᒃᓴᖃᖅᑎᖕᒑᕐᓂᐊᕋᒃᑯ ᐊᑎᖃᓕᖅᐳᖕᒐ, ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. I would like to speak a little bit about out-of-territory care facilities. I think that you promised to get back to us yesterday on the $10 million. I'm	**ᐊᖕᓇᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓂᓪᓕᐅᑎᖃᒐᓛᑲᐃᓐᓇᕈᒪᔪᖕᒐ ᓄᓇᕗᑦ ᓯᓚᑖᓂ ᑲᒪᒋᔭᐅᕙᑦᑐᓂᒃ, ᐊᒻᒪᓗ ᑖᓐᓇ ᐃᑉᐸᒃᓴᖅ ᓂᓪᓕᐅᑕᐅᒻᒪᑦ ᑐᑭᓯᒋᐊᓚᐅᕐᓗᑎ ᖃᐅᔨᒃᑲᐃᓂᐊᕐᓂᕋᐃᓚᐅᕋᕕᑦ ᐅᕙᑦᑎᓐᓂ $10 ᒥᓕᐊᑐᖅᑐᓂᒃ ᐅᖃᐅᓯᖃᖅᑎᓪᓗᑕ. ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑎᓪᓗᒋᑦ ᓄᓇᕗᑦ ᓯᓚᑖᓂ ᑲᒪᔨᑦ.

thinking that some of that $10 million will probably be used by out-of-territory care facilities. I'm wondering: how many contract services do we have with outside-Nunavut entities that provide this kind of service? Thank you, Mr. Chairman.	ᖃᑦᑎᓂᒃ ᑲᓐᑐᕋᒃᓯᓯᒪᕕᑕ ᓄᓇᕗᑦ ᓱᓚᑖᓃᑦᑐᓂᒃ ᑎᒥᓐᖑᖅᑎᑕᐅᓯᒪᔪᓂᒃ ᑕᒪᒃᑯᓂᖓ ᐱᔨᑦᑎᕈᑎᓂᒃ ᐊᑐᐃᓐᓇᕈᐃᕙᑦᑐᓂᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Ms. Angnakak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᓱᔅ ᐊᖕᓇᑲᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I would like to thank the Member for the question. I will ask Mr. Arnold to respond to that question so that you can have a bit more detail on that. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᕈᒪᓪᓗᒍ ᑖᓐᓇ ᐊᐱᕆᒻᒪᑦ. ᑕᓐᓇ ᐊᓯᓐᓄᑦ ᑭᐅᔾᔭᐅᑎᓐᓂᐊᕋᒃᑯ ᐃᓗᓕᖃᐅᕐᔫᒥᔪᓂᒃ ᑭᐅᔾᔭᐅᓂᐊᕋᕕᑦ. ᒥᔅᑕ ᐋᓄᑦ.
Chairman: Thank you. With a little bit more detail, Mr. Arnold.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᓇᓗᓇᐃᕆᐊᒃᑲᓐᓂᕈᒃ ᒥᔅᑕ ᐋᓄᑦ.
Mr. Arnold: Thank you, Mr. Chairman. Thank you for the question from the Member. We presently have 64 contracts, therefore, 64 children and youth in placement outside of territory. Thank you.	**ᐋᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑕᒪᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᕐᓂ. ᒫᓐᓇ 64-ᓂᒃ ᑲᓐᑐᕋᒃᓯᓯᒪᔪᒍᑦ, 64 ᓱᕈᓰᑦ, ᒪᒃᑯᑐᓪᓗ ᑲᒪᒋᔭᐅᒻᒪᑕ ᓄᓇᕗᑦ ᓱᓚᑖᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Arnold. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. Can the department tell us where these facilities are located? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ, ᑭᐅᒐᕕᑦ. ᓇᓃᒻᒪᑕ ᑕᐃᒃᑯᐊ ᑲᓐᑐᕋᒃᑕᐅᓯᒪᔪᑦ ᑲᒪᒋᔭᐅᕕᐅᖃᑦᑕᖅᑐᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Currently, we have contracts with facilities in Ontario, Manitoba, Alberta, and a number of southern jurisdictions. We can certainly provide some more detailed information about those jurisdictions or those locations at a	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒫᓐᓇ ᐋᓐᑎᐅᓇᐅ, ᒫᓂᑑᕙ, ᐃᐅᑦᕗᑦᑕ. ᑕᐃᒃᑯᓂᖓ ᑲᓐᑐᕋᒃᓯᓯᒪᔪᑦ. ᐃᓗᓕᖃᐅᑯᓘᔭᖅᑐᓂᒃ ᐱᔪᒪᒍᔾᔪ ᑎᑎᖅᑲᓂᒃ ᖃᐃᑦᑎᔪᓐᓇᖅᑐᒍᑦ ᑲᑎᒪᓂᐅᑉ ᓱᓚᑖᓂ.
	ᖁᔭᓐᓇᒦ, ᐃᒃᓯᕙᐅᑖᖅ.

later date if you would like that. Thank you.	
Chairman: I believe I can speak for the Member and say that we would like that. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐃ, ᑕᐃᒃᑯᓂᖓ ᐱᒍᒪᔪᒍᑦ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Am I correct to assume that the issue I brought up in the House last spring regarding the group home here, the closure of the group home, and the children were sent down south somewhere, out of the 64 contracts, would they be part of these contracts or is this something different? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᑕᒻᒪᔾᔭᖕᒋᓚᖓ ᓱᕐᓗ ᐅᐱᖕᖓᖑᓚᐅᖅᑐᒥ ᐃᖃᓗᓐᓄ ᓱᕈᓯᕐᓄᑦ ᑲᒪᒋᔭᐅᕕᒃ ᒪᑐᔭᐅᓚᐅᖅᓯᒪᒻᒪᑦ ᑕᐃᒃᑯᐊᓗ ᓱᕈᓯᑯᓗᐃᑦ ᖃᓪᓗᓈ ᓄᓇᖓᓐᓅᕈᔭᐅᓪᓗᑎ. ᑖᓐᓇ ᐃᓚᒋᔭᐅᖃᑕᐅᓚᐅᖅᐹ ᑳᓐᑐᖃᑕᐅᓯᒪᔪᓄᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᖃᓄᐃᓕᖓᕙ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you to the Member. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒪᓕᒐᓕᐅᖅᑏ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I will ask Mr. Arnold to respond to this question so that the necessary detail can be provided. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐋᓅᑦ ᑭᐅᑎᓐᓂᐊᕋᒃᑯ ᑖᔅᓱᒧᖓ ᐃᓗᓕᑯᓗᔭᓕᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᔪᓐᓇᓐᓂᐊᒻᒪᑦ. ᖁᔭᓐᓇᒥᒃ.
Chairman: Thank you, Mr. MacDonald. Mr. Arnold.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᐋᓅᑦ.
Mr. Arnold: The answer would be yes for those who were previously in the group home who went south. They would be part of that 64. Thank you.	**ᐋᓅᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ,. ᑳᓐᑐᖃᑕᐅᖃᐅᑕᐅᓯᒪᓚᐅᖅᑐᓂᒃᑯᐊ, ᐅᕙᓂ ᓱᕈᓯᒃᑯᕕᐅᓚᐅᖅᑐᖅ ᖃᓪᓗᓈᓄᑦ ᐊᐅᓪᓚᖅᑎᑕᑯᓗᓚᐅᖅᓯᒪᒻᒪᑕ. ᐃ, ᑳᓐᑐᖃᑕᐅᖃᑕᐅᓚᐅᖅᓯᒪᒻᒥᔪᑦ ᑕᐃᒃᑯᐊ. ᖁᔭᓐᓇᒥᒃ.
Chairman: Thank you for that response. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Now, at the time when we were discussing this in the House, the department stated that it was a $9.5 million and something, almost $10 million was sent out of territory to these facilities. Now I know that they're the same group of children. I would assume	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᔅᓱᒪᓂ ᑕᒪᓐᓇ ᒪᓕᒐᓕᐅᕝᕕᐅᑉ ᐃᓗᐊᓂ ᐅᖃᐅᓯᕆᑎᓪᓗᑎᒃᑯ $9.5 ᒥᓕᐊᓐ $10 ᒥᓕᐊᓐᐸᓗᑲᓴᑦᑎᐊᖑᓚᐅᖅᓯᒪᔪᓐ ᑮᓇᐆᔭᓐ ᓄᓇᕗᑦ ᓯᓚᑖᓄᑦ ᐊᐅᓪᓚᖅᑎᑕᐅᔪᑦ ᑕᐃᖕᓇ ᒪᑐᒻᒪᑦ.
	ᖃᐅᔨᒪᓕᖅᓱᖓᓗ ᑖᒃᑯᐊᔅᓴᐃᓐᓇᐃᑦ ᓱᕈᓰᑦ. $10

that the $10 million that I referred to yesterday is used to contract these out-of-territory care facilities. Thank you, Mr. Chairman.	ᒥᓕᐊᓐᓕᕆᓚᐅᕋᑦᑕ ᐃᑉᐸᒃᓴᖅ ᑕᐃᒃᑯᐊᖑᔪᒃᓴᐅᕗᓐ ᓄᓇᕗᑦ ᓯᓚᑖᓄᑦ ᑳᓐᑐᕋᒃᑕᐅᓯᒪᔪᓈᓐᓂᐊᖅᑐᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Thanks for the question. I think that the $10 million, if I remember correctly, that was referred to yesterday was actually $10 million for administrative funds. We have another amount of funds for out-of-territory care, for example. I just want to be clear that I don't think that's the number, so it would be a different amount of money, a different budget. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᑕᒪᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ. ᑕᐃᒃᑯᐊ 10 ᒥᓕᐊᓐ ᐃᖅᑲᐅᒪᑦᑎᐊᕈᒪ ᐃᑉᐸᒃᓴᖅ ᑕᐃᔭᐅᓚᐅᖅᑐᖅ ᐊᒃᓚᒃᕕᓕᕆᓂᒻᒧᑦ ᐊᑐᖅᑐᔅᓴᓐᖑᖅᑎᑕᐅᓯᒪᔪᑦ. ᐊᓯᖏᓐᓂᒃ ᑮᓇᐆᔭᓂᒃ ᐊᑐᖅᑐᒍᑦ ᓄᓇᕗᑦ ᓯᓚᑖᓄᑦ ᐊᑐᖅᑐᒃᓴᐅᑕᐅᔪᓂᒃ. ᐃ, ᑕᐃᒃᑯᐊᓐᖑᓐᖏᑦᑐᑦ. 10 ᒥᓕᐊᓐ ᐊᓯᖏᓐᓂᒃ ᐅᖃᐅᓯᖃᓚᐅᖅᑐᒍᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you for that clarification. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᑐᑭᓯᓇᖅᓯᒻᒪᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Thank you for clarifying that. In the auditor's report, it stated that these out-of-territorial facilities weren't always assessed to make sure that the way that they run their facility is up to standard, that they have all the proper measures in place, and that the department wasn't really doing a good job in making sure and in doing these assessments and analysis. I'm wondering now: has this changed and, if so, how many times do you go to these facilities to ensure that the standards are up to par? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᖁᔭᓐᓇᒦᒃᓗ ᑖᓐᓇ ᓇᓗᓇᐃᕋᖕᓂ. ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑏᑦ ᑎᑎᕋᖅᓯᒪᔭᖕᒐᓐᓂ ᐅᖃᖅᓯᒪᔪᖅᑕᖃᒻᒪᑦ ᑕᐃᒃᑯᐊ ᑳᓐᑐᕋᒃᑕᐅᓯᒪᔪᑦ ᐃᒡᓗᖁᑎᖕᒋᑦ ᖃᐃᔨᓴᖅᑕᐅᔪᐃᓐᓇᐅᓯᒪᓐᖕᒋᑦᑐᑦ. ᒪᓕᒐᓐᓄᑦ ᒪᓕᒃᓯᒪᓂᖕᒋᑦ ᐱᔾᔪᑎᒋᑦᓗᒋᑦ ᐊᒻᒪᓗ ᓴᓇᖅᑯᑎᓕᒫᑦ ᑕᕝᕙᓃᓐᓂᕋᖅᑕᐅᑦᓗᑎᒃ. ᐃᓄᓕᕆᔨᒃᑯᓐ ᐱᓕᕆᑦᑎᐊᓗᐋᕋᓗᒃᓯᒪᓐᖕᒋᑦᑐᑦ ᐃᒡᓗᔾᔪᐊᓂᒃ ᖃᐅᔨᓴᐃᓂᖅ ᐱᔾᔪᑎᒋᑦᓗᒍ. ᖃᓄᐃᓕᖓᓕᖅᐸ ᒫᓐᓇ ᐅᑦᓗᒥ? ᖃᔅᓯᐊᖅᑕᖅᓗᓯ ᑕᐃᒃᑯᐊ ᐃᒡᓗᔾᔪᐊᑦ ᑕᑯᔭᖅᑐᖅᑕᐅᕙᒃᐸᓐ ᒪᓕᒐᓂᒃ ᒪᓕᑦᑎᐊᕋᓗᐊᒻᒪᖕᒑᖕᒋᑦ ᑐᑭᓯᔭᖅᑐᖅᓗᑎᒃ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	
Chairman: Thank you, Ms. Angnakak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I can certainly provide some information about that. What the department has done is embarked on a fairly extensive effort to review all of the	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᑕᒪᒃᑯᓄᓐᖕᒐᖅᑐᓂᒃ ᐸᐃᑉᐹᓂᒃ ᐊᑐᓐᓇᕈᐃᔪᓐᓇᑦᑎᐊᖅᑐᖕᒐ ᐃᓄᓕᕆᔨᒃᑯᓄᑯᐊ ᐱᓇᔪᒃᓯᒪᓪᓕᕆᒃᑐᓐ ᖁᒥᖁᕈᓇᒍᒪᓪᓗᑎᒡᓗ

facilities where we would have children in care. That process is almost complete. We have actually had staff in person go to those facilities and conduct a thorough review of the facility to make sure that it is within acceptable standards. That process is almost complete and we're committed to making sure that any facility that we are utilizing continue to have an oversight process where we continue to check on that periodically. Thank you. **Chairman**: Thank you, Mr. MacDonald. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. Thank you for the answer, but it leads me to my next question. When you say, though, "where we plan on," when you have some policies or procedures put in place right now to ensure that that actually happens, it's not something that you're just thinking about doing? Thank you, Mr. Chairman. **Chairman**: Enjoying that question. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. Thanks again for the question. In terms of procedures currently, I will ask Mr. Arnold to answer that question and there are some procedures in place. Thank you. **Chairman**: Thank you. Mr. Arnold. **Mr. Arnold**: Thank you, Mr. Chairman. Thank you for the question. The procedures would call for us to see facilities placed out of territory on an annual basis, so at least one visit per year. Thank you.	ᐃᒡᓗᔾᔪᐊᓕᒫᓂᒃ ᓱᕈᓯᒃᑯᕕᒋᔭᐅᔪᓂᒃ ᓄᓇᕗᑦ ᓯᓚᑖᓂ. ᐅᐸᒃᑕᐅᑦᓚᕆᑦᓗᑎᒃ ᑕᑯᔭᖅᑐᖅᑕᐅᑦᑎᐊᓐᓂᐊᒻᒪᑕ ᕿᒥᕐᕈᓇᒃᑕᐅᑦᑎᐊᑦᓗᑎᒡᓗ ᑕᐃᒃᑯᐊ ᓱᕈᓯᒃᑯᕕᑦ ᐃᒡᓗᔾᔪᐊᑦ. ᑕᐃᒃᑯᐊ ᐱᕙᑦᓕᐊᔾᔪᓯᕆᓂᐊᖅᑕᖏᑦ ᐱᔭᕇᖅᑕᐅᕙᑦᓕᐊᓕᖅᑐᓐ ᐊᒻᒪᓗ ᐃᒡᓗᔾᔪᐊᑦ ᑕᐃᒃᑯᐊ ᐊᑐᖅᑕᕗᑦ ᖃᐅᔨᓴᐃᓐᓇᖃᑦᑕᓐᓂᐊᖅᑕᕗᑦ ᐊᖑᒻᒪᑎᑦᑎᐊᕋᓗᐊᒻᒪᖕᒫᖏᑦ ᒪᓕᒐᖏᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᒃᖅ. **ᐊᖕᓇᒃᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᑭᐅᒐᕕᑦ. ᑕᐃᒪ ᐊᐱᖅᑯᑎᒃᓴᖅᑖᒃᑲᓐᓂᖅᐳᖕᒐ. ᐃ̇, ᐃᒪᐃᓕᐅᓐᓂᐊᖅᑐᒎᓚᓯᓕᕋᔅᓯ, ᐊᑐᐊᒐᖅᑕᖃᓐᖕᒋᒫᓐ ᒪᓕᒐᖅᑕᖃᓐᖕᒋᒪᓪᓗ ᐅᓪᓗᒥ ᐊᑐᖅᑕᐅᔪᓂᒃ ᐅᕝᕙᓘᓐᓃᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᔭᐅᑐᐃᓐᓇᓐᓂᐊᖕᒋᒪᓐ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᑖᓐᓇ ᐊᐱᖅᑯᑦ ᖁᕕᐊᒋᔭᕋ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᐊᐱᖅᑯᑎᒋᒐᓐᓂ. ᐱᕙᑦᓕᐊᔾᔪᓰᑦ ᒫᓐᓇ ᐊᓯᒪ ᑭᐅᓂᐊᓐᒪᒍ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐋᓄᑦ. **ᐋᓄᑦ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᒋᒐᓐᓂ ᑖᓐᓇ. ᑕᐃᒃᑯᐊ ᐱᕙᑦᓕᐊᔾᔪᓰᑦ ᒪᓕᑦᓗᒋᑦ ᖃᐅᔨᓴᖃᑦᑕᕆᐊᖃᖅᑕᕗᑦ ᓄᓇᕗᑦ ᓯᓚᑖᓂ ᐊᑐᖅᑕᕗᓐ. ᐊᕐᕌᒍ ᐊᑕᐅᓯᐊᑦᓗᒍ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐋᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᒃᖅ.

Chairman: Thank you, Mr. Arnold. Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑐᑭᓯᓇᖅᓯᒋᐊᓪᓗᒍ ᒫᓐᓇ ᑕᒪᓐᓇ ᒪᓕᒐᖅ ᐊᑐᖅᑕᐅᕝ? ᐊᒻᒪᓗ ᑭᖑᕐᖓᓂ ᐊᐱᖅᑯᑎᒋᒃᑲᓐᓂᓪᓗᒍ, ᒪᐅᓇᑐᐃᓐᓇᖅ ᑕᑯᔭᖅᑐᖅᑕᐅᖅᑲᑦᑕᓇᕝᕙᓐ? ᖃᐅᔨᓴᖅᑕᐆᔭᖅᑐᖅᑲᑦᑕᓇᕝᕙᓐ ᐊᕐᕌᒍᑉ ᐃᓗᐊᓂ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Chairman: Thank you. Mr. MacDonald.	**ᒪᒃᑖᓄᑦ** (ᑐᒌᓴᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓯᕗᓪᓕᖅᐸᖅ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ ᑭᐅᒋᐊᕐᓗᒍ, ᐃ, ᒫᓐᓇ ᑕᒪᓐᓇ ᒪᓕᒐᖅ ᐊᑐᖅᑕᐅᔪᖅ ᐊᒻᒪᓗ ᐊᕐᕌᒍ ᐊᓂᒍᖅᓯᒪᔪᖅ.
To answer the second portion of your question, which I believe was spot checks, we have some scheduled, but there were instances where spot checks were conducted where staff would go and visit a facility, and I know of one in particular, in Ontario, for example, where that was done. Thank you.	ᓱᕐᓗ ᑭᓯᓕᒫᓄᑦ ᐊᓐᖑᑎᓇᓱᒃᓯᒪᒐᑦᑕ ᐊᒻᒪᓗ ᑐᑦᓕᐊ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ ᑭᓲᖅᑲᐅᕙᐃᓐᓇ... ᐋᖅᑭᒃᓯᐃᓯᒪᔪᒍᑦ ᐅᓪᓗᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᑕᑯᔭᖅᑐᖅᑲᑦᑕᕐᓂᐊᕐᒪᑕ, ᐱᓗᐊᕐᓗᒍ ᐊᑕᐅᓯᖅ ᑕᐃᓐᓇ ᖃᐅᔨᓴᖅᑕᐅᒃᑲᓐᓂᕈᒪᔪᖅ. ᖁᔭᓐᓇᒥᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᒌᓴᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Chairman: Thank you. Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᓴᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Can the department tell us how many spot checks they did on facilities out of territory? Thank you, Mr. Chairman.	ᖃᔅᓯᐅᖅᑐᕐᓗᓯ ᒪᐅᖓᑐᐃᓐᓇᖅ ᑕᑯᔭᖅᑐᖅᑲᑦᑕᖅᐱᓯ ᓄᓇᕗᑦ ᓯᓚᑖᓄᑦ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᒌᓴᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᖃᖓᒃᑰᓕᖓᔪᒥᒃ ᐊᐱᖅᑯᑎᖃᖅᐲᑦ ᐋᒡᒐᓗᓐᓃᑦ? ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Chairman: Thank you. Do you have a time parameter or just in general? Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᓴᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. 2011-ᒥᒃ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Since 2011. Thank you, Mr.	

Chairman.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Chairman: Thank you. Mr. MacDonald.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑭᐅᔪᓐᓇᓐᖏᑦᑐᖓ ᑕᒪᑐᒧᖓ ᐸᐃᑉᐹᖁᑎᒃᑲ ᐱᓯᒪᓐᖏᓇᒃᑭᑦ, ᑭᓯᐊᓂ 2011-ᒥ ᐅᓪᓗᒥᒧᖓᕋᓱᓐᓂᖓᓄᑦ ᖃᔅᓯᐊᑎᖅᑕᐅᖃᑦᑕᕐᒪᖔᖅ ᑐᑭᓯᒋᐊᕈᓐᓇᖅᑐᖓ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Is that a commitment to provide that information, Mr. MacDonald?	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐊᖏᕈᑎᒋᔭᐃᓄᓈ ᒥᔅᑕ ᒪᒃᑖᓄᑦ?
	ᒪᒃᑖᓄᑦ (ᑐᓵᔨᑎᒍᑦ): ᐃ̇, ᐃᒃᓯᕙᐅᑖᖅ.
Mr. MacDonald: Yes, Mr. Chairman.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Chairman: Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑲᔪᓯᒋᐊᑐᐃᓐᓇᕐᓗᖓ. ᐳᓛᓇᐊᖃᑦᑕᕐᓂᕐᒧᑦ ᓱᓕ ᓱᕐᓗ ᓱᕈᓘᑦ ᓇᔪᖅᑕᖏᑦ. ᐃᓄᓕᓇᔨᑦ ᑲᑎᒪᖃᑎᖃᖃᑦᑕᓇᐊᖃᓱᑦ ᑕᖅᑭᑕᒫᑦ ᐅᖓᑎᐊᕐᔪᐊᓄᑦᓘᓐᓃᑦ. ᖃᓄᖅ ᑕᐃᒃᑯᐊ ᐃᓄᓕᓇᔨᑦ ᑕᑯᔨᐊᖅᑐᕐᓂᐊᕐᓂᖏᑦ ᐅᑦᓗᓕᖅᑕᐅᓯᒪᐃᓐᓇᐆᔭᖅᐸᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᒪᐅᓇᑐᐃᓐᓇᖅ ᐃᓯᖅᑕᐅᓲᖑᕙᑦ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Chairman: Spot checks is the new word of the day. Mr. MacDonald.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐋᓄᑦ ᑭᐅᑎᓐᓂᐊᕐᑲᑯ. ᖁᔭᓐᓇᒦᒃ.
Mr. MacDonald: Thank you, Mr. Chairman. I will ask Mr. Arnold to respond to that question on my behalf. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐋᓄᑦ.
Chairman: Thank you. Mr. Arnold.	**ᐋᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᐃᒻᒪᖃ ᑐᑭᓯᓇᖅᑎᒋᐊᑲᐃᓐᓇᕈᒃᑯ ᐊᐱᖅᑯᑕᐅᔪᖅ, ᒪᐅᓇᑐᐃᓐᓇᖅ ᖃᐅᔨᓴᓇᐊᖅᑕᐅᖃᑦᑕᕐᒪᖔᑕ ᐱᓯᒪᑦᑎᕕᑦ ᓱᕈᓯᕐᓄᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐊᖏᕐᕋᓇᔭᐅᔪᓂ? ᖁᔭᓐᓇᒦᒃ.
Mr. Arnold: Perhaps if I could just clarify the question. Is it spot checks for those children placed in foster homes or	

in family homes? Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐱᓯᒪᑦᑎᕕᓐᓄᐊᖓᖅᑰᖅᑐᖅ ᐊᐱᖅᑯᑦ, ᑭᓯᐊᓂᑦᑕᐅᖅ ᐃᓚᐅᒐᔭᓐᖑᐊᕐᒥᔪᐃᑦ ᐊᖏᕐᕋᓇᔭᐅᔪᐃᑦ. ᒥᔅᑕ ᐋᓄᑦ
Chairman: I believe the question was foster homes, but I think family homes would also be appreciated as an overall answer. Mr. Arnold.	**ᐋᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᐅᔾᔨᖅᓱᑦᑎᐊᕈᒪᔪᖓ ᐅᖃᐅᓯᖃᓐᓂᐊᖅᑎᓪᓗᖓ ᒪᐅᓇᑐᐃᓐᓇᖅ ᐳᓛᖅᑕᐅᖃᑦᑕᕐᒪᖔᑕ. ᐸᓴᒋᔭᐅᓗᑎᒃᑯ ᓱᕈᓯᕐᔫᓐᓃᑦ ᐅᓗᓇᐊᓇᖅᑐᒦᓐᓇᓱᒋᒍᑦᑎᒍ, ᐃ, ᒪᐅᓇᑐᐃᓐᓇᖅ ᑕᑯᔭᖅᑐᕈᓐᓇᖅᑐᒍᑦ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᐅᔪᒧᑦ.
I think it’s our practice where possible, though, when we’re working with families and foster homes that we arrange times to meet with them, that we coordinate visits so that they are confirmed. It’s obviously an opportunity to develop trust and build trust, but given the nature of our work, there will be situations where we go unannounced. Thank you.	ᐊᔪᕐᓇᖏᑦᑕᕌᖓᑦ ᑭᓯᐊᓂ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᐅᔪᓂ ᑕᑯᔭᖅᑐᕐᓂᐊᖑᖓᑦᑕ ᐅᑦᓗᓕᖅᑕᐅᓯᒪᖃᑦᑕᖅᑐᖅ ᐃᑲᕐᕋᓕᐅᖅᑕᐅᓯᒪᓗᓂᓗᓐᓃᑦ ᑕᐃᑲᓃᑦᑐᓐᓇᕐᓂᐊᕐᒪᑕ ᑕᑎᓈᒃᑲᓐᓂᕈᒪᒧᑦ. ᐃᖅᑲᓇᐃᔭᕗᑦ ᐱᔾᔪᑎᒋᑦᓗᒍ ᒪᐅᓇᑐᐃᓐᓇᖅ ᐃᓱᖅᐸᖏᑦᑐᒍᑦ ᑕᐃᒪᐃᑦᑕᓇᐊᖃᓐᖏᑦᑕᕌᖓᑕ. ᖁᔭᓐᓇᒥᒃ.
Chairman: Thank you, Mr. Arnold. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᐋᓄᑦ. ᒥᓯᔅ ᐊᖓᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. I think I would like to look at the regular visitations as well. I know some people who foster children here in Iqaluit. One of the common comments that are made is that nobody ever comes from the department to ever go and see if they have moved house, yet nobody has gone to see to make sure that the new house is adequate for the children whom they are fostering.	**ᐊᖓᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐳᓛᓇᐊᖃᑦᑕᕐᓂᖅ ᑕᒪᓐᓇ ᐅᖃᐅᓯᓇᓪᓗᒍ ᖃᐅᔨᒪᒐᒪ ᑎᒍᐊᓐᖑᐊᓕᓐᓂᒃ ᑕᒫᓂ ᐃᖃᓗᓐᓂ ᐅᖃᒡᒍᔪᑦ ᐃᓄᓕᓇᔨᒃᑯᓐᓂᒃ ᖃᐃᔪᖃᓚᐅᖅᓯᒪᓐᖏᑦᑑᓚᒍᒻᒪᑕ ᐊᒻᒪᔫᓐᓃᑦ ᖃᐅᔨᓴᐃᖃᑦᑕᖏᑦᑐᓪᔫᓐᓃᑦ ᐃᒡᓗᐃᑦ ᓈᒻᒪᒃᑲᓗᐊᖅᒪᖔᑦ.
In fact, they’re the ones who call the department and say, “By the way, we have moved.” When I see this and hear	ᓄᑦᑎᖅᓯᒪᓕᖅᑐᖓᓚᓱᑦ. ᖃᓄᖅ ᑕᒪᓐᓇ

what you're supposed to be doing and then I know that on the other side, personally when I know people who foster children, there's disconnect there. What are you doing to address that?	ᐋᖅᑭᒋᐊᖅᑕᐅᔪᓐᓇᖅᐸ ᐳᓛᓇᐊᕋᔪᐸᓗᓐᖏᒻᒪᑕ ᒪᓕᒐᖃᕋᓗᐊᖅᑎᓪᓗᒍ?
Obviously, the visitations are not always happening the way they should be and I know about Iqaluit. I guess I'm referring to it here, but if it's happening here, I'm sure that there's a possibility of it happening elsewhere. What are you doing to address that issue? Thank you, Mr. Chairman.	ᐃ̇, ᐃᖃᓗᒻᒥᐅᑕᐅᒐᒪ ᐃᖃᓗᓐᓂ ᖃᓄᐃᑦᑑᓂᖏᑦ ᖃᐅᔨᒪᔭᕋ. ᑕᒫᓂ ᐃᖃᓗᓐᓂ ᑕᐃᒪᐃᖃᑦᑕᖅᐸᑕ ᐊᓯᑦᑎᓐᓂᒃ ᓄᓇᓕᓐᓂ ᑕᐃᒪᐃᑦᑐᖃᖃᑦᑕᖅᑐᒃᓴᐅᔪᖅ. ᖃᓄᖅᑑᕈᑎᒋᔭᐅᕙ ᑕᒪᓐᓇ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᓕᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᓴᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. In terms of visitations, it ties in some respects back to internal capacity issues, which we discussed already during the hearing. For this current year, what we've done is we've developed a business case, specific to Iqaluit, for example, to seek additional positions to minimize the amount of workload that's expected on those individuals so that they can have more time to be able to spend to devote to those other critical components of a job. So that's our intent, to address the issue in that respect.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᓴᓕᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐳᓛᓇᐊᖃᑦᑕᕐᓂᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᒥᒐᓐᖏᑦᑕᕐᖓᑕ ᐃᓛᓐᓂᒃᑯᑦ ᐅᓄᖏᓗᐊᓲᖑᒻᒪᑕ. ᒫᓂ ᐃᖃᓗᓐᓄ ᑐᕌᖓᔪᓂᒃ ᓲᕐᓗ ᐋᖅᑭᔅᓱᐃᔪᒍᑦ ᐳᓛᓇᐊᕐᔫᒥᖃᑦᑕᕐᓂᐊᕐᒪᑦ. ᐃᓚᖏᑦ ᐅᖁᒪᐃᒃᓴᓗᐊᓕᖁᓇᖏᑦ, ᐃᖅᑲᓇᐃᔮᓪᓗ ᐃᓚᒋᒻᒪᒍ ᖃᓄᖅᑑᕈᑎᒋᔭᐅᔪᖅ ᐋᖅᑭᒋᐊᕈᓐᓇᓂᐊᕐᒪᑦ ᑕᒪᓐᓇ ᐊᑲᐅᖏᓕᐅᕈᑦ.
Of course, we recognize that it's more than just having more social workers, it's also having timelines in place as well. So, we're doing some review of that as well to make sure that as we have these case standards and workload standards that we are talking about, that there are expectations that go along with those as well.	ᐃᓄᓕᓇᔨᑦ ᐅᓄᒃᑲᓂᖅᐸᑕ ᐃᑲᕋᓕᐅᖅᑕᐅᔪᓐᓇᖅᑐᑦ, ᑭᒃᑯᑦ ᑕᑯᔭᖅᑐᖅᑕᐅᓂᐊᕐᒪᖔᖅ. ᓂᓇᐅᒋᔭᖃᕐᓇᕐᒪᑦ ᑕᐃᒪᐃᑦᑐᒥ ᒪᓕᒐᖃᖅᑎᓪᓗᑕ.
In many respects, it's a supervisory issue. We need strong supervisors to be reminding employees and following up with them to conduct these other aspects	ᑕᐃᒃᑯᐊ ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᐊᖏᔪᖅᑳᓇᔭᐅᔪᑦ ᐊᔭᐅᖅᑐᐃᖃᑦᑕᓇᐊᓖᑦ ᓯᐊᓛᒥᓂᒃ, ᒪᑯᐊ ᒪᓕᒃᔫᒥᓚᐅᖅᓯᐅᓚᖃᑦᑕᕐᓗᓂ. ᖁᔭᓐᓇᒦ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᓴᓕᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᓴᑕ ᒪᒃᑖᓄᑦ.

of their function. Thank you.	ᒥᓱᓴ ᐊᖕᓇᑲᖅ.
Chairman: Thank you, Mr. MacDonald. Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᐅᑦᑎᐊᖅᑐᑎᐅᒐᓕᐊᖅ ᑭᓯᐊᓂ ᐊᐱᖅᑯᑎᒃᓴᖃᒃᑲᓐᓂᓕᖅᐳᖕᒐ. ᖃᖕᒐᓕ ᑕᒪᒃᑯᐊ ᐅᖃᐅᓯᕆᔭᑎᑦ ᐊᑐᓕᖅᑎᑕᐅᓛᖕᒪᑕ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᓱᓴ ᐊᖕᓇᑲᖅ. ᒥᓴᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. To specifically respond, I guess I would seek clarification on what in place? New positions or processes or both? I assume both, probably, would be good? Sure.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖃᓄᖅ ᐃᖅᑲᓇᐃᓛᒃᓴᓂᑦ ᓄᑖᓂᒃ ᐅᖃᐅᓯᖃᖅᐱᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᐱᕙᓪᓕᐊᔪᑎᒃᓴᓂᑦ ᓄᑖᓂᑦ ᐅᖃᐅᓯᖃᖅᐱᑦ?
Well, we will be submitting the business case for this cycle. We are hopeful that we have made a sound case forward that will make the case possible for more positions to be in Iqaluit, for example. Of all of our caseload numbers for employees, their numbers are through the roof. They are quite high, as you are likely aware of.	ᑕᐃᒃᑯᐊ ᐱᓕᕆᔾᔪᑎᒋᓂᐊᖅᑕᑦᑕ ᐸᖕᓇᐅᑎᖕᒋᑦ ᓴᖅᑭᓴᕋᐃᓛᓯᔪᑦ ᐅᓄᒃᑲᓐᓂᕈᓐᓇᓂᐊᕐᒪᑕ ᐃᓄᓕᕆᔨᑦ ᑕᒫᓂ ᐃᖃᓗᓐᓂ ᑲᒪᒋᔭᕗᑦ ᐅᓄᖅᑐᔪᐊᒻᒪᕆᐊᓘᒻᒪᑕ ᒫᓂ, ᐃᓛ ᑎᒍᐊᖑᐊᕆᔭᐅᔪᑦ ᐅᓄᖅᑐᔪᐊᒻᒪᕆᐊᓘᒻᒪᑕ ᑕᒫᓂ ᑕᐃᒪᐃᑦᑑᓂᖓᓄᑦᓗ.
So, we see that as an urgent or critical need. So, while I can't commit to that being approved, I can commit that that case has been completed and we are submitting it in this cycle this month. So, that's a partial answer.	ᑕᒪᓐᓇ ᑐᐊᕕᖕᓇᖅᑐᓂ. ᐃ̇, ᑖᓐᓇ ᑕᐃᒃᑯᐊ ᐸᖕᓇᐅᓯᐊᕆᔭᕗᑦ ᐊᖏᖅᑕᐅᓂᐊᖕᓂᖏᓐᓂᑦ ᓇᓗᔪᖓ ᑭᓯᐊᓂ ᑕᒪᑐᒪᓂ ᑕᖅᑭᒥ ᑕᑯᔭᐅᓛᖅᑐᑦ.
When it comes to the supervisory responsibilities, we're working on that already. We've asked staff at all levels to put a priority on making sure that you're following up with your subordinates to make sure that they are doing these other aspects of the job. That's something that we are already responding to, in part	ᑕᐃᒃᑯᐊᓗ ᐃᓄᓕᕆᔨᑦ ᐊᖓᔪᖅᑳᖏᑦ ᓯᐊᓛᒥᓂᒃ ᑎᓕᓯᔾᔫᒥᖃᑦᑕᖁᔨᓂᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ ᖃᐅᔨᒃᑲᖅᑕᐅᓯᒪᓕᓈᖅᑐᑦ, ᓯᐊᓛᑎᑦ ᐃᑯᖓᐅᖃᑦᑕᖁᐊᓂᒃᓯᒪᓕᕋᓗᐊᖅᐱᒋᖅᓯᒪᓕᓈᖅᑕᕗᑦ. ᑕᒪᓐᓇᓗ ᐋᖅᑭᓚᐅᖅᑐᑎᒍ ᐅᑯᐊ ᐊᑐᓕᖁᔭᐃᑦ ᒪᓕᑦᑐᑎᒃᑯ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

because of the recommendations of this audit. Thank you. **Chairman**: Thank you. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. My next question or couple questions I would like to ask is about fostering. Does the department have a limit on how many children a family can foster? Thank you, Mr. Chairman. **Chairman**: Thank you. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. I will ask Mr. Ojah to answer that question. **Chairman**: Thank you. Mr. Ojah, if you could respond. **Mr. Ojah**: Thank you, Mr. Chairman. I thank the Member for the question. By policy, the maximum number of children who should be in a foster home, an approved foster home, is four. Certainly there are provisions that relate to children who are infants or are under the age of two, which reduces that number from four. The maximum number, as per policy, is four children per foster home. Thank you for the question. **Chairman**: I thank you for the response. Ms. Angnakak. **Ms. Angnakak**: Thank you, Mr. Chairman. I thank you for your answer. I wonder, then, if I apply to be a foster parent, we have big families in Nunavut, and I have eight children, or five, or whatever, does that make a difference in the limit that you've set in your policy? Thank you, Mr. Chairman. **Chairman**: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ. **ᐊᖕᓇᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑐᖕᒋᓕᖓ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᕋ, ᑖᒃᑯᐊ ᐊᐱᖅᑯᑎᒋᕈᔭᕈᒪᒐᒃᑭᑦ ᑕᒪᒃᑯᐊ ᑎᒍᐊᖑᐊᖃᖅᑐᑦ. ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᓲ ᑭᓪᓕᖃᖅᑎᑦᑎᕙ ᖃᑦᑎᐅᒋᐊᖃᖅᓂᖕᒋᑦ ᓱᕈᓱᑦ ᑎᒍᐊᖑᐊᓇᔭᐅᔪᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᒥᔅᑕ ᐆᔭᔭ ᑭᐅᖁᓂᐊᖅᐸᕋ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐆᔭᔭ, ᐊᑏ ᑭᐅᒋᑦ. **ᐆᔭᔭ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑲᑎᒪᔨᐅᔪᖅ ᐊᐱᓇᒻᒪᑦ, ᐊᑐᐊᒐᖃᖅᑐᒍᑦ ᑖᒃᑯᐊ ᑎᒍᐊᖑᐊᓇᔭᐅᔪᓐᓇᖅᑐᑦ ᐊᖕᒋᖅᑕᐅᓯᒪᔪᒥ ᑎᒍᐊᖑᐊᖃᕐᕕᐅᔪᒥᑦ ᑕᑖᖅᐸᑦ, ᓱᕐᓗ ᓄᑕᕋᓛᖑᐸᐸᑕ ᓯᑕᒪᐅᔪᓐᓇᖅᑐᑦ. ᓯᑕᒪᐅᔪᓐᓇᖅᑐᑦ ᑎᒍᐊᖑᐊᖃᕐᕕᐅᔪᒦᑦᑐᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᑭᐅᒐᕕᑦ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ. **ᐊᖕᓇᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑭᐅᑦᑎᐊᕋᕕᑦ. ᑕᐃᒪ ᑎᒍᐊᖑᐊᖃᖅᑕᕈᒪᒍᒪ ᓄᓇᕗᑦᒥ ᓱᕐᓗ 8-ᓂ ᓄᑕᕋᕈᒪ 5-ᓂᔫᓐᓃᑦ, ᑭᓪᓕᖕᒋᑦ ᑎᒍᐊᖑᐊᓇᒍᓐᓇᑕᒃᑲ ᖃᑦᑎᐅᔪᓐᓇᕋᔭᖅᐸ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐆᔭᔭ ᑭᐅᒃᑲᓐᓂᓚᐅᕐᓕᐅ ᑖᓐᓇ.

Mr. MacDonald: Thank you, Mr. Chairman. Sorry about that. I will ask Mr. Ojah to continue to respond to the line of questioning.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐆᔭᔭ.
Chairman: Thank you. Mr. Ojah.	**ᐆᔭᔭ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑐᑭᓯᔭᐅᒍᒪᔪᖅ ᐱᒻᒪᕆᐅᕗᖅ. ᑕᐃᒪᓐᓇ ᖃᐅᔨᓴᓕᕋᖕᒐᑦᑕ ᑕᒪᒃᑯᓂᖓ ᑎᒍᐊᖑᐊᖃᕐᕕᐅᓂᐊᖅᑐᓂᒃ. ᑕᐃᒪ, ᐃᓛᒃ ᖃᓄᑎᒋ ᓄᑕᕋᖃᕐᓂᖏᓐᓄᑦ ᖃᐅᔨᒋᐊᖅᑕᐅᖃᑦᑕᖅᑐᑦ, ᐃᓂᒋᔭᐅᔪᓂᒃ ᐅᓗᕆᐊᓇᖅᑐᒦᑦᑕᐃᓕᒪᔪᓐᓇᖁᓪᓗᒋᑦ ᓱᕈᓯᑦ ᑲᒪᒋᔭᖏᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Mr. MacDonald: Thank you, Mr. Chairman. That information is simply very valuable and is taking into account when we do our assessment of foster homes in terms of capacity, in terms of preferences. Certainly, the size of the family, the condition of the infrastructure, for example the number of bedrooms, the overall facility, and these factors are all taken into account to ensure the safety and wellbeing of children who we place in their care. Thank you, Mr. Chairman.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐆᔭᔭ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Chairman: Thank you, Mr. Ojah. Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᖅᐸᕋ ᑭᐅᒻᒪᑦ. ᑕᐃᒪ ᐃᓛᓐᓂᒃᑯᑦ ᑖᓐᓇ ᖄᖏᖅᑕᐅᓲᖑᕙ ᖃᑦᑎᐅᓂᖏᑦ ᓱᕈᓯᓛᑦ ᐱᔭᐅᔪᑦ ᑎᒍᐊᖑᐊᖃᕐᕕᒻᒧᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Mr. MacDonald: Thank you, Mr. Chairman. Thank you for that answer. I wonder at times have you exceeded that limit because you don’t have enough foster care parents to take in the children. Thank you, Mr. Chairman.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Chairman: Thank you. Mr. MacDonald.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᑏ ᒥᔅᑕ ᐆᔭᔭ ᑭᐅᒃᑲᓐᓂᓚᐅᕐᓕ.
Mr. MacDonald: Thank you, Mr. Chairman. I will once again ask Mr. Ojah to respond. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐆᔭᔭ.
Chairman: Thank you. Mr. Ojah.	**ᐆᔭᔭ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒋᔭᐅᔪᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ, ᐃ, ᑕᐃᒪᓐᓇ ᐃᓛᓐᓂᑯᑦ ᐊᐃᑦᑖᖑᒐᓗᐊᖅᐳᖅ ᐅᖓᑖᓅᕈᓐᓇᖅᑐᖅ ᐅᓄᕐᓂᖏᑦ ᓱᕈᓯᑦ ᐱᔭᐅᔪᑦ ᑎᒍᐊᖑᐊᖃᕐᕕᒻᒧᑦ. ᑭᓯᐊᓂ ᑕᐃᒪᐃᓕᐅᖓᕋᑦᑕ ᖁᒥᕐᕈᖃᑦᑕᖅᑐᒍ ᐊᓯᖏᓐᓂᒃ ᐅᓗᕆᐊᓇᕐᒥ ᓱᕐᓗ ᐅᓗᕆᐊᓇᖅᑐᒦᖏᒃᑲᓗᐊᕐᒪᖔᑕ ᒥᐊᓂᕆᔭᐅᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕᓗ. ᐱᑦᑎᐊᕋᓱᐊᖃᑦᑕᖅᑐᒍᑦ
	ᑭᑦᓕᖏᑦ, ᖃᑦᑎᐅᓂᖏᑦ ᐃᒪᓐᓇ

conduct and supervision of those children and we also do the best we can to limit the extent and timeframes with regard to which those placements are maintained. Thank you, Mr. Chairman.	ᐅᓄᓗᐊᖅᑕᐃᓕᒪᑎᑦᑎᖃᑦᑕᖅᑐᒍᑦ ᑎᒍᐊᖑᐊᓇᔭᐅᔪᓂᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Ojah. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐆᔭᔭ. ᐊᑏ, ᒥᓱᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your answer. I think it's no secret that especially in Iqaluit anyhow we have a real shortage of foster homes. In fact, the department I think ran a campaign to try and attract more people to become foster parents last year. I'm wondering how often do you exceed the limit here in Iqaluit due to that fact? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᑭᐅᑦᑎᐊᕋᕕᑦ. ᖃᐅᔨᒪᒃᑎᐊᕋᑦᑕ ᐃᖃᓗᓐᓂ ᐱᓗᐊᖅᑐᒥ ᐊᒥᒐᖕᒪᑕ ᑕᒪᒃᑯᐊ ᑎᒍᐊᖑᐊᖃᖕᕕᐅᖃᑦᑕᖅᑐᑦ. ᐃᒪᓐᓇ ᖃᐅᔨᒃᑲᐃᒐᓱᖃᑦᑕᓚᐅᕋᓗᐊᖅᑐᒍᑦ ᑕᐃᒫᒃ ᑎᒍᐊᖑᐊᖃᕈᓐᓇᖅᑐᓂ ᐊᕐᕌᓂ. ᑕᐃᒪ ᖃᑦᑏᑦᑐᒋᑦ ᖃᖕᒋᖃᑦᑕᖅᐸᑦ ᖃᑦᑎᐅᓂᖕᒋᑦ ᑎᒍᐊᖑᐊᑦ ᐅᓄᕐᓂᖅᓴᐅᖃᑦᑕᖅᐸᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you for that question. I realize it is community specific but I would appreciate an answer on that please, Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐊᐱᖅᑯᑏᑦ ᖁᔭᓐᓇᒦᖅᐸᕋ. ᐊᑏ ᑕᐃᒪ ᑖᓐᓇ ᑭᐅᑦᑎᐊᕈᓐᓇᖅᐱᐅᒃ. ᒥᔅᑕ ᐋᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Once again I'll ask Mr. Ojah to respond.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪ ᒥᔅᑕ ᐆᔭᔭ ᑭᐅᓂᐊᖅᐹ.
Chairman: Thank you. Mr. Ojah.	**ᐆᔭᔭ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗᑦᑕᐅᖅ ᑲᑎᒪᔨᐅᔪᖅ ᐊᐱᓇᒻᒪᑦ. ᑕᐃᒪᓐᓇ ᖃᖕᒋᐅᑎᖃᑦᑕᖕᒋᑦᑑᒐᓗᐊᑦ ᐅᓄᕐᓂᖕᒋᑦ, ᐃᒻᒪᖃ ᓄᓇᕗᑦᓕᒫᒥᑦ 230-ᒪᑕ ᑖᒃᑯᐊ ᑎᒍᐊᖑᐊᖃᑦᑕᖅᑐᑦ. ᐃᖃᓗᓐᓂ ᑕᒪᒃᑯᐊ ᐱᔨᒃᓯᕋᖅᑕᐅᔪᑦ ᓱᕈᓯᑦ ᓲᕐᓗ ᑎᒍᐊᖑᐊᖃᕕᒻᒥᑎᐊᖃᖅᑐᑦ ᐊᒥᓲᓂᖅᓴᐅᒻᒪᑕ ᑕᕝᕙᓂ ᐃᖃᓗᓐᓂ.
Chairman: Thank you, Mr. Chairman. Thank the member for the question. I would suggest that that is an exception rather than the rule. At the present time throughout the territory we have approximately 230 registered foster homes. Certainly as you know the majority of these are in Iqaluit because the majority of children being served are in Iqaluit.	ᑕᐃᒪᓗ ᑕᒪᓐᓇ ᐃᓱᐊᖅᓯᕚᓪᓕᕋᓱᒃᓯᒪᔭᕋᓗᐊᕗᑦ, ᐊᒻᒪᓗ ᐃᓛᓐᓂᒃᑯᑦ ᐊᒥᒐᖅᑕᑦᑕᒪᑕ ᐃᓂᒃᓴᖃᖃᑦᑕᖕᒋᒻᒪᑕ. ᖃᒥᕐᕈᖃᑦᑕᖅᑐᒍᑦᑕᐅᖅ ᓲᕐᓗ ᐅᑯᐊ
I do acknowledge as well that over the past couple of years we have in fact made efforts to improve and step up on our recruiting requirements. We are, indeed,	ᑭᒃᑯᓐᓅᖅᑕᐅᓯᒪᓂᐊᕐᒪᖔᑕ, ᖃᓄᐃᑦᑑᓂᖕᒋᑦ ᒪᓕᒃᓗᒋᑦ.

periodically short of appropriate spaces and this quite often is based on the fact that we do look at the best match in placement of children based on their needs and based on their situations.	ᐃᒻᒪᖅᑲ, ᐃᑲᓯᕙᐅᑖᖅ. ᓱᕐᓗ ᓱᕈᓯᕐᓂᑦ ᑎᒍᐊᖑᐊᖅᑲᕐᕕᒻᒧᐊᑎᑦᑎᓂᐊᕋᖕᒐᑦᑕ ᐃᖃᓗᓐᓂ ᐊᓯᖏᓐᓂᓗ ᓄᓇᓕᖕᓂ ᕿᒥᕐᕈᕐᑲᑦᑕᖅᑐᑦ, ᓱᕐᓗ ᐃᓚᖅᑲᐅᕋᔭᕐᓂᖏᓐᓄᑦ. ᐅᓗᕆᐊᓇᖅᑐᒦᑕᐃᓕᕐᑯᓪᓗᒋᓪᓗ ᐃᓚᒋᔭᒥᓄᓪᓗᕋᓱᐊᖅᑲᑦᑕᖅᑐᒍᑦ.
Mr. Chairman, as you probably know, when we place children in care in Iqaluit and throughout the territory our first preference is looking at kinship, at extended family placements to ensure that children are safe and well cared for.	ᑖᓐᓇ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎᕐᔪᐊᖅ ᐅᖃᐅᓯᕆᓯᒪᔭᖏᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᑕᒪᓐᓇ ᒪᓕᑦᑎᐊᕆᐊᖃᕐᓂᐊᖅᑐᒍᑦ. ᐃᖃᓗᓐᓂᑐᐃᓐᓇᖏᑦᑑᒐᓗᐊᖅ ᐊᓯᖏᓐᓂᓪᓗ ᓄᓇᓕᖕᓂ ᓄᓇᕗᑦᒥ, ᐊᒻᒪᓗᑦᑕᐅᖅ ᐃᒻᒪᖅᑲ ᓄᑖᓂᒃ ᑎᒍᐊᖑᐊᖅᑲᕐᕕᐅᓂᐊᖅᑐᓂᒃ ᕿᓂᒃᑲᓂᕐᓗᑕ ᑎᓕᐅᕆᓗᑕᓗ ᓄᓇᓕᓐᓂᒥᐅᑕᐅᔪᑦ ᑕᐃᒪᓐᓇ ᐱᓕᕆᔪᓐᓇᕋᔭᕐᒪᖔᑕ ᐅᕙᑦᑎᓐᓂ ᐃᑲᔪᕐᓗᑎᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᑲᓯᕙᐅᑖᖅ.
We will certainly upon the recommendation of the Auditor General, we will need to revisit and reinitiate some very stringent approaches to recruitment, not only in Iqaluit, but in the other communities throughout Nunavut. Certainly developing new and perhaps reinvigorated strategies that may encourage community responsibility in assisting us in this endeavour. Thank you, Mr. Chairman.	**ᐃᑲᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐆᔭᔭ. ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Chairman: Thank you, Mr. Ojah. Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑲᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᑲᓯᕙᐅᑖᖅ. ᐅᖃᐅᓯᖃᕈᒪᔪᖕᒐ ᑕᐃᒪᓐᓇ ᑎᒍᐊᓐᖑᐊᖃᕝᕕᓐᓂ ᐅᖃᐅᓯᖃᓐᓂᑦᑎᓐᓂ. ᑖᒃᑯᐊ ᐅᖃᓕᒫᖅᓗᑎᑦ ᐅᓂᒃᑳᑦ ᐅᖃᖅᓯᒪᔪᖃᒻᒪᑦ ᑕᒡᕙᓂ ᑕᒪᒃᑯᓂᖕᒐ ᐱᕋᔭᓚᐅᖅᓯᒪᓐᖏᒃᑲᓗᐊᒻᒪᖔᑦᑕ ᖃᐅᔨᓴᖅᑕᐅᖅᑲᓇᐊᖃᒻᒪᑕ. ᐊᐃᑦᑖᖑᔫᔭᖅᓗᓂᓗ ᑖᓐᓇ, ᐃᒪᓐᓇ ᐱᕋᔭᓚᐅᖅᓯᒪᒻᒪᖔᑕ ᖃᐅᔨᓴᕈᑕᐅᖅᑲᑦᑕᖅᑐᑦ ᐊᑐᖅᑕᐅᖏᓐᓈᓗᖅᑲᑦᑕᖏᒻᒪᑕ. ᑕᒪᓐᓇ ᐊᓯᔾᔨᖅᑕᐅᓯᒪᓕᖅᐹ ᖃᐅᔨᓴᖅᑕᐅᓗᒃᑖᖅᑲᖅᑕᖅᐹᓐ? ᖁᔭᓐᓇᒦᒃ ᐃᑲᓯᕙᐅᑖᖅ.
Chairman: I thank the Member for that question. Mr. MacDonald.	**ᐃᑲᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑲᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᑲᓯᕙᐅᑖᖅ. ᐃᒪᓐᓇ ᐱᕋᔭᓚᐅᖅᓯᒪᖏᒃᑲᓗᐊᒻᒪᖔᑦᑕ ᖃᐅᔨᓴᖅᑕᐅᔪᓕᒫᖏᓐᓇᐅᓕᖅᑐᖅ. ᖁᔭᓐᓇᒦᒃ.
Mr. MacDonald: Thank you, Mr. Chairman. I'm happy to report that that is	

always done now and I would agree that's an alarming fact. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ.
Chairman: Thank you, Mr. MacDonald. Ms. Angnakak.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᑭᐅᒐᕕᓐ. ᐃᓚᒋᑦ ᑎᒍᐊᓐᖑᐊᖃᑦᑕᑭᓐᓇᓐᓂᒻᒧᑦ ᑐᒃᓯᕋᖅᑐᖃᖅᐸᓐ, ᐃᓐᓇᐅᓕᖅᑐᓂᒃ ᓱᕈᓯᖃᖅᐸᑕᓗ, ᑕᐃᒃᑯᐊᑦᑕᐅᖅ ᐃᓐᓇᐅᓕᖅᑐᑦ ᓱᕈᓯᖏᑦ ᑕᐃᒪᓐᓇᑦᑕᐅᖅ ᐱᕋᔭᓚᐅᖅᓯᒪᖏᒃᑲᓗᐊᒻᒪᖔᒐᑕ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᐅᖃᑦᑕᖅᐹᓐ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you for that question. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Everyone over eighteen in the household has to have a criminal record check completed. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒪᒻᒥᓗᒃᑖᖅ 18 ᓲᑦᓗ ᐅᖕᒐᑖᓄᑦ ᐅᑭᐅᖃᖅᑐᑦ ᑕᐃᒪᓐᓇ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᖅᑐᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. I want to just go on to the director's annual audit. In the report it says that the Department of Family Services directors were not performing the annual audits. I'm wondering if you can tell us why that was not happening. Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᑭᒡᓕᓯᓂᐊᖅᑕᐅᓯᒪᔪᑦ ᑎᑭᒧᐊᖅᑎᒧᑦ ᐊᐅᓚᑦᓯᔨᒧᑦ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ. ᐅᖃᐅᑎᒍᓐᓇᖅᐱᑎᒍ ᓱᖕᒪᑦ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᖕᒋᒻᒪᖔᒐᑕ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I cannot give you a definitive answer at this point in time as to why our previous directors may have been unable to complete their audit. I do know that that has been done for this fiscal year. In fact, we will be sharing that audit as well. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑭᐅᓪᓚᑦᑖᕈᓐᓇᖕᒋᑦᑐᖕᒐ ᒫᓐᓇ ᑕᐃᒃᑯᐊ ᑐᑭᒧᐊᒃᑎᑦᑎᔨᐅᔪᑦ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ ᖃᐅᔨᓴᓗᒃᑕᕈᑎᖃᖅᓯᒪᓐᖕᒋᒻᒪᑕ ᑕᒪᒃᑯᓂᖕᒐ ᖃᐅᔨᒋᐊᓐᓂᐊᖅᑕᕋᓗᐊᖅᐳᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald. The next name I have on my list is Mr.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᑖᓐᓇ ᑭᖑᓪᓕᖅ ᐊᑎᖁᑎᒋᓕᖅᑕᕋ ᐅᖃᒃᑲᓐᓂᕈᒪᔪᖅ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ ᖃᒪᓂᑦᑐᐊᒻᒥᐅᑕᖅ.
	ᒥᑭᓐᖑᐊᖅ (ᑐᒌᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.

Mikkungwak. **Mr. Mikkungwak**: Thank you, Mr. Chairman. My first question will be to the Auditor General's office. When we are looking at compliance and key standards, considering that is more relevant to documentation, my first question here would be; is whether there is lack of evidence on case files or specific requirements that are not being met. Could you elaborate more on that, like on when you guys reviewed case file documentation, what was your determination on which particular case file to review. Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Mikkungwak. Mr. MacDonald. Madame Salvail, sorry. **Ms. Salvail**: Thank you, Mr. Chairman. In every file we looked at, we go by the standards that the department has set. So, there are a few things that the department said that they have to do in the case file. So, we go at them one by one. For example, if there are no visitations, if a child is, for example, in a foster home, there are very specific requirements as to when you visit a child and at what frequency. So those are the things we would look for in the files, whether we see evidence that that child has been visited, and how often. So, sometimes, has it been reported? So those things were not done. Having said that, in some cases it has happened before, it was simply not done. Sometimes it was done not documented. You know, as we talked about it's importance for a case file to stand on its own and to show what has been done or not done with respect with this child. I	ᓯᕗᓪᓕᖅᐸᖅ ᐊᐱᕆᒍᒪᔭᕋ ᑖᒃᑯᓄᖓ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎᔾᔪᐊᒃᑯᓐᓄᑦ. ᕿᒥᕐᕈᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᒪᓕᒃᑕᐅᒋᐊᖃᖅᑐᓐ ᐊᓯᖏᓪᓗ ᐊᑐᖅᑕᐅᒋᐊᖃᖅᑐᓐ ᐊᒃᑐᐊᓂᖅᓴᐅᔪᑦ ᑎᑎᖅᑲᓕᕆᓂᒻᒧᑦ ᐱᔾᔪᑎᖃᒻᒪᑕ. ᓯᕗᓪᓕᖅᐸᖅ ᐊᐱᖅᑯᒥᒋᓂᐊᖅᑕᕋ ᐱᑕᖃᖏᒻᒪᖅᑲᐃ ᑎᑎᕋᖅᓯᒪᔭᖏᓐᓂᒃ? ᖃᐅᔨᒪᓐᖏᑦᑐᓲ ᑕᒪᒃᑯᓂᖓ ᑲᒪᒋᔭᐅᒋᐊᖃᖅᑐᓂᒃ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ. ᐊᑏ ᐅᖃᒃᑲᓐᓂᕈᓐᓇᖅᐲᑦ ᑕᒪᑐᒪ ᒥᒃᓵᓄᑦ ᕿᒥᕐᕈᓕᕐᖓᔅᓯ ᐱᓕᕆᐊᕆᔭᐅᓂᐊᖅᓱᓂ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᖃᓄᖅ ᖃᐅᔨᓚᐅᖅᐱᓯ ᓇᓪᓕᐊᖏᑦ ᕿᒥᕐᕈᒋᐊᖃᓐᓂᔅᓯᓐᓄᑦ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒪᒥᐊᓇᖅ, ᒪᑖᒻ ᓴᐅᓪᕙᐃ ᓯᕗᓪᓕᖅ. **ᓴᐅᓪᕙᐃ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᑕᑯᓐᓇᓗᒃᑖᖅᓗᒋᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᑲᒪᒋᔭᐅᓂᐊᖅᑐᓐ ᐱᓕᕆᐊᕆᔭᐅᓂᐊᖅᑐᓐ ᐱᓕᕆᕝᕕᖓ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐅᖃᓚᐅᖅᑐᑦ ᖃᓄᐃᓕᐅᕆᐊᖃᓐᓂᒻᒥᓂ ᓇᓪᓕᑭᑖᖅᓗᒋᑦ ᐱᓕᕆᐊᖃᑦᑕᖅᑕᖏᑦ. ᐆᒃᑑᑎᒋᓗᒍ, ᓱᓪᓗ ᓱᕈᓯᖅ ᑎᒍᐊᓐᖑᐊᕆᔭᐅᒃᐸᑦ ᑕᑯᔭᖅᑐᓪᓗᒍ ᑕᑯᔭᖅᑐᖃᑦᑕᓐᓂᐊᕋᖓᑦᑎᒍᑦ ᖃᔅᓯᖅᑕᓪᓗᑕ ᑕᑯᔭᖅᑐᖅᑕᐅᖃᑦᑕᓐᓂᐊᒻᒪᖕᒐᑕ. ᑕᐃᒪᓐᓇ ᐱᖃᑦᑕᖅᑐᒍᓐ ᑕᒪᒃᑯᐊ ᑕᒡᕙ ᐱᓕᕆᐊᕆᔭᐅᓚᐅᖅᓯᒪᓐᖏᒻᒪᑕ. ᑕᐃᒪᐃᑦᑐᖃᖃᑦᑕᐅᓚᐅᖅᓯᒪᖏᒃᑲᓗᐊᕋᑦᑕ. ᑕᐃᒪᐃᖃᑦᑕᓚᐅᖅᓯᒪᓐᖏᒻᒪᑕ. ᐃᓛᓐᓂᒃᑯᑦ ᖃᐅᔨᓴᒋᐊᕋᓗᐊᖅᓗᑎᒃ ᑎᑎᕋᖃᑦᑕᓚᐅᓐᖏᒻᒪᑕ. ᑕᐃᒪᐃᓕᖓᑐᐃᓐᓇᓪᓗᒍ ᓱᓪᓗ ᐱᓕᕆᐊᕆᔭᐅᓯᒪᔪᑦ ᐊᒻᒪᓗ ᐃᓚᒋᐊᓪᓗᒍ ᐃᒪᓐᓇ ᐊᓯᔾᔨᑲᑦᑲᑦᑕᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ ᖃᓄᓪᓗ ᐱᔨᑦᓯᕋᖅᑕᐅᑦᓯᐊᕈᓐᓇᓐᓂᖏᑦ ᐃᓱᒪᒋᖃᑦᑕᖅᑕᕗᑦ.	

also add that in an environment that there is a lot of turnover, it's important that the next person that comes in looks after that child, can clearly see what has been done and what the status is of the services given to that kid. Thank you, Mr. Chairman.	ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Chairman: Thank you. Mr. Mikkungwak.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᑖᓐᓇ ᐅᐃᒍᒋᐊᓪᓗᒍ. ᑕᐃᒪ ᐃᓱᒪᑐᐃᓐᓇᖅᑐᖓ 13-ᒥ ᐃᓛᒃ, 43-ᒥᑦᑐᖅᑲᐃ ᐅᖅᑲᐅᓯᕆᖅᑰᕋᕕᐅᒃ. ᑕᓪᓕᒪᐃᑦ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᑦ 14-ᒧᑦ ᐅᐃᒍᒋᐊᖅᑕᐅᓪᓗᑎᒃ ᐅᖅᑲᐅᓯᕆᖅᑰᕋᔅᓯᐅᒃ ᐱᓕᕆᐊᕆᔭᐅᒋᐊᖅᑲᖅᑐᑦ ᐱᓕᕆᐊᕆᔭᐅᖅᑲᑦᑕᖏᓐᓂᖏᓄᑦ ᐅᖅᑲᐅᓯᖅᑲᖅᐱᓲ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Mikkungwak. Madame Salvail.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒪᑖᒻ ᓴᐅᓪᕙᐃ.
	ᓴᐅᓪᕙᐃ (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᑕᒡᕙ ᐅᖅᑲᐅᓯᕆᔭᖅᐳᑦ ᑕᓕᒻᒪᐃᓐ ᐃᒪᓐᓇᐃᑦᑐᖁᓗᓖᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Ms. Salvail: Thank you, Mr. Chairman. Yes, those are the requirements that we were looking for, these bullets, these are what we audited. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Chairman: Thank you for that response. Mr. Mikkungwak.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᓴᓂᐊᒍᑦ ᐊᐱᖅᑯᑎᒋᔭᕋ ᐃᒪᓐᓇ ᖁᒥᖁᓕᕋᖓᔅᓯᐅᒃ ᐱᓕᕆᐊᕆᒋᐊᖅᑲᖅᑕᓯ. ᐱᓕᕆᐊᕆᒋᐊᖅᑲᖅᑕᔅᓯᓐᓂᒃ ᐊᒥᓲᓂᖅᓴᐃᑦ. ᐊᒥᓲᓂᖅᓴᐃᖅᑲᐃ ᐊᕝᕙᓪᓗᐊᖏᑦ ᐱᓕᕆᐊᕆᔭᐅᓯᒪᓕᖅᐸᓐ? ᐊᕝᕙᓪᓗᐊᖏᑦ ᐱᓕᕆᐊᕆᔭᐅᓯᒪᓐᖏᕐᓗᑎᒃ ᐊᒥᓲᓂᖅᓴᐃᑦ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒪᑖᒻ ᓴᐅᓪᕙᐃ.
Mr. Mikkungwak: Thank you, Mr. Chairman. A follow-up to that question; I am assuming you are referring to page 13, the bullets under number 43, those five bullets that carry over to page 14, are those the five bullets that you are referring to as specific requirements that may not be met? Thank you, Mr. Chairman.	**ᓴᐅᓪᕙᐃ** (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᑕᒡᕙ ᐅᖅᑲᐅᓯᕆᔭᖅᐳᑦ ᑕᓕᒻᒪᐃᓐ ᐃᒪᓐᓇᐃᑦᑐᖁᓗᓖᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Chairman: Thank you. Madame Salvail.	**ᓴᐅᓪᕙᐃ** (ᑐᑦᓴᓗᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᒪᒃᐱᒐᒻᒥᑦ 15-ᒥ ᑕᑯᒋᐊᕈᕕᖅᑲᐃ ᖅᑲᐅᔨᒪᒍᑕᐅᔪᓂᒃ
Ms. Salvail: Thank you, Mr. Chairman. I	ᑎᑎᕋᖅᓯᒪᔭᖅᐳᑦ ᑕᒡᕙᓂ ᑕᓕᖅᐱᐊᓂ,

would refer you to exhibit 6 on page 15, that summarizes our findings. When you see in the right column, in some cases the department did well in responding quickly when they were aware that a child may be in a dangerous situation. However, the numbers, we are not so great with the other requirement that we had to meet. For example, the visitations to the children in care in Nunavut were quite low and the same thing with the criminal record check and the home study. Thank you, Mr. Chairman. **Chairman**: Thank you. Mr. Mikkungwak. **Mr. Mikkungwak**: Thank you, Mr. Chairman. I will now refer to the department. After hearing the responses from the Auditor General's office in meeting those specific requirements, what action plan and what timeline do you have in place now to ensure some of those specific requirements are being met by the department's staff? Thank you, Mr. Chairman. **Chairman**: Thank you. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. Just for the sake of clarification, when we are talking about case files, and case file management in general, we are referring to three different types: There are the child files themselves; there are the foster care files; and, then there are the residential care facility files. This is just so people are understanding that there are subcategories within that broader type. In terms of the case standards, we've implemented some work in terms of developing audit tools for supervisors, so	ᐱᓕᕆᕐᓯᐊᖅᓯᒪᔭᖏᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᖃᐅᔨᒪᓪᓗᑎᒡᓗ ᐃᒪᖃ ᐅᓗᕆᐊᓇᖅᑐᒦᑦᑐᑦ ᓱᕈᓯᑦ. ᐊᓯᖏᑦ ᐊᑐᖅᑕᐆᔭᕆᐊᓖᑦ ᒪᓕᒋᐊᓕᖏᓐᓄᑦ, ᐆᒃᑑᑎᒋᓗᒍ ᐳᓛᖅᑕᐅᓂᖏᑦ ᓱᕈᓯᑦ ᑎᒋᐊᓐᖑᐊᖃᕝᕕᒻᒦᑦᑐᑦ ᑎᒍᐊᖅᓯᓐᖑᐊᖏᓐᓃᑦᑐᑦ ᖃᐅᔨᓴᕆᐊᖃᖃᑦᑕᖅᓱᒋᑦ ᐊᖏᕐᕋᖏᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. **ᒥᑭᓐᖑᐊᖅ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒫᓐᓇᐅᔪᖅ ᐱᓕᕆᕕᒻᒧᑦ ᐊᐱᖅᓱᓐᓂᐊᓕᖅᑐᖓᒻ. ᑭᖑᓐᖓᒍᑦ ᑐᓴᓚᐅᖅᑎᓪᓗᒋᑦ ᑭᒡᒍᓯᖓ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᓐᓃᓐᖓᖅᑐᓐ, ᐊᖑᒻᒪᑎᔭᕆᐊᖃᓐᓂᖅ ᑖᒃᑯᓄᖓ ᒪᓕᒐᓐᓄᑦ ᖃᓄᐃᑦᑐᓄᑦ ᐸᓐᓇᐅᑎᖃᖅᐱᓯ? ᖃᖓᓗ ᐃᖅᑲᓇᐃᖅᑕᐅᔫᒪᖅᐸᑦ ᓯᕗᒧᐊᒃᑎᑦᑎᐊᕈᓐᓇᓐᓂᐊᕋᔅᓯ ᐃᓚᖏᓐᓂᒃ ᑕᒪᒃᑯᓂᖓ ᒪᓕᒐᔾᓂᒃ ᐊᖑᒻᒪᑎᑦᑎᐊᖁᓪᓗᒋᑦ ᐱᓕᕆᕕᔅᓯᓐᓂᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᒡᓴᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓇᓗᓇᐃᑦᑎᐊᒃᑲᓂᖁᓪᓗᒍ ᐅᖃᐅᓯᖃᖅᑎᓪᓗᑕ ᑕᒪᒃᑯᓂᖓ ᐃᓄᓕᕆᔭᐅᔫᑏᑦ ᑲᒪᒋᔭᐅᔫᑎᒋᖃᑦᑕᖅᑕᖏᑦ ᓱᕈᓰᓪᓗ ᑎᑎᖅᑲᖁᑎᖏᑦ ᑲᒪᒋᔭᐅᔪᓐ ᐊᒻᒪᓗ ᑎᒍᐊᓐᖑᐊᖃᖃᑦᑕᖅᑐᓐ ᑎᑎᖅᑲᖁᑎᖏᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐊᖏᕐᕋᕆᔭᐅᔪᓂᒃ ᐸᖅᑭᔭᐅᔪᑦ ᑎᑎᖅᑲᖁᑎᖏᑦ. ᑎᑎᖅᑲᖁᑏᑦ ᐊᔾᔨᒌᖏᒻᒪᑕ ᑕᒪᒃᑯᐊ. ᖃᐅᔨᒃᑲᐃᓇᓱᑐᐃᓐᓇᖅᑐᖓ ᐊᒻᒪᓗᑦᑕᐅᖅ ᑕᐃᒃᑯᐊ ᒪᓕᒐᐃᑦ ᐊᔾᔨᒌᓕᖅᑎᑕᐅᓯᒪᔪᑦ ᐃᓄᓕᕆᔾᔪᑎᐅᖃᑦᑕᖅᑐᑦ ᐊᑐᓕᖅᑎᖃᑦᑕᖅᑕᕗᑦ ᓲᑦᓗ ᑕᐃᒃᑯᓂᖓ ᓈᐃᓴᐃᔪᓐᓇᓐᓂᐊᒻᒪᑕ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ

that the supervisor knows, for example; here's a checklist of all of the file contents that need to be present with some guidance to the supervisors on how to go out and to conduct audits properly and make sure that they're done and reported adequately so that we better understand the state of our files. Tying that back to our discussion about spot checks, these are not always done with people ready for them to plan ahead, so to speak. Those are a couple of things that we've done and in terms of timeline, which I think is important to answer, as with all of our action items in our action plan, we're trying to complete these at the latest by December of 2015. Depending on each of those action items we will have those completed prior to that. Thank you. **Chairman**: Thank you, Mr. MacDonald. Mr. Mikkungwak **Mr. Mikkungwak**: Thank you, Mr. Chairman. I thank the official for his response which sort of leads into my next question. When you are looking at, as my colleague would say spot check but for me it would be annual inspections. When you look at annual inspections for foster homes in southern Canada where we have Nunavut children placed in and annual inspections for foster homes in the Nunavut territory. Can you differentiate why there's frequent annual inspections in the Nunavut group homes as opposed to the ones in southern Canada? Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Mikkungwak. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. If I could just seek a bit of	ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᓱᒡᓗ ᐅᕝᕙᒪᐋᒃ ᖃᐅᔨᒋᐊᕆᐊᓖᑦ. ᐊᑐᕆᐊᓖᑦ ᐱᔭᕇᕆᐊᓖᑦ ᐱᓕᕆᔭᕆᐊᓖᑦ ᐊᒻᒪ ᑕᓯᐅᖅᓯᔪᓐᓇᓐᓂᐊᒻᒪᑕ ᐊᖓᔪᖅᑳᖑᔪᓂᒃ ᓈᐃᓴᐃᑦᑎᐊᕈᓐᓇᖃᑦᑕᓐᓂᐊᒻᒪᑕ ᐱᓕᕆᔭᐅᔪᑦ ᐱᓕᕆᐊᒃᓴᕆᔭᐅᔪᓂᓛᒃ ᐱᓕᕆᔭᐅᑦᑎᐊᓕᕋᓗᐊᒻᒪᖕᒐᑕ ᖃᓄᑦᓗ ᑖᒃᑯᐊ ᑎᑎᖅᑲᖅᑯᑎᒋᔭᐅᔪᑦ ᐱᓯᒪᑦᑎᐊᒻᒪᖕᒐᑕ ᖃᐅᔨᓴᐃᑦᑎᐊᖃᑦᑕᖅᑯᓪᓗᒋᑦ. ᐃᖅᓃᓐᓇᖅ ᖃᐅᔨᓴᐃᓐᓇᖃᑦᑕᖕᒋᒻᒪᑕ ᐊᑎᓕᐅᖅᑕᐅᑦᓴᐅᑎᕋᑎᒡᓗ. ᑖᒃᑯᐊ ᒪᕐᕉᒃ ᐱᓕᕆᓯᒪᓕᖅᑕᕗᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐃᖅᑲᓇᐃᖁᒃᓴᖕᒐ ᖃᖕᒐᐅᒐᔭᕐᒪᖕᒐᖅ ᑭᐅᓂᐊᕐᓗᒍ ᑕᒪᑐᒧᖕᒐ ᐊᐱᖅᑯᑕᐅᔪᒧᑦ ᐊᐅᓚᔭᒋᐊᕈᑎᕗᑦ ᐸᕐᓇᐅᑎᑦᑎᓐᓂ ᐃᖅᑲᓇᐃᒐᓱᖃᑦᑕᖅᑕᕗᑦ. ᑎᓯᐱᕆ 2015 ᑎᑭᓚᐅᓐᖏᓐᓂᖕᒐᓂ ᑖᒃᑯᐊ ᐊᑐᓂ ᐃᖅᑲᓇᐃᕋᓱᓐᓂᐊᖅᑕᕗᑦ ᐅᓪᓗᖅ ᑕᐃᓐᓇ ᑎᑭᓚᐅᓐᖏᓐᓂᖕᒐᓂ. ᖁᔭᓐᓇᒥᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
	ᒥᑭᓐᖑᐊᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒥᒃ ᑭᐅᔾᔪᑎᐊᓄᑦ. ᐊᐃᑉᐸᓄᑦ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ ᖁᒥᕐᕈᓕᕐᖓᑦᑎ ᒪᐅᓇᑐᐃᓐᓇᖅ ᑕᑯᔭᖅᑐᖃᑦᑕᕐᓂᐊᕐᓂᕐᒥᒃ, ᐅᕙᖕᒐᓕ ᑕᐃᒐᔭᖅᑕᕋ ᐊᕐᕌᒍᑕᒫᑦ ᖃᐅᔨᓴᐃᖃᑦᑕᕐᓂᖅ. ᑖᒃᑯᓇᓂ ᐊᕐᕌᒍᑕᒫᑦ ᖃᐅᔨᓴᐃᒍᑕᐅᔪᓂᑦ ᐱᓯᒪᑦᑎᕕᐅᔪᓄᑦ ᖃᑦᓗᓈᓂ ᓄᓇᕗᒻᒥ ᓱᕈᓯᕐᓄᑦ ᐊᐅᓪᓚᕐᕕᐅᕙᒃᑐᓄᑦ ᐊᒻᒪᓗ ᐊᕐᕌᒍᑕᒫᑦ ᖃᐅᔨᓴᐃᓂᖃᖃᑦᑕᑦᑎᓪᓗᒍ ᐱᓯᒪᑦᑎᕕᓐᓂ ᓄᓇᕘᒥ, ᓇᓗᓇᐃᖅᓯᔪᓐᓇᖅᐲᑦ ᐊᔾᔨᐅᖏᓐᓂᕆᔭᖏᓐᓂᒃ ᐊᕐᕌᒍᑕᒫᑦ ᖃᐅᔨᓴᐃᓂᖃᖃᑦᑕᕐᒪᖕᒐᖅ ᓄᓇᕗᒻᒥ ᒪᑯᐊ ᖃᓪᓗᓈᓃᑦᑐᑦ ᓴᓂᐊᑎᒍᑦ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
	ᒪᒃᑖᓄᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᕆᕕᑦ ᖃᔅᓯᐊᖅᑎ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᕐᓂᖕᒋᑕ
	ᐊᔾᔨᐅᖏᓐᓂᖕᒋᓐᓃᒃ ᓄᓇᕗᒻᒥ ᐊᓯᖏᓐᓂ ᓴᓂᐊᑎᒍᑦ?

clarification on the question, are you asking about a difference in the frequency of inspections of homes in Nunavut as opposed to homes in other jurisdictions? Do I have you correct?	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐃᑰᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Chairman: The member has confirmed yes. Mr. MacDonald.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᕐᕌᒍᑕᒫᓪᓕ ᖃᐅᔨᓴᐃᖃᑦᑕᕐᓂᑎᒍᑦ ᓇᓗᓇᐃᕆᔪᒪᓲᖑᔪᒍᑦ ᓱᕈᓲᑦ ᑕᒪᒃᑯᓇᓂ ᐱᓯᒪᑦᑎᕕᓐᓃᑎᑕᐅᕙᒃᑐᑦ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᕋᓗᐊᕐᒪᖔᑕ ᐊᕐᕌᒍᑕᒫᑦ. ᖃᐅᔨᒪᔭᒃᑯᓪᓕ ᐊᔾᔨᐅᖏᑎᓐᓇᓱᐸᖏᑕᕗᑦ ᑕᒪᒃᑯᐊ ᓄᓇᕗᒻᒥ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᕐᓂᓇᔭᖏᑦ ᐊᓯᖏᓐᓃᑦᑐᑦ ᑕᑯᓐᓇᖅᑐᒋᑦ.
But I can tell you that historically the logistics of having employees perhaps with turnover go and travel to other jurisdictions to, in person, investigate a facility that would have had an impact. We have committed to minimizing that delay and making sure it is happening on an annual basis for those facilities. We want to ensure that that level of due care is equal to both jurisdictions. Thank you.	ᐃᒪᐃᖃᑦᑕᓚᐅᖅᑐᕐᓕ ᐃᖅᑲᓇᐃᔭᖅᑎᖁᑎᕗᑦ ᐊᑐᐃᓐᓇᐅᓂᓇᔭᖏᑦ ᒪᓕᒋᐊᖃᖃᑦᑕᓚᐅᖅᑐᖅ ᖃᐅᔨᓴᖅᑕᐅᓂᐅᕙᒃᑐᓂᑦ ᐱᓯᒪᑦᑎᕕᓐᓂ ᓄᓇᕗᑦ ᓯᓚᑖᓂ. ᑕᒪᓐᓇ ᐅᖓᕝᕙᓇᐊᖅᑕᐅᑎᓗᐊᖅᑕᐃᓕᒪᑎᕙᒃᑕᕗᑦ ᐊᕐᕌᒍᑕᒫᑦ ᖃᐅᔨᓴᖅᑕᐅᓪᓚᑦᑖᖃᑦᑕᖁᓪᓗᒋᑦ ᐊᔾᔨᒌᒥᒃ ᓄᓇᕗᒻᒥ ᓯᓚᑖᓂᓗ ᑲᒪᒋᔭᐅᓂᓇᔭᐅᕙᒃᑐᑦ ᐊᔾᔨᒌᒃᑲᓗᐊᕐᒪᖔᑕ. ᖁᔭᓐᓇᒥᒃ.
Chairman: Thank you. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak: Thank you, Mr. Chairman. Thank the official for his response. I will further add to my question. When we refer to page 14 of the audit report, item 45 facility inspections. Can you elaborate more on that? Although no inspections of facilities have been completed in 2013 at the time of the follow-up audit the Department of Family Services indicate that they plan to	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒥᒃ ᑭᐅᔾᔪᑎᐊᓄᑦ. ᐊᐱᖅᑯᑎᒋᔭᕐᓄᑦ ᐃᓚᓯᒃᑲᓐᓂᑲᐃᓐᓇᕐᓗᖓ. ᒪᑉᐱᒐᖅ 14-ᖓᓂ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᕐᓂᐅᑉ ᐅᓂᒃᑳᖓᓂ, 45-ᖓᓃᑦᑐᖅ ᐱᓕᕆᕕᓐᓂ ᖃᐅᔨᓴᐃᖃᑦᑕᓂᕐᒧᐊᖓᔪᐃᑦ. ᑖᓐᓇ ᐅᓂᒃᑳᕆᐊᒃᑲᓐᓂᕈᓐᓇᖅᐱᐅᒃ, ᖃᐅᔨᒪᒐᓗᐊᖅᑐᖓ 2013-ᒥ ᖃᐅᔨᓴᐃᓃᑦ ᐊᑕᖏᖅᑐᐃᓐᓇᐅᓚᐅᓐᖏᒃᑲᓗᐊᖅᑎᓪᓗᒋᑦ ᑕᒻᒪᖅᓯᒪᔪᖅᑕᐅᓂᖃᖅᑎᓪᓗᒋᑦ. ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᔭᕇᖅᓯᓂᐊᓐᓇᕋᖅᓯᒪᓚᐅᖅᑐᑦ 16-ᒥᒃ	ᖃᐅᔨᓴᐃᓂᐊᕐᓗᑎᒃ ᐊᕐᕌᒍ ᐃᓱᓕᓚᐅᓐᖏᓐᓂᖓᓂ.

complete 16 inspections before the end of the fiscal year. Has your department met that? What is the reasoning for not having completed those inspections? Thank you, Mr. Chairman.	ᐱᓕᕆᕕᓯ ᑕᒪᑐᒥᖓ ᑲᔪᓯᓂᖅᑲᖅᓯᒪᕝᕙᑦ ᐅᕝᕙᓘᓐᓃᑦ ᓱᓇ ᐱᔾᔪᑕᐅᕙ ᑕᒪᒃᑯᐊ ᖃᐅᔨᓴᐃᓂᐊᓂᐊᖅᓯᒪᔪᐃᑦ ᐱᔭᕇᖅᑕᐅᓯᒪᓐᖓᓐᓂᖏᓐᓂ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I can report that those inspections were completed. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᕈᓐᓇᖅᑐᖓ ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᖅᑕᐅᓯᒪᓕᖅᑐᑦ ᖃᐅᔨᓴᕈᑕᐅᖃᑦᑕᖅᓯᒪᔪᑦ. ᖁᔭᓐᓇᒦᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Chairman: Thank you. Mr. Mikkungwak.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒪᔅᓯᒪᐅᑉ ᑭᖑᓂᐊᒍᑦ ᐃᓚᒋᐊᕈᑎᒋᔪᒪᔭᕋ, ᐃᓱᒪᒋᓪᓗᒍ ᐱᓕᕆᕕᓯ ᓱᕈᓯᕐᓂᒃ ᑎᒍᐊᓐᖑᐊᖃᑦᑎᑦᑎᒻᒪᑕ ᖃᓪᓗᓈᑦ ᓄᓇᖓᓐᓄᑦ ᐅᓄᖅᑐᓂᒃ. ᑖᓐᓇ ᒪᓕᒐᖃᖅᑎᑕᐅᓕᖅᐹ? ᐋᖅᑭᒋᐊᖅᑕᐅᓯᒪᓕᖅᐸᓗᓐᓃᑦ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᓐᓄᑦ ᖃᐅᔨᓴᖅᑕᐅᓚᐅᖅᑎᓪᓗᓯ? ᒫᓐᓇ ᐊᕐᕌᒍᑕᒫᑦᑎᐊᖅ ᖃᐅᔨᓴᐃᖃᑦᑕᕆᐊᖃᓕᕋᔅᓯ ᑎᒍᐊᓐᖑᐊᖃᖃᑦᑕᖅᑐᓄᑦ ᖃᓪᓗᓈᑦ ᓄᓇᖓᓐᓃᒃᑐᓂᒃ ᐅᓄᖅᑐᐊᓗᐃᑦ ᑕᐃᑲ ᐃᓄᓕᕆᔾᔪᑏᑦ ᑎᑎᖅᑲᖅᑯᑎᒋᔭᖏᑦ ᐅᓄᕐᓂᖅᓴᐃᑦ ᓱᕈᓯᓕᕆᔾᔪᑎᐅᖃᑦᑕᖅᑐᑦ ᑎᒍᐊᓐᖑᐊᖃᕐᒪᑕ ᖃᓪᓗᓈᑦ ᓄᓇᖓᓐᓂ ᓄᓇᕗᒻᒥᖕᒫᖅᑐᓂᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I'm just trying to think about the question so that I answer correctly. I think it might be my understanding of it that's a little flawed. The total number of children placed in out-of-territory, I don't think is larger than the total number of children placed in-territory so perhaps we can clarify that before I respond or proceed with the rest of the answer. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒃᓴᖅ ᑖᓐᓇ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᔭᕋ ᓱᖅᑯᐃᖅᓯᒪᔭᒃᑯᓪᓕ ᑲᑎᑦᑐᒋᑦ ᑕᐃᒃᑯᐊ ᓱᕈᓰᑦ ᖃᓪᓗᓈ ᓄᓇᖓᓐᓃᑦᑐᑦ, ᐃᓄᐃᑦ ᐃᓄᒋᐊᓐᓂᖅᓴᐅᓐᖏᑦᑐᑦ ᓄᓇᕗᑦᒥᑦᑐᓂ. ᑖᓐᓇᖃᐃ ᓇᓗᓇᐃᑎᐊᑲᓐᓂᓚᐅᑲᓪᓚᒍ ᑭᐅᓚᐅᖏᓐᓂᓐᓂ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Mr. Mikkungwak, if you	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᒥᔅᑕ ᒥᑲᓐᖏᐊᖅ, ᓇᓗᓇᐃᑦᑎᐊᑲᓐᓂᓚᐅᕈᒃ ᐊᐱᖅᑯᑏᑦ.

wanted to clarify your question? **Mr. Mikkungwak**: Thank you, Mr. Chairman. I will rephrase. As my colleague had alluded in the spring sitting as we were informed one of the foster homes in Nunavut was shut down so when you shut down a foster home in Nunavut those children have to go somewhere. I presume the majority of them went to southern foster homes. The numbers for children in care or in foster homes may have increased due to one of the programs being shut down in Nunavut. Does that alleviate your annual inspections for the southern foster home placements? Thank you. **Chairman**: Thank you. I think I understand where some of the confusion is coming from. It was a group home that was shut down, not a foster home. But I believe some of those children were put in through the foster home system as well as group home facilities. Maybe if you want to take that under consideration, Mr. MacDonald, and respond to the member's question. **Mr. MacDonald**: Thank you. Thank you for the clarification, Mr. Chairman. That certainly helps. I think what I will do is I will ask Mr. Arnold to respond to that so he can speak about some of the particulars there and perhaps about the process about where an individual child will be placed in a circumstance such as that. Thank you. **Chairman**: Thank you. I believe our member from Rankin Inlet had the same type of scenario happen in his community so I'm sure he's listening with a lot of interest in this response. Mr. Arnold. **Mr. Arnold**: Ok. Thank you, Mr.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᒃᑲᓂᕐᓂᐊᖅᐳᖓᐃᓛᒃ, ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑎᒐ ᐅᖃᖅᑲᐅᒻᒪᑦ ᐅᐱᕐᖑᒃᑯᑦ ᑲᑎᒪᒃᔪᐊᖅᑎᓪᓗᑕ ᑐᓴᖅᑎᑕᐅᓚᐅᕋᑦᑕ ᐃᓚᖏᑦ ᑎᒍᐊᖑᐊᖃᖅᑐᑦ ᓄᓇᕗᑦᒥ ᑎᒍᐊᖑᐊᖃᕐᕕᒃ ᒪᑐᔭᐅᓚᐅᑎᓪᓗᒋᑦ ᓱᕈᓲᑦ ᐊᓯᐊᓄᑦ ᓄᑦᑎᖅᑕᐆᔭᕆᐊᖃᕐᒪᑕ. ᐅᓄᕐᓂᖅᓴᐃᓪᓗ ᖃᓪᓗᓈᑦ ᓄᓇᖓᓐᓄᑦ ᐊᐅᓪᓚᖅᑎᑕᐅᔪᕕᓂᐅᓱᒋᓪᓗᑎᒍ ᑎᒍᐊᖑᐊᖃᖅᑐᓄᑦ. ᓱᕈᓲᑦ ᑕᐃᒃᑯᐊ ᓄᓇᕗᑦᒥ ᐸᖅᑭᔭᐅᔪᑦ ᑎᒍᐊᖑᐊᕆᔭᐅᔪᑦ ᐅᓄᖅᓯᕚᓪᓕᑐᐃᓐᓇᕆᐊᖃᖅᑐᑦ ᒪᑐᔭᐅᓚᐅᕐᓂᖓ ᓱᕈᓯᕐᓄᑦ ᓇᔪᒐᖅ ᑕᐃᓐᓇ ᑎᒍᐊᖑᐊᖃᕐᕕᐅᔪᖅ. ᑕᐃᒪᓐᓇ ᐱᓕᕆᕕᒃᓯᓐᓂ ᐊᕐᕌᒍᑕᒦᑦ ᖃᐅᔨᓴᕆᐊᖃᖅᑕᓯᓐᓂᒃ ᖃᓪᓗᓈ ᓄᓇᖓᓃᑦᑐᓂᒃ ᐊᑭᑦᑐᕆᐊᖅᑎᑦᑎᕙ? ᖁᔭᓐᓇᒦᒃ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐅᐃᒻᒪᒐᓚᒻᒪᑕ ᑖᒃᑯᐊ ᑕᐃᓐᓇ ᓱᕈᓯᕐᓄᑦ ᓇᔪᒐᐅᔪᖅ ᑎᒍᐊᖑᐊᖃᕐᕕᐅᖏᑦᑐᖅ ᑕᐃᓐᓇ ᒪᑐᔭᐅᓕᕐᒪᑦ, ᐃᓚᖏ ᓱᕈᓲᑦ ᐸᖅᑭᔭᐅᓚᐅᖅᑑᒐᓗᐊᑦ ᑎᒍᐊᖑᐊᕆᔭᐅᓕᕐᒪᑕ. ᑕᐃᒪᓐᓇᖃᐃ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᒍᓐᓇᖅᑕᐃᑦ ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᑭᐅᒍᓗᑎᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑕᐅᔪᒧᑦ. ᖁᔭᓐᓇᒦᒃ.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ ᓇᓗᓇᐃᕋᕕᐅᒃ. ᒥᔅᑕ ᐋᓄᑦ ᑭᐅᖁᓂᐊᖅᑕᕋ ᑖᒃᓱᒥᖓ. ᐃᓗᓕᑯᔫᔭᖏᓐᓂ ᐅᖃᐅᓯᖃᕐᓂᐊᕐᒪᑦ, ᐃᖏᕋᓂᕆᔭᖓᓂᓪᓗ, ᓇᒧᓐᖓᖅᑕᐅᓯᒪᓕᕐᒪᖔᑕ. ᖁᔭᓐᓇᒦᒃ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᑲᖏᖅᑕᓂᕐᒧᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑕᐅᔪᖅ ᑕᐃᒪᓐᓇᐃᑦᑎᖃᑦᑕᖅᓯᒪᒻᒥᔪᖅ ᑖᔅᓱᒧᖓ ᑐᓴᕈᒪᑦᑎᐊᓂᐊᖅᑐᓴᐅᒻᒥᔪᖅ ᑭᒡᒍᓯᕐᒧᑦ. ᖁᔭᓐᓇᒦᒃ.	**ᐋᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᐊᐱᕆᒐᕕᑦ. ᓇᓗᓇᐃᑦᑎᐊᑲᓐᓂᕐᓗᒍ ᐊᖏᕋᖅ ᑕᐃᓐᓇ ᐃᖃᓗᓐᓃᑦᑐᖅ

Chairman. Thank you for that question. Just to clarify the home that we are speaking of in Iqaluit wasn't shut down. It has been, if you will, redirected to serve youth particularly female youth where we were struggling to provide appropriate services and support and we felt they were at risk so it was a matter of the operator believing that they could best serve this group of individuals. They are transitioning as we speak, this month. A number of those that will be served are actually in the south presently. Our desire is for them to have a much more successful transition back home. Thank you. **Chairman**: Thank you. Maybe if you could clarify with the member's question. He was enquiring into how that has impacted the annual inspection. Some of them are in foster care; some of them are in group home settings. Are they still the same conditions of annual inspection? Mr. Arnold. **Mr. Arnold**: Thank you, Mr. Chairman. Thank you for the opportunity to clarify. Yes, the same expectations and standards of annual inspections for the homes, whether they're foster homes or residential care facilities still applies as do the requirements of having visits which are different. Visiting the children wherever they are is a requirement that our social workers must adhere to with visits, once a month directly or via telephone. Thank you. **Chairman**: Thank you for that response, Mr. Arnold. Mr. Mikkungwak. **Mr. Mikkungwak**: Thank you, Mr. Chairman. I will switch onto another	ᒪᑐᔭᐅᓪᓚᑦᑖᓚᐅᓐᖏᑦᑐᖅ. ᐃᓂᒋᔭᐅᖕᒫᕐᓂᐊᓕᖅᑐᖅ ᒪᒃᑯᒃᑐᓄᑦ. ᐱᔨᑦᑎᖅᑎᑎᐊᖅᑕᐅᔪᓐᓇᓚᐅᓐᖏᑦᑐᓄᑦ ᐊᑦᑕᕐᓈᕿᔪᓄᑦ ᐃᓕᒋᔭᐅᕐᑯᓪᓗᒍ. ᒫᓐᓇᐃᓛᒃ ᓄᒃᑎᖅᐸᓪᓕᐊᓕᕐᒪᑕ ᑕᖅᑭᕆᔭᑦᑎᓐᓂᒃ.
	ᑖᒃᑯᐊᓗ ᐱᔨᔾᔪᖅᑕᐅᓂᐊᖅᑐᑦ ᒫᓐᓇ ᖃᓪᓗᓈ ᓄᓇᖕᒐᓐᓃᑦᑐᑦ ᓯᕗᒧᐊᑦᑎᐊᕐᑯᓪᓗᒋᑦ ᑕᒪᐅᖕᒐ ᓄᑦᑎᖅᑕᐅᑎᓪᓗᒋ ᓄᓇᕗᑦᒧ. ᖁᔭᓐᓇᒦᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᓇᓗᓇᐃᑲᐃᓐᓇᕆᑦ ᐊᐱᖅᑯᑎᒋᔭᖕᒐᓄᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᑉ ᐊᐱᖅᑯᑎᖃᕋᕐᒪᑦ, ᖃᓄᖅ ᑖᓐᓇ ᐊᑦᑐᐃᓯᒪᓂᖃᖅᐸ? ᐊᕐᕌᒍᑕᒫᑦ ᖃᐅᔨᓴᕆᐊᖃᖅᑕᓯᓐᓂ ᐃᓚᖏᓪᓗ ᐸᖅᑭᔭᐅᕕᒻᒦᑦᑐᑎᒃ, ᐃᓚᖏᓪᓗ ᑎᒍᐊᖑᐊᖃᕐᕕᒻᒦᑦᑐᑎᒃ. ᒥᔅᑕ ᐋᓄᑦ.
	ᐋᓄᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᓇᓗᓇᐃᕋᕕᐅᒃ. ᐃ, ᑖᒃᑯᓴᐃᓐᓇᕐᓂᒃ ᓂᕆᐅᑦᑐᒍᑦ ᑎᕐᓕᕆᔭᖃᖅᑐᒍᓂᓛᒃ, ᓂᕆᐅᑦᑐᒍᑦ ᐊᕐᕌᒍᑕᒫᑦᑎᐊᖅ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᕐᑯᓪᓗᒋᑦ ᑕᐃᒃᑯᐊ ᐸᖅᑭᕕᐅᖃᑦᑕᖅᑐᑦ ᓱᕈᓯᕐᓄᑦ. ᒪᓕᓪᓗᒋᑦ ᒪᓕᒐᖕᒋᑦ ᐳᓛᕆᐊᖃᑦᑕᕐᓂᖅᔭ
	ᐳᓛᕐᓂᖅ ᓱᕈᓯᕐᓄᑦ ᓇᓂᑐᐃᓐᓇᖅ ᒪᓕᒐᖅᑎᑎᒍᑦ ᐊᑐᕆᐊᖃᕐᒪᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ. ᐃᓄᓕᕆᔨᓄᑦ ᒪᓕᒃᑕᐆᔭᕆᐊᓕᒃ ᑕᐃᓐᓇ. ᐊᕐᕌᒍᑕᒫᖑᑦᑕᕋᓗᐊᖅᐸᑦ ᐅᐸᓪᓗᓂᐅᒃ ᑕᖅᑭ ᐊᑕᐅᓯᐊᕐᓗᒍ ᐅᖃᓚᐅᑎᒃᑯᓗᓐᓂᑦ. ᖁᔭᓐᓇᒦᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᑭᐅᒐᕕᑦ ᑕᐃᒫᒃ ᒥᔅᑕ ᐋᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
	ᒥᑭᓐᖑᐊᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒋᔭᒃᑲ ᐊᓯᐊᓄᑦ ᐊᐱᖅᑯᑎᖃᕐᓂᐊᓕᖅᐳᖕᒐ ᐅᖃᐅᓯᖃᖅᑎᓪᓗᑕ ᒪᓕᒋᐊᖃᖅᑐᓂᒃ,
	ᐱᓪᓗᐊᑕᐅᓂᖕᒋᓐᓂᒃ ᐊᔾᔨᒌᓕᖅᑎᑕᐅᓯᒪᔪᑦ ᒪᓕᒐᖕᒋᓐᓄ

thing here now. When we are discussing compliance and key standards here; when we look at the *Child and Family Services Act* and the *Adoption Act*; and, when we look at those case files which also have to be shared with Inuit organizations in respective regions: Can you provide an update on what measures have been taken to determine what privacy safeguards are currently in place when sharing child protection information with regional Inuit organizations? Thank you, Mr. Chairman.	ᐱᕐᑯᔭᕐᔪᐊᖅ ᑕᐅᑦᑐᒍ ᐊᒻᒪ ᑎᒍᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᕐᑯᔭᕐᔪᐊᖅ ᑕᐅᑦᑐᒍ ᑖᒃᑯᐊ ᐊᑐᓃᖅᑲᖅᑎᓪᓗᒋᑦ ᕿᒥᕐᕈᓇᖅᑎᓪᓗᒋᑦ. ᐃᓄᐃᑦ ᑎᒥᕐᑯᑎᖏᑦ ᑕᐃᒃᑯᐊ ᐊᒡᒍᖅᑐᖅᓯᒪᓂᕐᒥᑦ ᑐᓴᖅᑎᑕᐅᖅᑲᑦᑕᕆᐊᖅᕐᒥᒻᒪᑕ. ᐅᓂᒃᑳᒐᓛᒍᓐᓇᖅᐲᑦ ᖃᓄᐃᑦᑐᓂ ᐋᖅᑭᒃᓱᐃᓯᒪᓕᕐᒪᖔᔅᓯ ᑕᐃᒃᑯᐊ ᐊᑦᑕᕐᓇᕐᔭᐃᖅᓯᒪᕐᑯᓪᓗᒋᑦ ᐃᒻᒥᒧᑦ ᑐᕌᖓᔪᑦ ᑲᓐᖑᓇᖅᑐᑦ ᑎᑎᖅᑲᓂᒃ ᑐᓂᓯᔭᕌᖓᔅᓯ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖅᑎᒌᖏᓐᓄᑦ. ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
So, in practice, that means any number of things ranging from ensuring that client files in our offices are locked up, they're not left on desks, they're secured in locked cabinets. Making sure that any data that's recorded both lacks any specific detail on individuals and also of course that when we're dealing with some smaller communities that we try to ensure that the data is not released if there's only a small number of cases where individuals may be able to figure out who we're referring to when we release that data to other organizations, for example.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒃᑯᐊ ᑐᓴᒐᒃᓴᕐᑯᑎᖏᑦ ᐱᔨᑦᓯᖅᑕᒃᑲ ᐊᔾᔨᖏᓐᓂᒃ ᑐᓐᖓᕕᒃᑯᑦ ᐃᓛᒃ, ᐊᔾᔨᖏᓐᓂᒃ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖅᑎᒌᓐᓄᑦ ᑐᓂᓯᖅᑕᖅᑐᒍᓐ ᑕᒪᒃᑯᐊ ᑐᓴᒐᒃᓴᐃᑦ ᑐᓂᔭᐅᕐᑯᓇᒋᑦ ᐊᓯᑦᑎᓐᓄᑦ.
In practice, sometimes you'll even have situations where there are questions about specific cases or Members of this	ᐆᒃᑑᑎᒋᓗᒍ, ᑎᑎᖅᑲᕐᑯᑏᓐ ᑕᒪᒃᑯᐊ ᑮᒍᔭᐅᓯᒪᑦᑎᐊᖅᑲᑦᑕᖅᑐᑦ ᑐᖅᑯᐃᕕᓐᓂ ᑎᑎᕋᕝᕕᓐᓂᓗ. ᑕᒪᒃᑯᐊ ᐅᓂᒃᑳᓕᐊᓇᔭᐅᓯᒪᔪᑦ ᑐᓴᒐᒃᓴᖅᑲᐅᖅᑐᑦ ᐊᑐᓂ ᐃᒻᒥᑰᖅᑐᓂᒃ ᐊᒻᒪᓗ ᓄᓇᓕᓐᓂ ᒥᑭᑦᑑᑕᐅᓂᖅᓴᓂ ᑕᐃᒃᑯᐊ ᑎᑎᖅᑲᕐᑯᑎᒋᔭᖏᓐ ᓴᖅᑭᑕᐅᖅᑲᑦᑕᕐᑯᓐᖏᑕᕗᑦ ᑭᓯᐊᓂ ᐅᓄᖅᑐᐃᖅᓱᓐᖏᑦᑐᓛᓗᓪᓗᑎᒃ ᖃᐅᔨᓇᓱᖅᑲᑦᑕᖅᑐᑦ ᑭᒃᑯᓐᓄᑦ ᐅᖅᑲᐅᓯᖅᑲᓐᓂᐊᒻᒪᖔᑦᑕ ᓴᖅᑭᑦᑎᔭᖏᑦᑕ ᑭᓇᐅᒻᒪᖔᑦ ᖃᐅᔨᔪᓐᓇᓗᐊᖅᑲᑦᑕᖏᑦᑐᑦ ᐃᓛᓐᓂᒃᑯᓪᓗ ᐊᐱᖅᑯᑎᖅᑲᖅᑎᓪᓗᒋᑦ ᐱᔾᔪᑎᓪᓚᑦᑖᒥᒃ.	ᓱᓪᓗ ᐃᓄᒻᒧᑦ ᑐᖏᖓᔪᓂᒃ ᑲᑎᒪᔨᕋᓛᑦ ᐊᐱᖅᑯᑎᒃᓴᖅᑲᓐᓂᖅᐸᑕ ᐱᓕᕆᕕᑦᑎᓐᓄᑦ, ᑭᐅᑲᐅᑎᒋᔪᓐᓇᖏᑦᑐᒍᑦ ᐃᓗᓕᑯᓗᔭᖏᑦ ᐱᖅᓯᐅᑎᓪᓗᒋᑦ. ᑭᓯᐊᓂᓕ, ᐃᓗᓕᑯᓗᔭᖅᑲᓐᖏᕐᓗᒋᑦ

Committee may have questions to the department. We cannot always address the specifics of a case but we do try to speak in generalities and get to the heart of the issue. Thank you.	ᓂᑦᓕᐅᑎᒋᕙᒃᑕᕗᑦ ᑭᒡᒍᓯᕗᑦ ᐃᓚᖏᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Would you like me to clarify what you're really asking Simeon or do you want to continue with your line of questioning? Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ.. ᓇᓗᓇᐃᑦᑎᐊᒃᑲᓐᓂᓚᒎ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐊᐱᖅᓲᑎᖅᑲᒃᑲᓐᓂᕈᒪᕕᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak: Thank you, Mr. Chairman. Maybe I'll re-phrase or look at it from another angle. When we look at regional Inuit organizations in respective regions in Nunavut, they have new boards of directors that are elected who sit on a term, who sit for a term of office.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒐ ᐅᖅᑲᒃᑲᓐᓂᓐᓂᐊᖅᐸᕋᖅᑲᐃ. ᕿᒥᕐᕈᓇᒃᓗᒋᑦ ᐃᓄᐃᑦ ᑎᒥᕐᑯᑎᒋᔭᖏᓐ ᐊᒡᒍᖅᑐᖅᓯᒪᓂᒻᒥ ᓄᓇᕗᒥ ᑲᑎᒪᔨᖅᑲᐅᒻᒪᑕ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᓂᒃ ᑲᑎᒪᔨᐅᑦᓗᑎᒃ ᐊᑯᓂᐅᓂᖓ ᒪᓕᒃᓗᒍ ᓂᕈᐊᖅᑕᐅᓯᒪᓂᖓ.
At the same time, I guess what I needed a reassurance from your department when we look at staff, also, who are working in these respective Inuit organizations they could be also facing staff turnover.	ᐊᑕᐅᑦᑎᒃᑯᓪᓗ ᐃᒪᓐᓇ ᖃᐅᔨᑎᑕᐅᔪᒪᔪᖓ ᐱᓕᕆᕕᒃᓯᓐᓂ, ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᑕᐃᒃᑯᐊ ᑎᒥᕐᑯᑎᖏᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑲᑦᑕᖅᑐᑦ ᐊᓯᔨᖅᑲᑦᑕᒻᒥᒻᒪᑕ ᑲᓐᖑᓇᖅᑐᑦ ᖃᓄᑎᒋ ᑲᓐᖑᓇᖅᑐᑦ ᑕᒪᒃᑯᐊ ᓴᐳᒻᒥᔭᐅᑎᒋᖅᑲᑦᑕᖅᐸᓐ?
So what privacy safeguards do you have currently in place to reassure us on a yearly basis to protect the information of each particular child case file that they receive? Thank you, Mr. Chairman.	ᐊᕐᕌᒍᑕᒫᖅ ᑕᒪᒃᑯᐊ ᓴᖅᑭᑦᑕᕆᐊᖅᑲᓐᖏᑦᑐᑦ ᓴᐳᒻᒥᔭᐅᑦᑎᐊᖅᑯᓪᓗᒋᑦ. ᑎᑎᖅᑲᖅᑯᑎᒋᔭᐅᔪᓐ. ᐊᑐᓂᑦ ᓱᕈᓯᓐᓄᑦ ᑐᕌᖓᔪᑦ ᐸᐃᑉᐹᖅᑯᑎᒋᔭᐅᔪᑦ ᑎᑎᕋᖅᓯᒪᔪᓐ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Mikkungwak. What the Member was referring to is there is a section of the *Child and Family Services Act* that dictates that a child protection worker must serve a copy of the originating notice commencing on an application for a declaration that a child needs protection, etcetera, to the regional Inuit organization. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᐅᖃᐅᓯᕆᔭᖓ ᒪᓕᒐᓕᐅᖅᑎᐅᑉ ᑎᑎᕋᖅᓯᒪᔪᖅᑕᖅᑲᒻᒪᑦ ᓱᕈᓰᑦ ᐃᓚᓐᓈᓇᑦᓗ ᒪᓕᒐᖓᓐᓂ ᑎᓕᓯᓯᒪᔪᖅ ᓱᕈᓯᓐᓂᑦ ᓯᓐᓈᖅᑎ ᑐᓂᓯᔭᕆᐊᖅᑲᒻᒪᑦ ᐊᔾᔨᖓᓐᓂᒃ ᐱᒋᐊᕈᑎᐅᔪᕕᓂᐅᑉ ᑐᓴᖅᑎᑕᐅᔾᔪᑖᓂᒃ, ᐱᒋᐊᓲᖅ ᐆᒃᑐᖅᑐᖅᑲᑐᐊᒻᒪᑦ ᑕᐃᒍᖅᓯᒪᔾᔪᑎᒥᒃ ᓱᕈᓯᖅ ᓴᐳᒻᒥᔭᐆᔭᕆᐊᖅᑲᓕᓐᓂᖓᓐᓂᒃ, ᑕᐅᕗᖓ, ᑕᐅᕗᖓ ᐊᒡᒍᖅᓯᒪᔪᓄᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑖᓄᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you for the clarification. I get the question much better now. There are a number of	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᑐᑭᓯᓇᖅᓯᑎᒃᑲᕕᐅᒃ. ᐊᐱᖅᑯᑎᒋᔭᖓ ᑐᑭᓯᕝᕙᓕᖅᐸᕋ. ᖃᔅᓯᒐᓚᐃᑦ ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᐊᑐᖅᑕᐆᔭᕆᐊᖅᑲᓲᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐊᖅᐸᓯᒋᐊᕋᓱᒍᑏᑦ ᐃᓗᐊᕆᐊᓇᐅᑎᐅᔪᑦ ᐃᓕᔅᕆᔭᐅᑐᐃᓐᓇᕆᐊᖃᓐᓂᐊᓄᑦ. ᑕᒪᓐᓇ

different procedures that are in place to reduce the risk that identification could occur, essentially, to maintain confidentiality. Only initials are used in any sort of documentation so that they are not full names. That reduces risk of instant identification, for example. We employ the process of requesting the consent of the individual or the family involved so that they have the opportunity to provide permission for us to share information on the particular circumstances. All of our documentation is shredded after it's been shared, so that's another procedure we have in place to make sure that that is not something that would be out there in the public purview. Thank you. **Chairman**: Thank you, Mr. MacDonald. I'm think that's just part of the question. I'm sure that the Member from Baker Lake has another portion of the task. Mr. Mikkungwak. **Mr. Mikkungwak**: Thank you, Mr. Chairman. That does answer part of my question. My additional question t o that would be is; what reassurance do we have or does your department have in place when a case file has been concluded and how are you reassured as a department from the regional Inuit organizations that there have not been any duplicate files made? Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Mikkungwak. I will go a step further. When you mention the use of initials I believe that would not be proper according to the act. The child's name would have to be divulged to the regional Inuit organization according to the act. Then you can take the rest of the member's question out of that context, Mr. MacDonald.	ᑲᓐᖑᓇᖅᑎᑦᑎᓇᓱᐊᓐᓂᒻᒧᑦ ᑐᕌᒐᖅᑐᑦ ᑕᐃᒪᓐᓇᐃᓐᓂᐊᓄᑦ ᐊᑎᖕᒋᑕ ᐱᒋᐊᕈᑎᖕᒋᑦ ᐊᑐᖅᑕᐅᑐᐃᓐᓇᓲᑦ ᑎᑎᖅᑲᐅᑉ ᐃᓗᐊᓃᑦᑐᒥᒃ ᑕᐃᒍᐃᔪᓂᒃ. ᐃᓗᐃᑦᑐᒥᒃ ᐊᑎᓇᔭᐅᔪᒥᒃ ᑎᑎᕋᖅᑐᖅᑭᓐᓇᖕᒋᑦᑐᖅ ᑕᒪᓐᓇᓗ ᐅᓗᓇᐊᓇᕈᓐᓃᖅᑎᑦᑎᕝᑦᓕᖅᓱᓂ ᐃᓕᓴᓇᔭᐅᑐᐃᓐᓇᓇᐊᖃᓐᓂᐊᓂᒃ. ᑐᑭᓕᐅᑎᓗᒍ ᐊᐅᓚᔾᔪᓯᖃᕋᑦᑕ ᑭᓇᑐᐃᓐᓇ ᐃᓚᒋᔭᖕᒋᑦᓗ ᐊᐱᓇᔭᐅᑦᓗᑎᒃ ᐊᖕᒋᕈᓐᓇᒻᒪᖕᒐᖕᒋᑕ ᑖᒃᑯᐊ ᑐᑭᓯᐅᒪᔾᔪᑎᐅᔪᑦ ᑐᓐᓂᓇᔪᓐᓇᖁᑦᓗᑎᒍᑦ ᓵᓐᖓᔭᖕᒋᓐᓄᑦ ᐊᒻᒪᓗ ᑕᒪᐃᑕ ᑎᑎᖅᑲᓕᒫᑦ ᐱᔭᕇᖅᑕᐅᒐᐃᒐᒥᒃ ᓯᖅᑲᓕᔭᐅᓲᑦ ᑐᓂᔭᐅᓯᒪᓕᑐᐊᕌᖓᑦᑕ. ᑖᓐᓇᑦᑕᐅᖅ ᐊᐅᓚᓂᐅᔪᖅ ᑲᓐᖑᓇᖅᑎᑦᑎᓇᓱᐊᖅᓗᑕ ᑭᓇᑐᐃᓐᓇᒻᒧᑦ ᑕᑯᔭᐅᖅᑲᑦᑕᖅᑯᓇᒋᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᑖᓐᓇ ᐃᓚᖓᑕ ᐊᐱᖅᑯᑖᑕ ᑭᒡᒍᑎᒋᒐᕕᐅᒃ. ᖃᒪᓂᑦᑐᐊᑉ ᒪᓕᒐᓕᐅᖅᑎᖓ ᐊᐱᖅᑯᑎᖃᒃᑲᓐᓂᖅᑐᒃᓴᐅᕗᖅ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
	ᒥᑭᓐᖑᐊᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃᓛᒃ ᐊᐱᖅᑯᑎᒪ ᐃᓚᖓ ᑭᐅᔭᐃᑦ. ᐅᐃᒍᓕᖅᐸᕋ ᐊᐱᖅᑯᑎᒪ ᐊᒥᐊᑦᑯᖓ, ᖃᓄᐃᑦᑐᒥᒃ ᐊᓴᐃᔾᔪᑎᒃᑲᓐᓂᒻᒥᒃ ᓴᖅᑮᔪᓐᓇᖅᐱᓯ ᐱᓕᓇᕝᕕᓴᓯᓐᓂ ᑕᒪᒃᑯᐊ ᑲᒪᒋᔾᔪᑕᐅᔪᑦ ᑎᑎᖅᑲᐃᑦ ᐱᔭᕇᖅᑕᐅᒐᖓᑕ, ᖃᓄᑦᓕ ᐱᓕᓇᕝᕕᓯ ᐊᓴᔭᐅᔾᔪᑎᖃᓲᖑᕕᓯ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᓐᓄᑦ ᓇᓕᖅᑲᖕᒋᓐᓂᒃ ᓴᓇᔪᖃᓚᐅᓐᖕᒋᒃᑲᓗᐊᒻᒪᖕᒐᑦ ᑖᒃᑯᓂᖓ? ᖁᔭᓐᓇᓐᖓᒃ ᐃᒃᓯᕙᐅᑖᖅ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᐅᖃᖅᑲᐅᒐᕕᑦ ᑕᒪᒃᑯᐊ ᐊᑎᖕᒋᑕ ᓯᕗᑦᓕᖅᐹᖕᒋᑦ ᐊᑐᖅᑕᐅᑐᓐᓇᕈᓐᓇᖕᒋᒻᒪᑕ ᒪᓕᑦᓗᒍ ᐱᖁᔭᖅ ᑖᒃᓱᒪ ᓱᕈᓯᐅᑉ ᐊᑎᑦᓚᑦᑖᖕᒐ ᐊᑐᖅᑕᐅᒋᐊᖃᖅᖕᒐᑦᑕ ᒪᓕᑦᑐᒍ ᐱᖁᔭᖅ, ᑖᓐᓇ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᓐᓄᑦ ᐊᑐᖅᑕᐅᒋᐊᖃᓕᕋᔭᖅᑐᖅ ᒪᓕᑦᑐᒍ ᒪᓕᒐᖅ. ᑕᒪᓐᓇ ᓇᓗᓇᐃᓚᐅᖅᑎᑦᓗᒍ ᐊᐱᓇᒋᐊᑲᓐᓂᕈᓐᓇᖅᑐᑎᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
	ᒪᒃᑖᓄᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᒪᒥᐊᐸᐅᖕᒐ ᐊᑕᖅᑭᑎᑦᑎᑲᐃᓐᓇᕋᑖᕋᒪ. ᒫᓐᓇᐅᔪᒥᒃ

Mr. MacDonald: Thank you, Mr. Chairman. Just a moment. Thank you, Mr. Chairman. I apologize for the momentary delay. At this point in time I have to tell you that we do not have any reassurance that an outside organization follows procedures and adheres to confidentiality standards other than expecting that verbally through that process of sharing the information. At this point in time we do not have a means of verifying that that has been done.	ᐅᖃᐅᑎᒍᓐᓇᕆᔾᔪ ᐱᑕᖃᖏᓇᑦᑕ ᑖᒃᑯᐊ ᓯᓚᑖᓂᒃ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᒪᓕᑉᐸᒻᒪᖕᒫᑕ ᑲᖑᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᑎᓪᓗᒋᑦ. ᒫᓐᓇᐅᔪᒥᒃ ᐱᑕᖃᖏᑦᑐᖅ ᑕᒪᓐᓇ ᓴᖅᑭᑦᑕᐅᓚᐅᖅᓯᒪᒻᒪᖕᒫᖅ. ᖁᔭᓐᓇᒦᒃ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐃᓱᒪᔅᓴᖅᓯᐅᕈᑎᒃᓴᑦᑎᐊᕙᐅᒐᔭᖅᑐᑦ ᕿᒥᕐᕈᓗᒍ ᑖᒃᑯᐊ ᐱᓕᕆᖃᑎᖃᖃᑦᑕᕐᓗᓂ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᓐᓂ, ᑕᒪᒃᑯᐊ ᐊᓯᔾᔨᑕᖃᑦᑕᕐᓂᖕᒋᓐᓄᑦ ᑲᑎᒪᔨᐅᔪᐃᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᐅᔪᐃᑦ. ᑕᒪᒃᑯᐊ ᑐᓴᐅᒪᑎᒃᑕᐅᑲᓐᓂᕐᑯᓪᓗᒋᑦ ᑲᓐᖑᓇᖅᑐᓕᕆᓂᕐᒨᖕᒐᕙᑦᑐᑦ ᒪᓕᓪᓗᒋᑦ ᒪᓕᒐᖅ.
I had no other names on my list, but Ms. Angnakak asked for a second round so please proceed Ms. Angnakak.	ᐊᑎᖁᑎᖃᕈᓐᓃᕋᒪ, ᒥᓯᔅ ᐊᖕᓇᑲᖅ ᐊᐱᓇᒃᑲᓐᓂᕈᒪᒻᒪᑦ, ᑲᔪᓯᒋᐊᓇᑦ, ᒥᓯᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you very much, Mr. Chairman. Thank you for this opportunity.	**ᐊᖕᓇᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᓪᓕᓇᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐱᕕᖃᖅᑎᑲᓐᓂᕈᓐᓇᕋᕕᖕᒐ.
I just got interested when I was listening to some of your answers regarding conducting visits of group homes or foster homes and that. I want to ask, maybe just for clarification, when a social worker conducts a review of a home and maybe the general well being of a child under the care of the department, what are they looking for? Thank you, Mr. Chairman.	ᑐᓴᓇᐊᒃᑲᓐᓂᕈᒪᓕᑐᐃᓐᓇᕋᑖᕋᒪ ᑭᐅᔾᔪᑎᑎᑦ ᓈᓚᑦᑐᒋᑦ, ᐱᔾᔪᑎᓖᑦ ᐳᓚᕋᖃᑦᑕᓂᕐᒧᑦ ᓱᕈᓯᕐᓄᑦ ᐃᓂᒋᔭᐅᔪᓂᒃ. ᐊᐱᓇᒍᒪᔪᖕᒐ. ᐃᓄᓕᓇᔨᐅᔪᖅ ᖃᐅᔨᓴᕐᓂᖃᓕᖅᑎᓪᓗᒍ ᐊᖏᕋᐅᔪᒥ, ᐊᒻᒪᓗ ᑖᔅᓱᒥᖕᒐ ᓱᕈᓯᕐᒥᑦ ᐱᓯᒪᔭᐅᔪᒥᒃ. ᑭᓯᒥᑦ ᕿᓂᓲᖑᕙᑦ ᖃᐅᔨᓴᕐᓂᖃᓕᕋᐃᒻᒪᑕ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr.	**ᒪᒃᑖᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᓇᓂᐊᖅᐸᕋ ᒥᔅᑕ ᐋᓄᑦ ᑖᔅᓱᒥᖕᒐ ᑭᐅᖁᓗᒍ
Mr. MacDonald: Thank you, Mr.	ᓇᓗᓇᐃᑦᑎᐊᑲᓐᓂᕈᓐᓇᓂᐊᖁᒪᒍ. ᖁᔭᓐᓇᒦᒃ.

Chairman. I'll ask Mr. Arnold to respond to that question to give you the details that you need. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐋᓅᑦ.
Chairman: Thank you. Mr. Arnold.	**ᐋᓅᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪᖃᐃ ᐊᔾᔨᒌᓐᖏᒻᒪᑕ ᑕᐃᒪ ᖃᐅᔨᓴᒃᑲᓪᓚᓲᖑᒐᑦᑕ ᖃᓄᐃᒻᒪᖕᒐᑕ ᓂᕆᐅᒋᔭᐅᓇᑕ, ᐊᒻᒪ ᑕᒪᒃᑯᐊ ᕿᒥᕐᕈᓗᑐᐃᓐᓇᓲᖑᓪᓗᑕ ᓱᕐᓗ ᐃᓪᓗᒋᔭᐅᔪᐃᑦ ᖃᑦᑎᕈᑎᖃᑦᑎᐊᕋᓗᒻᒪᖕᒐᑕ ᐊᒻᒪ ᐋᓐᓂᖅᑕᐃᓕᒪᔾᔪᑎᒐᓗᓐᓂᑦ ᐱᑕᖃᑦᑎᐊᕐᒪᖕᒐᑕ, ᓴᓗᒪᒻᒪᖕᒐᑕ, ᐊᓐᓄᑖᖃᑦᑎᐊᕐᒪᖕᒐᑕ, ᐃᓪᓕᖃᑦᑎᐊᕐᒪᖕᒐᑕ, ᓂᕆᑦᑎᐊᖅᐸᒻᒪᖕᒐᑕ, ᑮᓯᒪᑦᑎᐊᖃᑦᑕᕐᒪᖕᒐᑕ ᐱᓂᐊᖅᓯᒪᓇᕋᓗᑎᐊᕈᓐᓇᖅᑐᑎ ᐃᓪᓗ ᐃᓵᖅᑕᐅᖁᓇᒋᑦ.
We also made a focus of our inspections to be far more client-focused, child and youth focused. What are the relationships like? What is planning like? Are we setting meaningful, manageable plans?	ᐊᒻᒪᑦᑕᐅᖅ ᐅᑯᐊᓗ ᐊᖏᔪᖅᑳᖏᑦ, ᐊᑖᑕᖏᑦ ᐊᓈᓇᖏᓪᓘᓐᓃᑦ ᖃᓄᖅ ᑐᓴᖅᑎᑕᐅᑕᕋᓗᔫᕙᑦ, ᐅᕙᓘᓐᓃᑦ ᖃᓄᖅ ᖃᑕᓐᖑᑎᒥᓐᓂᒃ ᑐᓴᖅᑕᐅᓚᐅᔫᒥᓲᖑᕙᑦ.
With respect to visits that our social workers would conduct regularly with children, it's an opportunity to speak with them privately as to how they are doing there. What is their comfort level? How are they doing in school? The conversations can vary. You want to develop a level of trust so they can speak to you and talk to you. A lot of it is very much observation, just seeing the overall level of the relationships and the support.	ᑕᐃᒪᓕ ᑖᒃᑯᐊ ᐅᑯᐊ ᐱᓕᕆᔨᐅᔪᐃᑦ ᒐᕙᒪᒃᑯᓐᓂᑦ ᑕᑯᔭᐃᖃᑦᑕᓲᖑᒻᒪᑕ ᓄᑕᖅᑲᓂᑦ ᖃᓄᐃᒻᒪᖕᒐᑕ ᓇᒻᒥᓂᖅ. ᓱᕐᓗ ᐃᓕᓐᓂᐊᖅᑎᐊᕐᒪᖕᒐᑕ, ᐅᕙᓘᓐᓃᑦ ᑳᖃᑦᑕᖏᒻᒪᖕᒐᑕ, ᐅᕙᓘᓐᓃᑦ ᐱᕈᖅᐸᓪᓕᐊᑎᐊᕐᒪᖕᒐᑕ ᐅᕙᓘᓐᓃᑦ ᐃᓕᕋᓱᖏᒻᒪᖕᒐᑕ. ᑭᓱᑐᐃᓐᓇᕐᓂᒃ ᑕᒪᒃᑯᓂᖓ ᖃᐅᔨᓴᓲᖑᔪᒍᑦ. ᑕᒪᒃᑯᓄᖓ ᐊᖏᔪᖅᑳᓇᔭᖏᓐᓄᑦ ᑲᒪᒋᓲᓇᔭᖏᓐᓄᑦ.
There is a lot that can be gained by that as opposed to having a checklist and just checking things off. Those would be the tangible differences. Inspections are a little more concrete but as I said we're focusing far more on the client relationships and the overall client focus. Thank you, Mr. Chairman.	ᓱᕐᓗ ᐃᒪᓐᓇ ᑎᑎᖅᑲᖁᑎᖃᒥᐊᓱᐃᑦᑑᔪᒍᑦ 1, 2, 3, 4, 5 ᓯᒪᔪᓂᒃ ᐅᓄ ᐱᕕᑦ ᑕᐃᒪᐃᓕᐅᕋᐆᔭᒥᐊᓱᐃᑦᑑᔪᒍᑦ, ᐃᒪᓐᓇ ᑕᑯᔭᖅᑐᒻᒪᓇᖃᑦᑕᖅᑐᑕ ᐊᖏᕐᕋᓄᑦ ᐱᓲᖑᔪᒍᑦ. ᓱᕐᓗ ᐃᓱᒪᒋᓪᓗᒍ ᑕᐃᓐᓇ ᑎᒍᐊᓇᔭᐅᓯᒪᔪᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᓱᔅ ᐊᖕᓇᑲᖅ.
	ᐊᖕᓇᑲᖅ (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
	ᖁᔭᓐᓇᒦᓪᓗ ᑕᐃᒪᓐᓇ ᑭᐅᒐᕕᑦ. ᐃᓛᒃ,

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your answer, that is interesting. What caught my eye is the fact that you said some of these reviews you do you do through the telephone. Especially if you are talking with a child that is out of territory, I know myself that you can talk to a child on the phone and talking to a child face-to-face you can get obviously very different information. I'm wondering if you can tell me how accurate you think it would be to get all the information over the phone? I'm just thinking that it is probably not such a great way of doing things. Thank you, Mr. Chairman.	ᐅᔾᔨᕈᓯᒋᐊᓕᖅᑲᐅᒐᒪ ᐅᖃᕋᕕᑦ ᐃᓚᖏᑦ ᐅᖃᓗᑎᒃᑯᒍᖅ ᐃᓚᖏᓐᓂ ᐅᖃᓗᖃᑎᒋᒥᐊᓯᓐᓇᖅᑐᒋᑦ ᐱᓲᖑᒐᔅᓯ. ᓲᕐᓗ ᐱᓗᐊᖅᑐᒥᑦ ᓄᑕᕋᖅ ᑕᐃᒪ ᐊᐅᓪᓚᖅᓯᒪᐸᐸᑦ ᖃᓪᓗᓈᑦ ᓄᓇᖓᓐᓃᓪᓗᓂ. ᑕᐃᒪ ᐅᖃᓗᑎᒃᑯᑦ ᐊᔾᔨᒌᓐᖏᑦᑐᐊᓗᒻᒪᑦ ᑕᑯᓪᓗᐊᕕᓪᓗᒍᓗ ᑕᐃᒪ ᐊᔾᔨᒌᓐᖏᑦᑐᐊᓗᒻᒪᑦ. ᐃᓱᒪᑐᐃᓐᓇᖅᑐᖓ, ᐅᖃᐅᑎᔪᓐᓇᖅᐱᖓᖃᐃ ᖃᐅᔨᔪᒪᔭᑦᑎᓐᓂᒃ ᐅᖃᓗᑎᒃᑯᑦ ᐊᐱᖅᓱᒥᐊᖅᓯᓐᓇᕐᓂᕈᑦᑎ ᓄᑕᕋᕐᒥᒃ ᑕᒪᒃᑯᐊ ᑐᑭᓯᔪᒪᓗᑦᑖᕋᑦᑎᒍ ᐊᓯᐊᑎᒍᖕᒐᕈᒥᓇᐅᕐᑯᒐᔭᖅᑕᕋᓕ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᐊᐱᖅᑯᑎᒥᒃ ᑐᓴᓗᐊᓐᖏᓐᓇᒪ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᑭᐅᔪᒪᒍᕕᐅᒃ.
Chairman: I didn't really hear much of a question there but, Mr. MacDonald, if you wanted to respond to that.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐋᓅᒧᑦ ᑭᐅᔭᐅᑎᓐᓂᐊᕋᒃᑯ. ᖁᔭᓐᓇᒦᒃ.
Mr. MacDonald: Thank you, Mr. Chairman. I'll allow Mr. Arnold to continue to respond to that.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐋᓅᑦ.
Chairman: Thank you. Mr. Arnold.	**ᐋᓅᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᐱᕕᖃᖅᑎᒃᑲᕕᓐᖓ ᓇᓗᓇᐃᖅᓯᖁᓪᓗᖓ. ᑕᑯᓪᓚᑦᑖᕐᓗᒋᑦ ᐱᔪᒥᓇᕐᓂᖅᓴᐅᓪᓚᓇᑦᑑᒐᓗᐊᖅ ᓱᕈᓯᕐᓂᑦ. ᐆᒥᖓᓕ ᑐᕋᖓᓂᖃᖅᑐᒍᑦ ᓱᕈᓰᑦ ᑕᖅᑭᑕᒫᑦ ᑕᑯᔭᐅᖃᑦᑕᕐᑯᓪᓗᒋᑦ ᐅᖃᖃᑎᒋᔪᓐᓇᕐᓗᒋᓪᓗ ᐅᖃᓗᑎᒃᑯᑦ. ᑕᒪᒃᑯᐊ ᑕᒪᒡᒋᖅᑕᐅᖃᑦᑕᖅᑐᑦ, ᑭᓯᐊᓂ ᐱᐅᓂᖅᓴᐅᕙᒃᑐᖅ ᑕᑯᓪᓚᓇᓪᓗᒋᑦ ᐱᕕᒃᓴᖃᓗᐊᕐᓂᐅᓴᓇᓐᖏᒻᒪᑦ ᑕᑯᖃᑦᑕᐃᓐᓇᕈᓐᓇᕐᓗᒋᑦ ᓱᕈᓰᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐋᓅᑦ. ᒥᔅᑕ ᐃᓄᒃ.
Chairman: Thank you, Mr. Arnold. Mr. Enook.	**ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ ᐃᔅᓯᕙᐅᑖᖅ. ᑕᐃᓐᓇ ᑲᑎᒪᔨᐅᖃᑎᒪ ᐊᐱᖅᑯᑎᒋᖃᑖᖅᑕᖓᓄᑦ ᐃᓚᒋᐊᕈᒪᓪᓗᒍ ᒥᔅ ᐊᖕᓇᑲᖅ ᐳᓛᓇᐊᖅᑕᐅᖃᑦᑕᕐᓂᒃ ᑕᒪᒃᑯᐊ ᐱᓯᒪᔭᐅᔪᑦ. ᐅᑯᐊ

Mr. Enook (interpretation): Thank you, Mr. Chairman. In relation to a supplementary to what my colleague said in relation to visitations of the foster children. In relation to what the Auditor General's report and also in reference to page 16 it is stated that whatever you do is no good, it's not satisfactory. It all says unsatisfactory at the corners there, on the right hand side. We know that your work involves a whole lot of things. It's difficult and I do want to ask and I do know people who have taken children under their care, other people's children under their care so it is stated here that foster homes, nobody ever visits them. It says no one ever goes to see them. No department official. Perhaps maybe once a year. I wonder what the difficulty is for childcare officials to visit them. Thank you, Mr. Chairman. **Chairman**: I believe the department did cover some of this, Mr. Enook. But in case Mr. MacDonald has thought of any other practices that are currently being done to address the concern that the member brings forward, I'll allow another response. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. Thanks again for the question. Looking on page 16, I agree. It is entirely unsatisfactory and let me tell you we are not satisfied with that assessment either. In terms of visitations of homes and why our staff has not been able to carry out visitations regularly or even as per our own policies and procedures. As I stated before, there are a number of factors ranging from workload, turnover of staff, our ability to report, our ability to enable our supervisors to be able to keep track of	ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᑦ ᑎᑎᖅᑲᖏᑦ ᐅᕙᓂᓗ ᒪᑉᐱᖅᑐᕋᖓᓂ 16-ᒥ ᐱᓕᕆᐊᓕᒫᓴᓯᓐᓂᒃ ᓈᒻᒪᖏᓐᓇᕋᐃᓯᒪᒻᒪᑕ ᑲᔪᓯᕙᓪᓕᐊᑎᑦᑎᓇᓱᐊᖅᓯᒪᓂᕆᔭᓴᓯᓐᓂᒃ ᓈᒻᒪᖏᓐᓇᕋᐃᒻᒪᑕ ᑕᒪᕐᒥᑦᑎᐊᒻᒪᕆᒃ ᑎᓴᒪᐅᓪᓗᑎᓪᓗ ᑖᒃᑯᐊ. ᖃᐅᔨᒪᒐᓗᐊᖅᑐᖓ ᑖᒃᑯᐊ ᐱᓕᕆᐊᒃᓴᓯ ᐱᔭᕆᐊᑐᔪᒻᒪᕆᐊᓘᒻᒪᑕ ᐊᒻᒪᓗ ᐋᖅᑭᑲᐅᑎᒋᔪᓐᓇᖏᒃᓗᑎᒃ. ᑭᓯᐊᓂ ᐅᓇ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ ᐊᒻᒪᓗ ᖃᐅᔨᒪᔭᖃᐅᕋᒪ ᐃᓅᖃᑎᖃᖅᓗᖓᓗ ᐱᓯᒪᒃᓯᓐᓂᒃ ᓱᕈᓯᖅᓂᒃ. ᑖᓐᓇ ᑎᑎᕋᖅᓯᒪᔪᖅᖃᕐᑦ ᑖᒃᑯᐊᒍᖅ ᐊᖏᕋᕐᕕᐅᖃᑦᑕᖅᑐᑦ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᐅᖃᑦᑕᖅᑐᑦ ᐳᓛᕆᐊᖅᑕᐅᔪᓐᓇᖏᑦᑎᐊᖃᑦᑕᖅᑐᑦ ᑕᑯᔭᖅᑐᖅᑕᐅᓚᐅᖅᓯᒪᔪᓐᓇᖃᑦᑕᖏᑦᑐᑦ, ᐃᓛᓐᓂᓪᓗᐊᕋᓗᒃ ᐊᑕᐅᓯᐊᖅᑐᒍᓘᓐᓃᑦ ᑕᑯᔭᖅᑐᖅᑕᐅᓲᑦ. ᖃᓄᐃᒻᒪᑦ ᑕᒪᓐᓇ ᐊᔪᕐᓇᓗᐊᖃᑦᑕᖅᑐᐊᓘᓯᒪᓚᐅᖅᐸ ᐊᒻᒪᓗ ᖃᓄᖅ ᐋᖅᑭᒋᐊᖅᓯᒪᓕᖅᐱᓯᐅᒃ? ᖁᔭᓐᓇᒦᒃ ᐃᔅᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐱᓕᕆᕕᒻᒧᑦ ᑕᒪᓐᓇ ᑭᐅᔭᐅᔭᕆᖅᓯᒪᓐᖏᒻᒫᑦ, ᒥᔅᑕ ᐃᓄᒃ, ᑕᒪᒃᑯᐊ ᒫᓐᓇ ᐱᓕᕆᐊᖑᕙᓪᓕᐊᔪᑦ ᖀᒃᑲᓐᓂᐊᒍᑦ? ᑖᓐᓇ ᑭᐅᔭᐅᑎᓐᓂᐊᖅᐸᕋ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᑲᓂᖅᐳᖓ ᐊᐱᖅᑯᑎᒧᑦ. ᑖᓐᓇ ᕿᒥᕐᕈᓪᓗᒍ 16-ᖓᓃᑦᑐᖅ ᐊᖏᖅᑎᒋᔭᕋ ᓈᒻᒪᖏᑦᑎᐊᒻᒪᕆᒻᒪᑦ ᐅᕙᒍᓪᓗ ᓈᒻᒪᒃᓴᕐᓇᑕ ᐋᖅᑭᒃᓯᒪᓂᖓᓂᒃ. ᑕᒪᒃᑯᐊᓕ ᐊᖏᕋᖅᑲᕐᕕᓐᓂ ᐳᓚᕋᓐᓂᕐᒧᑦ ᖃᓄᐃᒻᒪᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᑕᑯᔭᖅᑐᕈᓐᓇᖏᓗᐊᖅᑲᑦᑕᕐᒪᖔᑕ ᑕᒫᖅᑕᖅᑐᒥᒃ, ᑕᒪᒃᑯᐊᖑᒐᓗᐊᖅᑎᓪᓗᒋᑦ ᐊᑐᐊᒐᕐᑯᑎᕗᑦ. ᐅᖃᖅᑲᐅᒐᒪᓗ ᐱᔾᔪᑎᑕᖃᐅᕈᔭᕐᒪᑦ ᓱᕐᓗ ᐱᔭᒃᓴᖃᓗᐊᕐᓂᐊᓗᒃ, ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᓯᔾᔨᑲᑕᖃᑦᑕᕐᓂᖏᑦ, ᐅᓂᒃᑳᓕᐅᕈᓐᓇᕐᓂᕗᓪᓗ ᑕᒪᒃᑯᐊᓗ ᑲᒪᔨᖁᑎᑦᑎᓐᓂᒃ ᑐᓴᐅᒪᑏᓐᓇᕋᓱᒍᓐᓇᕐᓂᑎᓐᓂᒃ ᑲᔪᓯᔪᓐᓇᑦᑎᐊᖃᑦᑕᖁᓪᓗᒋᑦ ᑲᒪᒋᔭᐅᔭᕆᐊᓕᓐᓂᒃ.	

the case files of their subordinates so that they are following up with their subordinates and saying ‘okay you should be doing this now. All of those things are factors that have culminated in that outcome, in that unsatisfactory outcome. Moving forward, I think we will probably get to this in a bit more depth again, I assume. Of all the programs that really need an information technology system that can keep information accurate, keep pushing employees at all levels to increase their level of control of information and to maintain accountability at all levels, that is of critical importance for our department to have for this particular program area. I am confident that once we can move in that direction to have that type of system, it would have a huge impact on these types of outcomes. I think that if we can have that and if we could move towards that capacity and that resource for our staff at all levels, we would see some progress and I would daresay some “satisfactories” show up on a table like this if they were to return again. So, I hope that addresses the question, thank you. **Chairman**: Thank you, Mr. MacDonald. Mr. Enook. **Mr. Enook** (interpretation): Thank you, Mr. Chairman. I also thank him for his response. My other question I wish to ask relates to foster care (interpretation ends) or a foster child. (interpretation) Let me cite this example, if I were to foster a child and I am aware that certain criteria would have to be met and that certain expectations arise for prospective foster parents from your department.	ᑕᒪᒃᑯᐊᓕᒫᑦ ᐱᔾᔪᑕᐅᖃᑦᑕᖅᐸᒻᒪᑕ ᓈᒻᒪᒍᓐᓃᓕᕐᓂᖓᓄᑦ. ᓯᕗᒧᑦᓕ ᑕᒪᓐᓇ ᐱᓕᕆᐊᕆᒃᑲᓐᓂᕐᓂᐊᖅᐳᑎᒍ, ᑕᒪᒃᑯᐊᓕᒫᑦ ᐱᓇᓱᐊᒐᕐᑯᑎᑦᑕ ᐱᔭᕆᐊᖃᑖᓂᒃ ᑐᓴᕈᑎᓯᐅᑏᑦᓗ ᐊᑐᕈᓐᓇᑦᓚᕆᑦᑐᑎᑦ ᐱᒻᒪᑕ ᑐᓴᖅᑕᐆᔭᕆᐊᓖᑦ ᑕᒻᒪᖅᓯᒪᓂᖃᓐᖕᒋᓪᓗᑎᒃ ᐊᖑᒻᒪᑎᔾᔪᑕᐅᓗᑎᓪᓗ ᑕᒪᒃᑯᐊ ᐱᕚᓪᓕᕆᐊᖅᑕᐅᕐᑯᓪᓗᒋᑦ ᑲᒪᒋᔭᐅᑦᑎᐊᓂᖅᓴᐅᔪᓐᓇᕐᑯᓪᓗᒋᑦ ᐱᔭᕆᐊᓖᑦ, ᑕᒪᓐᓇ ᐱᔭᕆᐊᖃᓪᓕᕆᒋᔭᕗᑦ. ᓇᓗᓇᓐᖕᒋᑦᑐᖅ ᑕᒪᑐᒧᓇ ᑲᔪᓯᒋᐊᕈᓐᓇᕈᑦᑕ ᐃᑲᔫᑎᖃᕕᔾᔪᐊᕐᓂᐊᖅᑐᖅ. ᐊᖑᒻᒪᔭᒃᓴᐃᑦ ᐊᒥᓱᒻᒪᕆᐊᓗᓕᒻᒪᑕ ᐅᑉᓗᒥ ᐃᓅᓯᑦᑎᓐᓂ ᓯᓚᔾᔪᐊᒻᒥ. ᑕᐃᒪ ᒐᕙᒪᐃᑦ ᑕᒪᒃᑯᓂᖓ ᓱᓪᓗ ᐃᔾᕋᖅᑐᐊᓗᒃᓗᑎᒃ ᐱᓕᕆᐊᖃᓲᖑᕙᒃᑭᓪᓗᑎᒃ ᑏᕆᒃᓯᖅᑑᔭᖅᓗᑎᒃ ᑕᐃᒪ ᑕᒪᓐᓇ ᐊᖅᑭᒃᓯᒪᑦᓯᐊᔪᓐᓇᕋᔭᓐᓂᖅᐸᑦ ᑕᐃᒪᓐᓇ ᐊᖑᖕᒋᑦᑐᐊᓗᓐᓂᕈᑦᑕ ᓱᓇᓗᒃᑖᓂᒃ ᐱᕐᑯᑎᖃᓐᓂᖅᐸᑕ ᒐᕙᒪᐃᑦ ᐊᒻᒪ ᐃᓄᓕᕆᔨᑦ ᖃᓄᐃᑦᑐᑐᐃᓐᓇᕐᓯᐊᓂᒃ ᐊᒃᓗᐃᑐᐊᓗᓗᑎᒃ ᐱᖃᓐᓂᖅᐸᑕ ᑕᐃᒪᓐᓇᖃᐃ ᐱᔪᓐᓇᖅᑐᐊᓘᓇᔭᕋᓗᐊᖅᑐᒍᑦ ᐱᓕᕆᔨᓕᒫᖃᓪᓗᑕᓗ ᐊᒥᓱᓂᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐃᓄᒃ ᐅᖃᒃᑲᓐᓂᕈᒪᕚᑦ? **ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᐊᒻᒪᓗ ᐅᓇ ᐊᐃᑉᐸᖕᒐ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ ᑕᕝᕙᓂ ᑎᒍᐊᓐᖑᐊᖃᓐᓂᐅᑉ ᒥᒃᓵᓂ (ᑐᓵᔨᒃᑯᑦ) ᑎᒍᐊᓐᖑᐊᓇᔭᖅ. (ᑐᓵᔨᒃᑰᕈᓐᓃᖅᑐᖅ) ᓱᓪᓗ ᑐᑭᓕᐅᑎᓗᖕᒐ, ᑎᒍᐊᓐᖑᐊᖃᓐᓂᐊᕈᒪ ᖃᐅᔨᒪᖅᑰᖅᑐᖕᒐ ᒪᓕᒐᖃᓇᐊᖃᕋᔭᒻᒥᔪᖕᒐᑦᑕᐅᖅ. ᐃᓛᒃ, ᓂᓇᐅᒋᔭᐅᓂᖃᖅᑐᖕᒐ ᐱᓕᓇᕝᕕᔅᓯᓐᓂᑦ ᐃᒪᐃᓕᐅᓇᐊᖃᓐᓂᓇᔭᓐᓂᒃ. ᑕᒪᒃᑯᐊ ᖃᐅᔨᒪᔭᒃᑲ. ᐅᓇ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ, ᑎᒍᐊᓐᖑᐊᖅ ᓱᕈᓯᖅ ᑎᒍᐊᓐᖑᐊᖅᑖᓇᔭᐅᔭᕋᖕᒐᒥ ᐃᓚᒋᖕᖑᔪᓄᑦ (ᑐᓵᔨᒃᑯᑦ) ᐃᓚᒋᓐᓄᑦ

I am aware of these requirements, but what I want to ask here relates to a foster child once they have been sent to foster parents or in this case, to (interpretation ends) a family. (interpretation) What is the usual length of time where a foster child is under the care of the family or is too varied to try to come up with an average length of time to try to answer my question?	ᑎᒍᐊᓐᖑᐊᖅᑕᐅᓗᓂ. (ᑐᓵᔾᔭᒃᑰᕈᓐᓃᖅᑐᖅ) ᖃᓄᖅ ᐊᑯᓂᐅᑎᒋᔪᖅ ᑕᒡᕙᓃᒐᔪᒃᐸᑦ? ᐅᕝᕙᓘᓐᓃᑦ ᐊᔾᔨᒌᓐᖏᓗᐊᖅᐸ ᑕᒪᓐᓇ ᑭᐅᓇᓱᒋᐊᒃᓴᖓᓐᓂᒃ?
When a child is placed in a foster home, are some of them fostered until they become adults or are there certain criteria that need to be met before a foster child can be returned or is the return of the foster child to their relatives your underlying principle in these cases? Hopefully I came across clearly. Thank you, Mr. Chairman.	ᑎᒍᐊᓐᖑᐊᕆᔭᐅᓱᖓᓕᕋᖓᒥᒃ ᐃᓚᖏᑦ ᑎᒍᐊᓐᖑᐊᕆᔭᐅᖏᓐᓇᐆᔭᓕᓲᖑᕙᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᐊᖃᓲᖑᕕᓯ ᐅᑎᕈᓐᓇᖅᓯᑏᓐᓇᐆᔭᕋᓱᒃᓗᑎᒍᑦ ᑖᒃᑯᓄᖓ ᐃᓚᒌᑦᓚᑦᑖᖏᓄᑦ ᖃᑕᓐᖑᑎᖏᓐᓄᑦ. ᑐᑭᓯᓇᓐᓂᕈᒪ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Enook. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔾᔭᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔾᑕ ᐃᓄᒃ. ᒥᔾᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Thank you for the good question. I think I'll ask Mr. Arnold to respond to this so he could talk about particulars of the duration of time of foster care and some of the issues around that sort of revolving door that you mentioned. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔾᔭᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᒻᒥᒃ ᐊᐱᕆᒐᕕᑦ. ᐊᐱᕆᔪᓐᓇᕈᒃᑯ ᒥᔾᑕ ᐋᓄᑦ ᑭᐅᖁᑦᓗᒍ ᐅᖃᐅᓯᖃᕈᓐᓇᓐᓂᐊᒻᒪᑦ ᐃᓗᓕᑯᔫᔭᖏᓐᓂᒃ ᓱᑦᓗ ᖃᓄᑎᒋ ᐊᑯᓂᐅᓱᖑᓂᖏᓐᓄᑦ ᐃᓱᒪᒋᔭᔅᓴᐃᑦᓗ ᐊᑦᑐᐊᖃᑕᐅᔪᑦ ᐅᖃᐅᓯᕆᖅᑲᐅᔭᕕᑦ ᐃᓚᖏᓐᓄᑦ. ᖁᔭᓐᓇᒥᒃ.
Chairman: Thank you. Mr. Arnold.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔾᔭᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔾᑕ ᐋᓄᑦ.
Mr. Arnold: Thank you, Mr. Chairman. Thank you for the question. You're right, it does vary. It can vary from a night or two of respite, because there may be a crisis. This is an ideal way to help the family with a crisis.	**ᐋᓄᑦ** (ᑐᓵᔾᔭᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᑯᑎᖃᕋᕕᑦ. ᓱᓕᔪᑎᑦ ᐊᔾᔨᒌᓐᖏᓐᓂᖃᐅᒻᒪᑕ ᑎᒍᐊᖅᑕᐅᓂᖏᑦ, ᐃᓛᓐᓂᒃᑯᑦ ᐅᓐᓄᐃᓐᓇᖅ ᒪᕐᕉᓪᓗᓐᓂ ᑕᖃᐃᖅᓯᖅᑎᑕᐅᓪᓗᓂ ᑐᐊᕕᓐᓇᖅᑐᖃᕈᓂ, ᑕᐃᒪᓐᓇ ᐃᑲᔪᖅᑕᐅᓛᖑᔪᓐᓇᕈᑎᒃ ᐃᓚᒌᖑᔪᑦ.
To something much more long term that oftentimes seems permanent, particularly when many of our foster homes, really they're extended family foster homes. So,	ᑭᓯᐊᓂ ᐊᑯᓂᐅᓂᖅᓴᐅᔪᓄᑦ ᑎᒍᐊᓐᖑᐊᕆᔭᐅᔪᑦ ᐃᓛᓐᓂᒃᑯᑦ ᑕᐅᕗᓐᖓᔭᔾᔨᖑᖅᑰᔾᔨᓪᓗᑎᒃ, ᐱᓗᐊᖅᑐᒥᒃ ᑎᒍᐊᓐᖑᐊᑎᕗᑦ ᐊᖏᔪᓪᓗᑎᒃ ᐃᓚᒌᔭᖑᓐᓂᕋᖓᑕ. ᑎ1ᐊᓐᖑᐊᑦ ᐃᑲᔪᖅᑕᐅᓪᓗᑎᒃ ᐸᖅᑭᓂᖏᓐᓄᑦ ᑭᓯᐊᓂ ᐊᑕᐅᑦᑎᒃᑯᑦ ᐃᓚᒋᔭᐅᓕᓲᖑᒻᒪᑕ ᑎᒍᐊᕐᓕᖓᑕ ᖃᑕᓐᖑᑎᖏᓐᓄᑦ, ᐃᓛᓐᓂᓪᓗ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ ᑖᒃᑯᐊᓗ ᑎᒍᐊᓐᖑᐊᖅᑎᑦᑎᔨᑦ ᐃᓚᒋᖅᑲᑦᑕᕆᓪᓗᑎᒃ,

we’re providing support but at the same time they’re part of that family and so there are many situations where the parents and the foster parents, who are also family members…	ᐅᖓᓯᓐᓂᖅᓴᐅᔪᒧᑦ ᑕᑯᓇᒃᑕᐅᓕᓲᖅ ᓱᕈᓲᑦ ᓄᓇᓕᐊᓂ ᓇᔪᐃᓐᓇᕈᓐᓇᖁᓪᓗᒋᑦ.
I think it becomes a longer term plan to ensure that children remain in their community, remain close to family, remain close to friends and their roots. Again, it does vary from something very quick, and emergency-based where they return to their parents, to something that may be something a lot more long-term. Thank you, Mr. Chairman.	ᖃᓂᒃᓴᐃᓐᓇᓪᓗᑎᒃ ᖃᑕᓐᖑᑎᒥᓄᑦ, ᖃᓂᒃᓴᐃᓐᓇᓪᓗᑎᓪᓗ ᐱᖃᓐᓇᕆᔭᒥᓄᑦ ᓇᑭᓐᖓᓐᓂᖓᓄᓪᓗ. ᑕᐃᒪᐃᓛᒃ ᐊᔾᔨᒌᖏᓐᓂᖃᐅᓲᖑᒻᒪ, ᐃᓚᖏᑦ ᐅᓪᓗᒐᓴᐃᓐᓇᓐᓄᑦ ᑐᐊᕕᓐᓇᖅᑐᒃᑯᑦ ᐅᑎᖅᑎᑕᐅᓪᓗᑎᒃ ᐊᖓᔪᖅᑳᖏᓐᓄᑦ ᐃᓱᒪᓗᓐᓇᕈᓐᓃᕈᑎᒃ ᐃᓚᖏᑦ ᐊᑯᓂᐅᓂᖅᓴᖅ ᑎᒍᐊᓐᖑᐊᕆᔭᐅᔾᔭᕆᐊᖃᓲᖑᓪᓗᑎᒃ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: I appreciate that Mr. Enook. Just recognizing the clock, it is a little bit after 12. We will continue with Mr. Enook’s line of questioning when we return at 1:30. We will adjourn until then. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ: ᖁᔭᒋᔭᕋ ᒥᔅᑕ ᐃᓄᒃ, ᐃᓕᓴᕆᑐᐃᓐᓇᖅᓗᒍ ᓱᕋᓐᖑᔭᕗᑦ ᐅᓪᓗᕈᒥᑕᓐᓇᖅ ᖄᖏᐊᔾᔪᒃᑲᑦᑎᒍᑦ, ᑲᔪᓯᓂᐊᖅᐳᒍᑦ ᒥᔅᑕ ᐃᓄᒃ ᐊᐱᖅᓱᒃᑲᓐᓂᓪᓗᓂ ᐅᑎᕈᑦᑕ 1:30-ᒥ. ᓄᖅᑲᖓᑲᐃᓐᓇᓐᓂᐊᖅᐳᒍ 1:30-ᓇᓱᓐᓂᖓᓂᒃ.
>>Committee recessed at 11:53 and resumed at 13:21	*>>ᓄᖅᑲᖅᑐᑦ ᐅᓪᓗᕈᒥᑕᒧᑦ 11:53ᒥ ᑲᔪᓯᒃᑲᓂᖅᑐᑎᓪᓗ 13:21ᒥ*
Chairman: Welcome back everyone. We’re just going to go straight at it. We’re going to get this department completed today. I’m looking at the agenda and I think things are going along quite smoothly. I’d like to take the time to thank the witnesses for their candor and the honesty that the responses are coming. I would like to thank the Office of the Auditor General for highlighting some of the topics that we’ve been covering.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᑎᒍᑦ): ᑐᓐᖓᓱᒋᔭᓯ ᐃᓗᓐᓇᓯ ᐅᑎᕐᒥᒐᔭᓯ. ᐱᒋᐊᖅᑕᐅᑎᒋᓂᐊᖅᑐᒍᑦ ᐅᓪᓗᒥ ᐱᔭᕇᕋᓱᓐᓂᐊᕋᑦᑎᒍ ᑖᓐᓇ ᑲᒪᒋᔭᕗᑦ. ᐊᖑᒻᒪᑎᔪᐊᓗᔪᒍᑦ ᐅᓪᓗᒥ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᕈᒪᓪᓗᒋᑦ ᐃᓗᓐᓇᖏᑦ, ᑕᕝᕙᓃᑦᑐᑦ, ᖃᐃᖁᔭᐅᓯᒪᔪᑦ. ᓱᓕᑦᑎᐊᖅᑐᓂ ᐅᖃᓪᓚᖃᑦᑕᕐᒪᑕ, ᐊᒻᒪᓗ ᑭᐅᑦᑎᐊᖃᑦᑕᕐᒪᑕ ᐅᑯᐊ ᒐᕙᒪᒃᑯᓃᓐᖓᖅᑐᑦ ᐊᒻᒪᓗ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᐅᑉ ᑎᑎᕋᕐᕕᖏᓐᓃᖓᖅᑐᑦ ᖁᔭᓐᓇᒦᕈᒪᑦᓗᒋᑦ, ᑕᐃᒃᑯᐊ ᐅᖃᐅᓯᕆᖃᑦᑕᖅᑲᐅᔾᔭᕗᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ.
To keep Mr. Enook’s train of thought going. We will continue on with Compliance and Key Standards, paragraphs 39 through 50. Mr. Enook.	ᒥᔅᑕ ᐃᓄᒃ ᐊᐱᖅᓱᖅᑲᐅᒻᒪᑦ, ᑕᓐᓇ ᑲᔪᓯᑐᐃᓐᓇᖁᓂᐊᕋᑦᑎᒃᑯ. 39-ᒥᒃ 50-ᒧᑦ ᑎᑭᓪᓗᒍ ᑖᒃᑯᐊ ᐅᖃᐅᓯᕆᔭᕗᑦ. ᒥᔅᑕ ᐃᓄᒃ.
Mr. Enook (interpretation): Thank you, Mr. Chairman. Good afternoon.	**ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓐᓄᓴᒃᑯᑦ. ᑕᐃᔅᓱᒧᖓ ᐊᐱᖅᓲᑎᒋᒋᐊᖅᑲᐅᔾᔭᓐᓄᑦ ᐊᐱᕆᒃᑲᓐᓂᕈᒪᓪᓗᖓ ᑕᐃᒃᑯᐊ ᑎᒍᐊᖑᐊᕆᔭᐅᖃᑦᑕᖅᑐᑦ. ᐊᐱᕆᖅᑲᐅᒐᒪ ᖃᓄᖅ ᐊᑯᓂᐅᑎᒋᓲᖑᒻᒪᖓᑕᓗ, ᑭᐅᔾᔭᐅᑦᑎᐊᖅᑲᐅᒐᒪᓗ ᐊᔾᔨᒌᖃᑦᑕᖏᓐᓂᖏᓐᓂᒃ. ᐆᒥᖓ

Regarding the question that I brought up earlier, I would like to supplement my comments about foster care. My question is regarding the foster children. Does your department have a goal, and do you work towards getting those children returned to their parents? Do you work towards that as the department? That is my question. Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. Enook. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr. Chairman. To respond to your question, first I would say that all cases are unique. Depending on the circumstances, how we deal with the case will dictate the eventual outcome. In all circumstances our goals is to keep families together and reunite families. In short, yes, that's our goal to reunite children with their parents. Thank you, Mr. Chairman. **Chairman**: Thank you, Mr. MacDonald. Mr. Enook. **Mr. Enook** (interpretation): Thank you, Mr. Chairman. My colleague, Mr. Savikataaq, stated that it's the Inuit culture and tradition to keep the family unit intact. Following the laws it is very easy to apprehend a child from their parents. With Inuit societal values, and *Inuit Qaujimajatuqangit* and the government system clashed. There is the Inuit societal values and traditions and the laws of the government that are totally opposite of one another. From yesterday and on, you stated that you're going to be incorporating Inuit societal values. Do I understand, as you indicated yesterday and today, that you	ᐊᐱᕆᒋᐊᓪᓚᒍᒪᖅᑲᐅᔪᖓ, ᑕᐃᒃᑯᐊ ᑎᒍᐊᖑᐊᖑᓕᕝᖓᒥᒃ, ᐱᓗᐊᖅᑐᒥ ᓱᕈᓲᑦ. ᑐᕌᖓᖃᓚᑦᑖᖃᑦᑕᖅᐱᓲ ᐱᓕᕆᓪᓚᑦᑖᖃᑦᑕᖅᐱᓯᓗ ᐊᖏᔪᖅᑳᓚᑦᑖᖏᓐᓄᑦ ᐅᑎᕈᓐᓇᖅᓯᖁᓪᓗᒋᑦ. ᐱᑕᖃᓪᓚᑦᑖᖅᐸ ᐋᖅᑭᒃᓯᒪᔪᓂᒃ, ᐊᑲᐅᓈᓕᑐᐊᖅᐸᑦ ᐊᖏᔪᖅᑳᓚᑦᑖᖏᓐᓄᑦ ᐅᑎᕈᓐᓇᖅᓯᖁᓪᓗᒋᑦ? ᑖᒃᓱᒥᖓ ᐊᐱᕆᓚᐅᖁᓚᖓ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᐅᒋᐊᖅᓗᒍ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ, ᓯᕗᓪᓕᖅᒥ ᑕᐃᒃᑯᐊ ᐃᓘᓐᓇᖏᑦ ᐊᔾᔨᒌᖅᑲᑦᑕᖏᒻᒪᑎ ᐸᖅᑭᔭᐅᔪᑦ ᓱᕈᓲᒃ. ᐊᔾᔨᒌᓐᖏᑐᓂᒃ ᐊᑐᖅᓂᖏᑦ ᒪᓕᑦᑐᑎᒃᑯ ᑲᒪᒋᖅᑲᑦᑕᖅᑕᕗᑦ. ᑭᓯᐊᓂ ᑐᕌᖓᖅᑐᒍᑦ ᐃᓚᒌᔭᕇᑦ ᑲᑎᓐᖓᑎᓐᓇᓱᖅᑲᑦᑕᖅᑐᑎᒃᑯ. ᐃ, ᐅᑎᖅᑎᑕᐃᓐᓇᕆᒐᓱᖅᑲᑦᑕᖅᑕᕗᑦ ᓱᕈᓯᓕᒫᑦ ᑎᒍᐊᖑᐊᕆᔭᐅᔪᑦ. ᖁᔭᓐᓇᒦ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᐃᓄᒃ. **ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑲᑎᒪᔨᐅᖅᑲᑎᒐ ᒥᔅᑕ ᓴᕕᑲᑖᖅ ᐅᖅᑲᓪᓚᓚᐅᖅᒪᑦ, ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᕆᒻᒪᒍ ᐱᖅᑯᓯᕆᓪᓗᓂᐅᓪᓗ ᐃᓚᒌᔭᕇᑦ ᑲᑎᖓᓇᓱᐊᕆᐊᖅᑲᖅᓂᖏᓐᓂᒃ, ᑲᑎᖓᑦᑎᐊᕆᐊᖅᑲᖅᓂᖏᓐᓂᓪᓗ. ᐊᒻᒪᓗ ᐅᑯᐊ ᒪᓕᒐᕆᔭᓯ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑕ ᒪᓕᒐᕆᔭᖓ ᐊᒃᓱᒻᒪᕆᐊᓗᒃ ᐱᔭᕆᐊᑭᑎᑦᑎᒻᒪᑕ ᓱᕈᓯᖅ ᑎᒍᔭᐅᔪᓐᓇᖅᑯᓪᓗᒍ ᐃᓚᒌᖏᓐᓂᒃ, ᐊᖏᔪᖅᑳᖏᓐᓂᓪᓗ. ᑖᒃᑯᐊᓗ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᖓ ᐃᓕᖅᑯᓯᖓᓪᓗ ᐊᒻᒪᓗ ᑖᓐᓇ ᒪᓕᒐᖅ ᐃᒻᒥᓐᓄᑦ ᑲᓱᑲᖅᑑᑎᓪᓚᕆᖅᑕᖅᑕᖅᒪᑎᒃ. ᐃᓄᐃᑦ ᐅᐸᐱᕆᓪᓚᑦᑖᖅᑕᖓᓐᓂᒃ, ᐊᒻᒪᓗ ᒪᓕᒐᖅ ᐊᔾᔨᒌᓐᖏᑦᑎᐊᒻᒪᕆᒻᒪᑎᒃ. ᖃᐅᔨᒪᓪᓗᖓ ᑕᒪᓐᓇ ᐅᖅᑲᖅᑕᕋᑖᕋᔾᓯᓗ ᐃᐸᐸᓴᖅᓂᓪᓗ ᑕᒪᓐᓇᒍ ᐃᓱᒪᒋᔭᐅᖅᑲᓱᐅᔭᐅᖅᑲᑦᑕᖅᒪᑦ. ᑐᑭᓯᕗᖓ, ᐅᖅᑲᖅᑕᖅᑲᐅᒐᔾᔪ ᐃᐸᐸᒃᓴᖅᓗ ᐃᓄᐃᑦᒍᖅ ᐅᐸᐱᕆᔭᖏᓪᓗ ᐱᖅᑯᓯᖏᑦ ᐊᑐᖅᑕᐅᔭᕆᐊᖅᑲᖅᒪᑕ. ᑕᐃᒪᐃᓐᓂᖓᓄᑦ ᑐᑭᓯᕗᖓ ᐊᔪᖅᓇᖏᓕᑐᐊᕌᖓᓂ, ᐊᒻᒪᓗ ᑕᕝᕙᖓ ᐅᓪᓗᒥᒃ ᓱᕈᓯᐅᐸ ᑎᒍᔭᐅᓂᖓᓂᒃ ᐱᓕᕆᓯᑲᐅᑎᒋᖅᑲᑦᑕᖅᑐᓯ ᖃᓄᖅ ᑕᐃᑯᖓ

are going to be incorporating Inuit societal values? So does that mean at every possibility starting from the time that the child is apprehended. Is your department going to be working from that day on to return that child to their parents? Did I understand that correctly? Thank you, Mr. Chairman.	ᐅᑎᕈᓐᓇᕐᓂᐊᕐᒪᖕᒫᖅ, ᐊᖏᔪᖅᑳᓚᑦᑖᖏᓐᓄᑦ? ᑕᐃᒪᓐᓇ ᑐᑭᓯᐅᒪᒍᒪ, ᑐᑭᓯᐅᒪᑦᑎᐊᖅᐳᖕᒪ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Enook. Mr. Macdonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. And thank you for the question. Well, I think I'll first say somebody new to this area. I was recently at a meeting with other jurisdictional counterparts from other provinces and other territories. And as you may be aware in the media across the country these days, there is a great deal of attention being made to missing and murdered aboriginal women, for example.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ, ᑖᓐᓇ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᐅᒻᒪᑦ. ᓯᕗᓪᓕᖅᐹᒥᖅᑲᐃ ᑕᒪᒃᑯᓄᖕᒐ ᓄᑖᖑᐸᓗᒃᑲᒪ. ᒫᓐᓇᕈᓘᓚᐅᖅᑐᖅ ᑲᑎᒪᖅᑲᑎᖅᑲᓚᐅᖅᓯᒪᒐᑦᑕ ᒐᕙᒪᖅᑲᖅᕕᓐᓂ ᑕᐃᒪᐃᑦᑐᓕᕆᔨᓂᒃ, ᐊᒻᒪᓗ ᑲᓇᑕᓕᒫᒥ ᓵᖕᒐᔭᐅᓗᐊᑕᓘᓕᖅᒪᑕᐃᒃᑯᐊ ᓄᓇᖅᑲᒃᑳᖅᓯᒪᔪᑦ ᐊᖅᓇᐃᑦ ᐃᓄᐊᖅᑕᐅᖅᑲᑦᑕᖅᑐᑦ, ᓇᓂᔭᐅᓐᖕᒋᓇᖅᑐᓪᓗ ᐊᒻᒪᓗ ᐅᖅᑲᐅᓯᕆᔭᐅᓚᐅᖅᒥᔪᑦ ᒪᓕᒐᐃᑦ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᑦ ᐅᑭᐅᖅᑕᖅᑐᒥᓗ ᒐᕙᒪᖅᑲᖅᕕᓐᓂ ᒪᓕᒐᐃᑦ ᐊᒻᒪᓗ ᓄᓇᖅᑳᖅᑳᖅᓯᒪᔪᑦ ᒪᓕᒐᖏᑦ ᐊᐳᖅᑕᖅᒪᑕ. ᑐᓴᐅᒪᔪᒃᓴᐅᕗᑎᓪᓗ ᑐᓴᕈᑎᓕᕆᔨᒃᑯᑎᒍᑦ ᑲᓇᑕᒥ ᑲᒪᓇᕆᔭᐅᓚᐅᖅᒪᑕ ᓄᓇᖅᑳᖅᑳᖅᑐᑦ ᐊᖅᓇᐃᑦ ᐊᓯᐅᓯᒪᔪᑦ ᑐᖅᑯᑕᐅᓯᒪᔪᓪᓘᓐᓃᑦ ᐆᑦᑑᑎᒋᓗᒍ.
Also about clashes or perhaps inconsistencies perhaps would be a better word between the application in laws in various provinces and territories and traditional aboriginal cultural laws. So, we are not unaware of those challenges here in Nunavut.	ᖃᐅᔨᒪᔪᐃᓐᓇᐅᔪᒃᓴᐅᕗᒍᑦ ᐊᓯᔾᔨᖅᑕᐅᕙᓪᓕᐊᒪᓄᑯᐊ ᒪᓕᒐᐃᑦ ᐊᒻᒪᓗ ᐃᓕᐅᖅᑲᐃᓇᓱᒃᑐᑕ, ᐃᓛᒪ ᐋᖅᑭᒃᓱᐃᑲᓐᓂᕋᓱᑦᑐᒍᑦ ᐱᖅᑯᔭᕐᔪᐊᓂᑦ. ᑕᓐᓇ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᑦ ᑐᓐᖓᕕᒋᔪᒪᔭᕗᑦ.
As you are all aware, there have been recent changes to this piece of legislation to attempt to redress the past structure of the law that was applied in the past. So, that has been a guiding focus ever since. That is one of the key reasons why our training, we've gone to great length as Mr. Ojah has mentioned before, to try to incorporate that type training. So that, our workers and predominantly southern social workers for example will have a better understanding of the communities and the culture in which they operate.	ᑕᐃᒪᐃᑦᑑᓂᖓᓄᓪᓗ ᐃᓄᓕᓇᔨᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᓐᓂᒃ, ᐃᓕᖅᑯᓯᖏᓐᓂᓪᓗ. ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᖃᓪᓗᓈᖏᓐᓇᐸᓘᒻᒪᑕ ᓱᕐᓗ ᑕᐃᒪᐃᑦᑑᓂᖓᓄᑦ ᐃᓕᓂᐊᖅᑎᓐᓇᓱᑦᑕᕗᑦ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᓐᓂᒃ. ᐊᑦᑕᓇᕐᔭᐃᖅᓯᒪᔪᒪᓪᓗᑕᓗ ᓱᕈᓯᕐᓂᒃ, ᐊᒻᒪᓗ ᑐᑭᓯᐅᒪᕐᑯᓪᓗᑎᒃᑯ ᐱᖅᑯᔭᕐᔪᐊᑉ ᐃᓗᓕᖏᓐᓂᒃ.
	ᑕᐃᒪᐃᑦᑑᒻᒪᑦ ᐃᑲᔪᕋᓱᑦᑐᒍᑦ ᑕᖅᑲᑯᓂᖓ

There is always a bit of compromise I guess between the safety of children and cultural or community and perhaps more accurately community understandings of the legislation. So, we recognize that a lot of that is our responsibility to try and help people understand those two. Sometimes the challenging aspects of what we do or what our workers, in truth, do. So, I think going forward, what we are trying to do is make sure that no matter what we always keep as our goal and our end-state. Keep families together, keep children in communities and provide an opportunity for families in communities to have input, which clearly wasn't the case in the past. So, hopefully that gets to the heart of what you were asking. Thank you. **Chairman**: Thank you, Mr. MacDonald. Mr. Enook. **Mr. Enook** (Interpretation): Thank you, Mr. Chairman. You probably responded and I do apologize if I misunderstood you. My question is and I know that there are children that have to be apprehended by the department. When there is such a case and they to be placed in a foster home, I know that. But, my question is, if a child is apprehended by your department, my question is from when the time the child is apprehended do you start working on returning that child to their parents from the day of apprehension to whatever time. Thank you. **Chairman**: Thank you, Mr. Enook. Mr. MacDonald. **Mr. MacDonald**: Thank you, Mr.	ᑐᑭᓯᐅᒪᔭᐅᑦᑎᐊᓂᐊᕐᒪᑕ ᑕᒪᒃᑯᐊ ᐃᓕᖅᑯᓯᕆᔭᐅᔪᑦ ᒪᓕᒐᓪᓗ ᑭᓱᓪᓗ ᐊᐳᖅᑕᐅᑎᒋᔭᐅᖅᑲᑦᑕᕐᒪᖕᒑᖅ. ᐱᕙᓪᓕᐊᑎᑦᑎᓇᓱᑦᑐᒍ ᑕᓐᓇ ᑐᕌᒐᓈᓐᓇᕈᒪᓪᓗᑎᒃᑯ ᐃᓚᔮᓈᑦ ᑲᑎᖓᒋᐊᖃᕐᓂᖏᑦ, ᐊᒻᒪ ᓄᓇᓖᑦ ᓂᓪᓕᕐᕕᖃᕐᓗᑎᑦ, ᐊᖏᔪᖅᑳᓇᔭᐅᔪᓪᓗ. ᑕᐃᒪᐃᓕᖓᔪᒍᑦ. ᖁᔭᓐᓇᒥᒃ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᐃᓄᒃ. **ᐃᓄᒃ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᐅᒐᓗᐊᓇᖓᖅᑲᐃ ᑭᓯᐊᓂ ᑐᑭᓯᑦᑎᐊᕐᓂᖏᒃᑯᒪ ᒪᒥᐊᐸᑏᖅᐳᖓ. ᐆᒥᖓ ᐊᐱᓇᓂᖅᓴᐅᓇᓱᖅᑲᐅᔪᖓ, ᖃᐅᔨᒪᒐᓗᐊᖅᑐᖓ ᐃᒻᒥᒃᑯᑦ ᓱᕈᓯᖅ ᑕᐅᑐᑦᑕᐅᖃᑦᑕᖅᑐᖅ ᑖᓐᓇ ᑎᒍᔭᐅᔾᔭᓇᐊᓕᒃ ᑎᒍᐊᖑᐊᖅᑎᐅᔪᒧᑦ ᑐᓂᔭᐅᔾᔭᓇᐊᖃᖅᑐᖃᓕᕌᖓᑦ ᐃᒻᒥᒃᑯᑦ ᐱᓕᓇᐊᖑᔭᓇᐊᓕᒃ ᖃᐅᔨᒪᑦᑎᐊᖅᑐᖓ. ᐅᓇᓕ ᐊᐱᖅᑯᑎᒋᓂᖅᓴᓇᓱᖅᑲᐆᔾᔭᕋ, ᐃᓄᓕᓇᔨᒃᑯᓐᓂᑦ ᓱᕈᓯᖅ ᑎᒍᔭᐅᒐᒥ, ᑕᐃᒪ ᑕᕝᕙᖓᑲᐅᑎᒋ ᐱᓕᓇᓱᖃᑦᑕᖅᑭᓯ ᖃᓄᖅ ᐅᑎᕈᓐᓇᖅᓯᓂᐊᕐᒪᖕᒑᖅ ᐊᖏᔪᖅᑳᓚᑦᑖᖏᓐᓄᑦ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ. **ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐆᔭᔭ, ᑖᒃᓱᒧᖓ ᑭᐅᑎᓐᓂᐊᕋᒃᑯ, ᐃᓗᓕᑯᓘᔭᖅᑲᐅᖅᑐᓂᑦ ᑭᐅᓂᐊᕐᒪᑦ. ᖁᔭᓐᓇᒥᒃ.

Chairman. I would like Mr. Ojah to answer that question. So specific details can be there. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐆᔭᔭ ᐊᑏ.
Chairman: Thank you. Mr. Ojah please proceed.	**ᐆᔭᔭ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᑐᒍ ᑖᓐᓇ ᒪᓕᒐᓕᐅᖅᑎ ᑕᒪᑐᒥᖓ ᐊᐱᖅᑯᑎᖅᑲᖅᒪᑦ. ᐅᖅᑲᖅᑐᖅᑲᖅᑕᖅᓯᒪᒻᒪᑦ ᐊᑦᑕᓇᖅᔭᐃᖅᓯᓯᒪᓂᖅ ᓱᕈᓯᖅᒥᒃ ᑲᒪᒋᔭᐅᑦᑎᐊᓇᐊᖅᑲᖅᓂᖓᓗ ᑖᓐᓇ ᑐᕌᒐᓪᓗᐊᑕᓇᔭᕗᑦ. ᑎᒍᔭᐅᑎᓪᓗᒍ ᓱᕈᓯᖅ, ᐊᒃᓱᐊᓗᒃ ᐋᓐᓂᕈᑎᒋᔭᐅᔪᓐᓇᖅᒪᑦ ᖃᑐᖓᓕᓐᓄᑦ ᐊᒻᒪᓗ ᑎᒍᔭᐅᔪᑯᓗᒻᒧᑦ. ᐃᓄᐃᑦ ᐅᐸᐱᓇᔭᖕᒋᑦ, ᖃᐅᔨᒪᔭᑐᖅᖕᒋᓪᓗ ᒪᓕᑦᑐᒋᑦ ᓄᓇᓖᑦ, ᐃᓚᖕᒋᑦ ᑖᔅᓱᒪᓗ ᓱᕈᓯᐅᑉ ᐃᓚᖕᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᑏᑏᐊᖅᑲᖅᑕᕗᑦ ᖃᓄᖅᑑᕈᑎᒋᓗᑎᒃᑯᓪᓗ ᑕᓐᓇ ᒫᓐᓇ ᐊᑐᖅᑕᐅᔪᖅ.
In so saying, if in fact the situation dictates that we do remove the child, albeit temporarily. It is a part of our practice that we place a child for the shortest possible with family with whom the child may be familiar and who feels safe and comforted.	ᐊᖅᓵᖅᓯᖅᑕᐃᓕᒪᓇᓱᖅᑲᑦᑕᖅᑐᒍᑦ ᑕᓐᓇ ᓱᕈᓯᖅ ᐅᓗᓇᐊᓇᖅᑐᒦᖕᒋᐸᐸᑦ. ᑕᐃᒪᐃᓕᖅᑲᐅᑎᓪᓗᖓ ᑕᐃᒪ ᑎᒍᓯᔭᓇᐊᖅᑲᕈᑦᑕ ᓱᕈᓯᖅᒥᑦ, ᐃᓛᒃ ᐸᖅᑭᔭᓇᖅᑲᕈᑦᑎᑯᓪᓗ ᑖᓐᓇ ᓱᕈᓯᖅ ᑎᒍᐊᓐᖑᐊᓇᔭᐅᑎᑲᐃᓐᓇᓲᓇᔭᕗᑦ ᖃᓚᒻᒥᐅᓂᖅᐹᖑᓇᓱᑦᑐᑎᒃᑯ ᐅᑎᖅᓴᕋᐃᓐᓂᐊᖅᒪᑦ ᐊᑦᑕᓇᐃᖅᓯᒪᑦᑎᐊᓂᐊᖅᒪᑦ, ᑐᓐᖓᓱᓐᓂᐊᖅᒪᑦ ᑕᕝᕙᓂ.
There was a time, Mr. Chairman, and this goes back a couple years now, when following the formation of Nunavut in 1999 we had taken the *Child and Family Services Act* from the Northwest Territories and, until fairly recently, when we apprehended a child we did not have to go to court to prove anything.	ᑕᐃᒪ ᐊᖅᑖᒍᒐᓴᓐᓄᑦ ᐊᑐᖅᓯᒪᓕᖅᑕᕗᑦ, ᓄᓇᕗᖑᖅᑎᓪᓗᑕ 1999-ᒥ ᓱᕈᓯᓄᑦ ᐃᓚᒌᓈᓐᓄᓪᓗ ᐱᖁᔭᕐᔪᐊᖅ ᐊᑎᓕᐅᖅᓯᒪᒐᑦᑎᒍ ᓄᓇᑦᑎᐊᑉ ᒐᕙᒪᒃᑯᖕᒋᓐᓂ. ᐊᒻᒪᓗ ᒫᓐᓇᕈᓘᓚᐅᖅᑐᒧᑦ ᑎᑭᒃᑐᒍ ᑎᒍᓯᒍᑦᑕ ᓱᕈᓯᖅᒥᑦ ᐃᖅᑲᖅᑐᐃᕕᑦᑎᒎᓇᐊᑐᖕᒋᑦᑐᒍᑦ. ᐊᓯᔾᔨᖅᑕᐅᓯᒪᓕᖅᑎᓪᓗᒋᑦ ᑖᓐᓇ ᐃᓚᒌᓈᓐᓄᑦ ᓱᕈᓯᖅᓄᓪᓗ ᐱᖁᔭᕐᔪᐊᖅ ᑐᓐᖓᕕᖅᑲᓕᖅᑐᒍᑦ ᖃᑐᓐᖓᓖᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᑦ ᒪᑭᒪᑎᑕᐅᖕᒋᓐᓇᓇᐊᓖᑦ.
With changes to the *Child and Family Services Act* we now uphold the principles that says that the rights of parents must upheld and so now if we intend to keep a child and apprehension beyond three days, Mr. Chairman, we must go to court and seek a confirmation that what we have done is right and	ᓱᕈᓯᖅ ᑖᓐᓇ ᑎᒍᐊᓐᖑᐊᓇᔭᐆᔭᓇᐊᖅᑲᖅᐸᑦ ᐸᖅᑭᔭᐆᔭᓇᐊᖅᑲᖅᐸᓪᓗ ᐱᖑᓱᓄᑦ ᐅᓪᓗᓄᑦ ᐃᖅᑲᖅᑐᐃᕕᑎᒎᓇᐊᓕᒃ, ᑕᐃᒪᐃᑑᒻᒪᑦ ᐃᓚᖕᒋᑦ ᖃᑐᓐᖓᓖᓪᓗᓂᓪᓕᕈᓐᓇᕕᖅᑲᖅᑎᑕᐅᔪᑦ ᐊᒻᒪᓗ

proper. That allows parents and families to speak and it allows the community to respond to the work that we are doing. This is really significant in the difficult work we do. Our primary concern, without compromising the safety of the child, is to reunite the child within the family system. Thank you very much, Mr. Chairman. **Chairman**: Thank you, Mr. Ojah. Mr. Enook. **Mr. Enook** (interpretation): Thank you Mr. Chairman, and thank you very much for your clarification. I will enter into another question that was brought up earlier, and this is going to be my last one, or maybe my last one depending on the response that I get from the witnesses. Mr. Chairman, regarding the numbers that were brought up yesterday, and I'm not sure where I placed that document, but it stated that the staff they are approximately 73 percent of staff that are unilingual English. 73 percent of social workers speak English only, that's the understanding that I got. And if I understood that correctly, and looking at the majority of the population, which is 85 percent Inuit, and then 73 percent of the social workers in Nunavut do not speak Inuktitut. I have no idea about the children that are apprehended or put under the care of Family Services, and I don't know the percentage of them that are Inuit, but I'm sure that since we're 85 percent of the population then they will be a larger percentage of apprehended children that speak Inuktitut. That was a shock to me when I heard about the 73 percent; it is even a little bit scary.	ᓂᑦᓕᕈᓐᓇᖅᑎᑕᐅᔪᒪᒻᒥᔪᑦ ᓄᓇᓖᑦ. ᑕᒪᓐᓇ ᐊᖏᔪᐊᓗᒃ ᐃᓚᒋᔭᐅᖃᑦᑕᕐᒪᑦ ᐅᖅᑯᒪᐃᑦᑑᑎᐱᒃᓯᓇᖅᑐᓂᑦ ᐃᖅᑲᓇᐃᔫᖃᖅᑎᓪᓗᑕ ᐊᑦᑕᓇᖅᑕᐃᓯᒪᔭᕆᐊᖃᖏᑎᐊᖅᑐᖅ ᓱᕈᓯᖅ ᐊᖏᔪᖅᑳᓪᓚᑦᑖᖏᓐᓄᑦ ᐅᑎᖅᑎᑕᐅᓗᓂ ᐊᔪᕐᓇᕈᓐᓃᑐᐊᕋᖓᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐅᑕ. ᒥᔅᑕ ᐃᓄᒃ. **ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑖᓐᓇ ᑐᑭᓯᓇᖅᓯᑎᒋᐊᓪᓚᒃᑲᕕᐅᒃ. ᐊᓯᐊᓄᑦ ᐊᐱᖅᑯᑎᒃᓴᖅᑲᑲᐃᓐᓇᓂᐊᖅᑐᖓ ᐊᐱᖅᑯᑕᐅᖅᑲᐅᔫᒐᓗᐊᖅ ᐃᓚᖓᓄᑦ ᑖᓐᓇ ᑭᖑᓪᓕᖅᐹᕆᓂᐊᖅᑕᕋ, ᑭᖑᓪᓕᖅᐹᕆᑐᐃᓐᓇᕆᐊᖃᖅᑕᕋ ᑭᐅᔭᐅᓂᕋ ᒪᓕᓪᓗᒍ. ᐃᒃᓯᕙᐅᑖᖅ, ᐃᒃᑯᐊ ᓈᓴᐅᑎᑦ ᐅᖃᐅᓯᐅᓚᐅᖅᑐᑦ ᐃᑉᐸᓴᖅ ᑎᑎᕋᖅᓯᒪᖅᑲᐅᒐᓗᐊᖅᑯᑐᒋᑦ ᓇᓃᓕᒻᒪᖕᒐᑕ ᖃᐅᔨᒪᒍᓐᓃᕋᒃᑭᑦ. ᐅᖃᐅᓯᖃᖅᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᒍᖅ 73 ᐳᓴᓐᑎᖑᖅᑰᖅᑐᖅ ᐃᓄᑦᑎᑐᑦ ᐅᖃᓲᖑᖏᑦᑐᑦ, ᐃᓄᓕᓇᔨᒍᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᒫᑦ 73 ᐳᓴᓐᑎᐃᓄᑦᑎᑐᑦ ᐅᖃᑦᓚᓲᖑᖏᒻᒪᑕ, ᐃᓄᑦᑎᑐᑦ ᐅᖃᐅᓯᖃᖏᒻᒪᑕ ᐃᒪᓐᓇ ᑐᑭᓯᖅᑰᓚᐅᕋᒪ. ᑖᓐᓇ ᑐᑭᓯᐅᒪᑦᑎᐊᕈᒃᑯ, ᓄᓇᕗᒻᒥᐅᑎᒍᓪᓗ ᑕᒫᓂ 85 ᐳᓴᓐᑦ ᐃᓄᓪᓚᑦᑖᖑᓪᓗᑕ, ᐃᓅᓂᕋᖅᓱᑕ 73 ᐳᓴᓐᓗ ᐃᓄᓕᓇᔨᖅᑎᕗᑦ ᐃᓄᑦᑎᑐᑦ ᐅᖃᓪᓚᒍᓐᓇᖏᒃᓱᑎᑦ. ᖃᐅᔨᒪᖏᑎᐊᖅᑐᖓ ᑕᒪᒃᑯᐊ ᓱᕈᓲᑦ ᑲᒪᒋᔭᐅᔭᓇᐊᓕᖃᖃᑦᑕᖅᑐᑦ ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᖃᑦᓯ ᐳᓴᓐᑎᖓ ᐃᓄᐃᑦ ᐃᓄᒻᒥᖕᒫᕐᒪᖕᒫᑦ ᑭᓯᐊᓂ ᐃᓱᒪᖃᖅᓱᖓ ᐅᓄᕐᓂᖅᓴᐃᑦ ᐃᓅᖃᑦᑕᕋᓱᒋᓪᓗᒋᑦ, ᐃᓱᒪᓇᓐᖑᐊᕋᔭᕐᒪᑦ ᐃᓄᐃᑦ ᐅᓄᕐᓂᓴᕐᔪᐊᕌᔫᐸᑦᑕ ᑕᐃᒪ ᐅᓄᕐᓂᖅᓴᐃᑦ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ ᐱᓕᓇᖃᑦᑕᖅᑐᑦ ᐃᓅᕋᔭᓱᓇᓪᓗᒋᑦ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᑖᓐᓇ ᐊᒃᓱᒻᒪᓇᐊᓗᒃ ᑎᑦᑖᓇᓚᐅᕐᒪᑦ, ᐊᒃᓱᒻᒪᓇᐊᓗᒃ ᑖᓐᓇ ᓈᓴᐅᑦ ᖁᕕᐊᓇᖏᒻᒪᑦ, ᑲᐸᐱᐊᓇᕐᓚᓇᒻᒪᓘᓐᓃᑦ.	
	ᐊᒻᒪ ᖁᕕᐊᓱᑦᑐᖓ ᐅᖃᕋᔭᓯ ᑖᓐᓇᒍᖅ ᖃᐅᔨᒪᔭᓯ.

I'm very pleased to say that this is something that you're aware of in the department, so my question is; Nunavut was created because of our uniqueness, we wanted to make laws that are Nunavut-made so that we will draft and enact legislation that is as unique as Nunavut is.	ᐆᒥᖕᒐ ᐊᐱᖅᑯᑎᖅᑲᕋᓱᐸᐳᖕᒐ, ᓄᓇᕗᑦᑖᓚᐅᖅᓯᒪᒐᑦᑕ ᐊᔾᔨᒋᔭᐅᖕᒋᓇᑦᑕ ᒪᓕᒐᐃᓪᓗ ᐱᖁᔭᐃᓪᓗ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐃᓗᐊᖕᒋᑦᑐᐊᓘᖅᑲᑦᑕᕐᒪᑕ. ᐱᖁᔭᓕᐅᖅᑲᑦᑕᕐᓂᐊᕋᑦᑕ ᒪᓕᒐᓕᐅᖅᑲᑦᑕᕐᓂᐊᕋᑦᑕᓗ ᓄᓇᕗᒻᒧᑦ ᓈᒻᒪᓂᖅᓴᐅᔪᓂᒃ, ᓄᓇᕗᑦ ᓴᖅᑭᑕᐅᔾᔪᑎᖕᒐᑕ ᐃᓚᖕᒐ.
I can't remember if it was this morning or not but during Mr. Mikkungwak's comments we heard that we have grandfathered the laws and standards from the Northwest Territories. When are the people of Nunavut going to get Nunavut-made pieces of legislation and standards? Thank you, Mr. Chairman.	ᐅᖃᖅᑲᐅᒐᔅᓯ ᐅᓪᓛᕐᓗᑭᐊᖅ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ ᐊᐱᖅᓱᖅᑎᓪᓗᒍ ᑕᒪᒃᑯᐊᒎᖅ ᑐᓐᖓᕕᒋᔭᓯ ᓄᓇᕐᓯᐊᒥᓐᖕᒐᕐᓂᑯᓂᑦ ᒪᓕᒻᒪᑕ, standards-ᓂ ᐅᖃᐅᓯᖃᖅᑰᑎᓪᓗᓯ ᐅᖃᖅᑲᐅᔪᓯ ᑐᓐᖓᕕᒋᔭᓯᒎᖅ ᓄᓇᕐᓯᐊᕐᒥᐅᓂᑦ ᒪᓕᒐᔪᒻᒪᑕ ᒫᓐᓇ ᑕᐃᑲᓐᓂ ᐊᑐᖅᑕᐅᓚᐅᖅᑐᓂ. ᖃᖕᒐᓕᑭᐊᖕᒐᐃ ᓄᓇᕗᒻᒥᐅᑎᒍᑦ ᓄᓇᕗᒻᒥᖕᒐᖅᑐᒥᒃ ᑐᓐᖓᕕᖃᓕᕈᓐᓇᕋᔭᕐᓂᐊᖅᑰᖅᐱᑕ ᑕᒪᑐᒧᖕᒐ? ᑐᑭᓯᓇᕐᓂᕈᒪ ᖁᔭᓐᓇᒥᒃ ᐃᔅᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Enook. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔾᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. You're very correct in your assertion that a great deal of the legislation in Nunavut is inherited from the Northwest Territories. We're well aware of that in our department as we recently conducted a legislative review to take a look at how we can prioritize pieces of legislation that need to be worked on, and to be made more representative of the Nunavut context or the realities today, because much of those pieces of legislation are older.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔾᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᓱᓕᑦᑎᐊᖅᑐᑎᑦ ᑕᒪᒃᑯᐊ ᒪᓕᒐᐃᑦ ᓄᓇᕗᒻᒥ ᖃᑭᔭᐅᓚᐅᖅᓯᒪᒻᒪᑕ ᓄᓇᑦᑎᐊᕐᒥᒃ. ᐃ, ᖃᐅᔨᒪᑦᑎᐊᖅᑕᕗᑦ ᑕᒪᓐᓇ ᐃᓄᓕᓇᔨᒃᑯᑦ ᐱᓕᓇᕕᖕᒐᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᓗᑕ ᕿᒥᕐᕈᓇᒍᒥᓇᖅᑐᑦ ᖃᓄᖅᑑᕈᑎᒋᓪᓗᑎᒃᑯᓪᓗ ᐊᒻᒪᓗ 1, 2, 3-ᑎᑕᐅᓗᑎᒃ ᓇᓕᐊᒃ ᐊᑐᓕᖅᑎᑕᐅᕙᑦ ᐋᖅᑭᒋᐊᖅᑕᐅᒍᓐᓇᕐᒪᖔᖅ ᑕᐃᒪᐃᓕᐅᕈᒪᔪᒍᑦ. ᐅᓪᓗᒥ ᐃᒪᐃᑦᑑᒐᑦᑕ, ᐅᓄᖅᑐᑦ ᒪᓕᒐᐃᑦ ᓄᑕᐅᓐᖕᒋᑦᑐᑦ.
It has been mentioned a couple of times, perhaps not explicitly, that there have been changes to the *Child and Family Services Act* to ensure that the realities of Nunavut and Inuit societal values, in particular, are incorporated.	ᑕᒪᓐᓇ ᐊᑕᐅᓯᐊᕐᓇᓂ ᓂᓪᓕᐅᑎᒋᔭᐅᖅᑲᑦᑕᖅᓯᒪᔪᖅ. ᐊᓯᔾᔨᖅᑕᐅᓯᒪᓕᖅᑐᑦ ᐃᓚᒌᓈᓐᓄᑦ ᓱᕈᓯᕐᓄᓪᓗ ᒪᓕᒐᖅ ᓄᓇᕗᒻᒥ ᖃᓄᐃᑦᑑᓂᕗᑦ ᐃᓄᐃᓪᓗ ᐅᐸᐱᓇᔭᖕᒋᑦ ᐃᓕᐅᖅᑲᖅᑕᐅᖅᑲᓯᐅᔾᔭᐅᓂᐊᕐᒪᑦ.
I think Mr. Ojah mentioned a few moments ago one example of how that's changed social work practice in the	ᒥᔅᑐ ᐆᔭᔭ ᑕᐃᒪᐃᓕᖅᑲᐅᒻᒪᑦ ᐅᐊᑦᑎᐊᓵᖅ, ᐆᑦᑑᑎᒋᓗᒍ ᐊᓯᔾᔨᕐᓂᖕᒋᑦ ᓱᕐᓗ ᐃᓄᓕᓇᔨᑦ ᐃᖅᑲᓇᐃᔭᕈᓯᖕᒋᑦ ᑕᒫᓂ ᓄᓇᕗᒻᒥ. ᐃ, ᑕᒪᒃᑯᐊ ᐅᖃᐅᓯᓇᔭᑎᑦ ᐅᐸᐱᓇᑦᑎᐊᖅᑕᕗᑦ

territory. Your point is extremely well taken and that's a continuing problem across many pieces of legislation, to bring it down a level towards operational programs and policies and procedures. That's something that we're working on in a continual basis is to ensure that we update our procedures to reflect the clients we serve in all sorts of programs. Thank you, very much for the question. **Chairman**: Thank you, Mr. MacDonald. The next name I have on my list is a revisit with the Member from Baker Lake, Mr. Mikkungwak. **Mr. Mikkungwak** (interpretation): Thank you, Mr. Chairman. Regarding the question that was brought up by my colleague, and on page 16, he brought up the subject of the progress in addressing our recommendations and everything is unsatisfactory. To make changes to the standards and procedures to ensure compliance with standards is established for case file management, regional and headquarters offices. What is the status of that one? Thank you, Mr. Chairman. **Chairman**: Mr. MacDonald did you get the gist of that question? Mr. Mikkungwak, if you could re-phrase, or repeat a portion of it. **Mr. Mikkungwak**: Thank you, Mr. Chairman. As noted earlier this morning, my colleague had referred to page 16 where it showed unsatisfactory in all four categories. On page 17 recommendation 50, the very last sentence says, "corrective action in order to address non-compliance with standards for headquarters and regional offices." How	ᐊᑲᐅᓐᖏᓕᐅᕈᑎᒋᓪᓚᓇᖅᑲᑦᑕᕋᑦᑎᒍᑦ ᑕᒫᓂ ᐊᒻᒪᓗ ᐊᐅᓚᑦᑎᓂᕐᒧᑦ ᐃᓂᖅᑭᑦᑎᓪᓗᑎᒃᑯ ᐱᓕᕆᐊᖑᖅᑎᓯᒪᔭᑦᑎᓐᓄᓪᓗ ᒪᓕᒐᑦᑎᓐᓄᓪᓗ. ᑕᒪᒃᑯᐊ ᖃᓄᖅᑑᕈᑎᑏᓐᓇᖅᑕᕗᑦ ᑕᐃᒪᓐᖓᓕᒫᖅ ᓄᑖᖑᕆᐊᖅᑎᑕᐅᖃᑦᑕᕐᓗᑎᓪᓗ ᑕᒪᒃᑯᐊ ᐱᕙᓪᓕᐊᔾᔪᑎᕗᑦ. ᖁᔭᓐᓇᒥᒃ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐅᓇᐅᓂᐊᓕᕐᒥᔪᖅ ᖃᒪᓂᑦᑐᐊᕐᒧᑦ ᑭᒡᒐᑐᖅᑐᖅ, ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. **ᒥᑭᓐᖑᐊᖅ**: ᒪᐟᓇᓪᓗᐊᕕᒃ ᐃᔅᓯᕙᐅᑖᖅ. ᒪᓕᒐᓕᐅᖅᑎᐅᖅᑲᑎᒋᔭᒫ ᐊᐱᖅᑯᑎᒋᓚᐅᒐ ᐅᑉᑑᖅ ᑕᐃᒪ ᒪᑉᐱᐊᓂ 16-ᒥ ᑖᒃᑯᐊ ᖃᐅᔨᓴᖅᑏᑦ ᓈᒻᒪᒃᓴᓐᖏᓇᕋᓚᐅᕐᒪᑕ 16 ᑕᒪᐃᓐᓂᓗᑦᑖᖅ ᓈᒻᒪᒃᓴᓐᖏᓐᓇᕋᓚᐅᕐᒪᑕ ᐊᒻᒪᓗ ᑕᒡᕙᓂ ᑭᖑᓪᓕᖅᐹᖓᓂ 50-ᖓᓂ ᑖᓇ ᑎᑎᖅᑲᓂᒃ ᑭᖑᓪᓕᖅᐹᓪᓚᓇᐊ ᑖᒃᑯᖓ ᖃᐅᔨᓴᕐᓂᐅᓚᐅᖅᑐᓂᒃ ᐋᖅᑭᒃᓱᐃᕙᓪᓕᐊᓂᐊᕋᑉᓯᒍᖅ ᑕᒪᒃᑯᐊᓗ ᐋᖅᑭᒃᑕᐆᔭᓇᐊᓖᑦ ᑲᒪᒋᔭᐆᔭᓇᐊᓖᑦ ᐋᖅᑭᐅᒪᑦᑎᐊᓂᐊᕐᒪᑕ ᒪᓕᒐᕐᓂᒃᑯ ᐊᑐᐊᒐᒃᓴᓂᒃᑯ ᓈᒻᒪᓯᑦᑎᐊᕐᑯᑉᑯᒋᑦ. ᑖᒃᑯᓄᖓ ᐃᓱᒪᑕᐅᕝᕕᒻᒧᑦ ᐊᒻᒪᓗ ᑐᖅᑲᖅᑕᕐᕕᐅᔪᓄᑦ ᑖᒃᑯᓄᖓ ᐊᕕᑦᑐᖅᓯᒪᔪᓄᑦ ᑎᑎᕋᕐᕕᑦ. ᑕᒪᓐᓇ ᖃᓄᐃᓪᓚᓇᓕᖅᐸᓕ ᓯᕗᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒋᔭᕋ. ᒪᐟᓇ ᐃᔅᓯᕙᐅᑖ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ, ᑐᑭᓯᐊᖃᑖᖅᐱᐅᒃ ᐊᐱᖅᑯᑎᒋᔭ? ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ, ᐅᖃᒃᑲᓐᓂᕈᓐᓇᖅᐱᐅᒃ ᐊᐱᖅᑯᑏᑦ? **ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᔅᓯᕙᐅᑖᖅ. ᐅᑦᑖᖅ ᒪᓕᒐᓕᐅᖅᑎᐅᖅᑲᑎᒋᔭᕋ ᓇᓗᓇᐃᖅᓯᖅᑲᒻᒪᑦ ᒪᑉᐱᒐᖅ 16-ᒥ ᓈᒻᒪᔅᓴᓐᖏᓐᓇᕆᐅᑦᓗᓂ ᑎᓴᒪᓕᒫᓂ ᐊᒻᒪᓗ ᒪᑉᐱᒐᖅ 17-ᖓᓂ ᐊᑐᓕᖁᔭᓕᐊᖅ 50-ᒥ ᐃᓱᐊᓂᑦᑎᐊᖅ ᐅᖃᖅᓯᒪᒻᒪᑦ ᐋᖅᑮᔾᔪᑏᑦ ᒪᓕᓐᖏᓂᕐᒧᑦ ᐱᔭᕆᐊᓕᓐᓂᒃ ᐊᖓᔪᖅᑳᖃᕐᕕᐅᔪᓂ ᐊᕕᑦᑐᖅᓯᒪᔪᐃᓪᓗ ᑎᑎᕋᕐᕕᖏᓐᓂ. ᖃᓄᐃᓕᖓᓕᖅᐱᓯᓕ ᑕᒪᑐᒥᖓ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.

far along are you now in regard to that area? Thank you, Mr. Chairman.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᑐᑭᓯᐊᓕᕋᓗᐊᖅᐱᐅᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ?
Chairman: Thank you. Did you get that now, Mr. MacDonald? Mr. MacDonald.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᑭᖑᓪᓕᖅᐹᑦ ᐅᖃᐅᓯᕆᔭᐅᖅᑲᐅᔪᖅ ᑐᓴᖅᑲᐅᖕᒋᓐᓇᒃᑯ ᒪᒥᐊᓇᐅᒐᓗᐊᖅ ᐊᑏ ᐅᖃᒃᑲᓐᓂᓚᐅᕈᑦᑐᖅ ᑐᑭᓯᑦᑎᐊᖅᓯᒪᓂᐊᕋᒪ. 16-ᒥ ᐅᖃᐅᓯᖃᖅᑲᐅᒐᕕᑦ ᑖᒃᑯᐊ ᓈᒻᒪᖕᒋᑦᑐᓂᒃ ᐅᖃᐅᓯᖃᖅᑐᑎᒃ 2000 ᑭᓲᑎᓪᓗᒍᑭᖕᒋᒃᑯᐊ ᑖᓐᓇ ᑭᖑᓪᓕᖅᐹᖅ ᑐᓴᖅᑲᐅᖕᒋᓇᒃᑯ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ ᐊᑐᓕᖁᔭᐅᔪᒥ 50-ᒦᑦᑐᖅ.
Chairman: Thank you. Actually I lost a portion of it as well, too. Recommendation 50 is talking about ensuring the staff; supervisors and management are accountable for non-compliance with the standards and the use of the results. The existing control processes, such as audits by supervisors, to take corrective action on deficiencies and to follow up on how these deficiencies have been addressed. Is that the gist of it, Mr. Mikkungwak? Ok.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᐃ, ᐃᓚᖓᑦᑕᐅᖅ ᑐᓴᖅᑲᐅᓐᖕᒋᓐᓇᒃᑯ ᐊᑐᓕᖁᔭᐅᔪᖅ 50 ᑕᐃᒪᓐᓇ ᐱᔾᔪᑎᒋᓗᒋᑦ ᒪᓕᒃᑕᐅᒋᐊᖃᖅᑐᑦ ᐃᓕᖅᑯᓯᕆᔭᐅᖃᑦᑕᖅᑐᓪᓗ ᐅᖃᐅᓯᕆᖅᑲᐅᒐᓗᐊᒻᒪᒋᑦ ᓈᒻᒪᖕᒋᑦᑐᓂᒃ. ᖃᓄᖅ ᑖᒃᑯᐊ ᓈᒻᒪᖕᒋᑦᑐᑦ ᐊᖅᑭᒃᑕᐅᓯᒪᓕᖅᐸᓐ? ᑕᐃᒪᓐᓇ ᐊᐱᕆᖅᑲᐅᕕᓐ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ?
Then at the bottom in your department's response it talks about establishing a random file audit schedule to be implemented at both the regional and headquarters offices in the medium term. The findings of these audits to be used to take corrective action. Mr. MacDonald.	ᑭᖑᓪᓕᖅᐹᖓᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᓯ ᐊᖅᑭᒃᓯᒍᒪᒐᔅᓯ ᑖᒃᑯᓂᖓ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᐊᑐᓕᖅᑕᐅᓂᐊᖅᑐᓂᒃ ᑕᒡᕙᓂ ᓄᓇᓕᑦ ᐊᕕᒃᑐᖅᓯᒪᓂᖕᒋᓐᓂ ᐊᖓᔪᖅᑳᖃᕝᕕᒻᒥᓪᓗ. ᑕᒪᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I apologize for not getting that the first time around. The department's response is accurate and in terms of the short term, what we have done is developed an audit schedule so supervisors in their supervisory training and in direction to them during some of	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒪᒥᐊᓇᐅᒐᓗᐊᖅ ᑐᓴᖅᑲᐅᓐᖕᒋᓐᓇᒃᑭᑦ ᐃᓚᖕᒋᑦ. ᐱᓕᕆᕝᕕᕗᑦ ᐃᒪᓐᓇ ᑭᐅᒍᑎᖃᖅᓯᒪᒻᒪᑕ ᒫᓐᓇᐅᔪᒥᒃ ᖁᓚᒥᐅᔪᒃᑯᑦ ᐊᖓᔪᖅᑲᐅᑕᐅᔪᑦ ᑲᒪᔨᐅᔪᑦ ᑎᓕᔭᐅᖃᑦᑕᓪᓗᑎᒃ ᑲᑎᒪᖃᑎᒋᓕᕌᖓᑦᑎᒍᑦ. ᒥᔅᑕ ᐋᓄᑦ ᐅᖃᓚᐅᒻᒪᑦ ᑎᓕᐅᖅᑕᐅᓯᒪᔪᑦ ᑕᐃᒪᓐᓇ ᖃᖓᑐᐃᓐᓇᒃᑯᑦ ᑐᖅᑯᖅᑕᐅᓯᒪᔪᑦ ᑎᒍᔭᐅᖃᑦᑕᓪᓗᑎᒃ
	ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᐃᓗᓕᖕᒋᓐᓂᒃ ᑐᖅᑯᖅᓯᒪᔪᓐ.

the staff meetings that Mr. Arnold mentioned previously are being given direction to conduct random and regular audits of files to make sure that the case standards are being met and to reinforce with their employees the contents of the file so that that doesn't continue as it had in the past. I think that is the main piece of that. Thank you.	ᑕᐃᒪᓐᓇ ᑕᑯᔭᐅᖃᑦᑕᖁᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ. ᑕᒡᕙ ᑖᒃᑯᐊᖑᖅᑰᖃᐅᒻᒪᑕ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. Mr. Mikkungwak**.**	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak: Thank you, Mr. Chairman. Follow up to that, my question would be here and then is with the corrective actions to address the non-compliance with standards at the headquarters and regional levels and the audit that has been completed for three communities. When we look at Nunavut as a whole, we have 25 communities. When you have started corrective action to address the noncompliance with standards do you have plans to actually visit the other 22 communities considering that they all may be following the non-compliance standards that are presently surfacing from headquarters and regional levels to ensure that the non-compliance is addressed? Thank you, Mr. Chairman.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒡᕙᓐᖓᑦ ᐊᐱᕆᒍᒪᔪᖓ ᖃᓄᖅ ᐊᖅᑭᒋᐊᖅᓯᓯᒪᕕᓯ? ᑕᒪᒃᑯᐊ ᒪᓕᒃᑕᐅᓐᖏᑦᑐᑦ ᐊᖓᔪᖅᑳᖃᕝᕕᓐᓂ ᐊᒻᒪᓗ ᓄᓇᓖᑦ ᐊᕕᒃᑐᖅᓯᒪᓂᖏᑎᒍᑦ ᐊᖓᔪᖅᑳᖃᕝᕕᐅᔪᓂ ᑕᐃᒪᓐᓇ ᖃᐅᔨᓴᖅᑕᐅᓯᒪᒻᒪᑕ ᑖᒃᑯᐊ ᓄᓇᓕᐅᔪᑦ. ᓄᓇᕗᑦ ᑕᐅᑐᒃᓗᒍ 25-ᖑᒻᒪᑕ, ᑕᐃᒪ ᐊᖅᑭᒍᑎᔅᓴᓂᒃ ᖁᓂᓕᕋᖓᔅᓯ ᒪᓕᒃᑕᐅᓯᒪᓐᖏᑦᑐᑦ ᐃᓕᖅᑯᓯᒃᓴᐃᓪᓗ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᐸᓐᓇᒃᓯᒪᕕᓯ 22-ᑲᓐᓃᑦ ᓄᓇᓖᑦ ᐳᓛᕝᕕᐅᓂᐊᖅᐹᓐ? ᒪᓕᓐᖏᑐᐃᓐᓇᕆᐊᖅᒻᒪᑕ ᑕᒪᒻᒥᒃ ᐃᓕᖅᑯᓯᕆᔭᐅᒋᐊᖅᑲᖅᑐᓂᒃ ᐱᖁᔭᐅᓯᒪᔪᓂᒃ ᐊᖓᔪᖅᑳᖃᕝᕕᒻᒥ. ᑖᒃᑯᐊ ᒪᓕᒃᑕᐅᓯᒪᓐᖏᑦᑐᑦ ᒪᓕᒃᑕᐅᓕᖁᓪᓗᒋᑦ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Chairman: Thank you, Mr. Mikkungwak. Mr. MacDonald.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒫᓐᓇ, ᐃ, ᑕᐃᒪᓐᓇᐃᓕᐅᖅᑐᒍᑦ. ᐃᒪᓐᓇ ᖃᐅᔨᓴᖅᑐᒍᑦ ᐅᖃᕈᓐᓇᖅᓱᖓᓗ ᖀᑭᖅᑖᓗᒻᒥᐅᑦ ᑕᐃᒪᓐᓇ ᓄᓇᓕᓕᒫᑦ ᖀᒥᕐᕈᔭᐅᓯᒪᔪᑦ ᑐᖅᑯᖅᑕᐅᓯᒪᔪᑦ ᑎᑎᖅᑲᖁᑎᒋᔭᐅᔪᑦ. ᑕᐃᒪ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᖁᓪᓗᒋᑦ ᐲᖁᒐᑦᑎᒍᑦ ᑕᒪᒻᒥᒃ.

this is done on a regular basis. I think the preceding portion of your question or comment touched a bit on what I would qualify as accountability about what happens I think when it's deemed that files are not being maintained as adequately as they should be or that the contents aren't there, for example, upon the results of an audit. That to me is a very clear supervisory issue. Once the recommendations of the Auditor General are made clear to the department, once the department has identified and agreed with those and taken steps to implement policies and procedures and resources, training and otherwise, for staff. It's up to supervisors at all levels to A: be accountable to enforce those policies and procedures and to ensure that there employees are doing that function. I think accountability is something that we all take seriously and we want to make sure that we communicate this through regular communication and dialogue with our staff at all levels to make sure that they understand the importance of this process. Furthermore to make sure that they in the course of their day to day routine work where we all know that they're busy that this continues to be emphasized over and over again because of the seriousness of it and the foundational nature of it to the success of the program. Thank you. **Chairman**: Thank you, Mr. MacDonald. Mr. Mikkungwak. **Mr. Mikkungwak**: Thank you, Mr. Chairman. I guess my last question.	ᑖᒃᑯᐊ ᐅᖃᐅᓯᕆᕋᑖᖅᑕᑎᑦ ᐱᔾᔪᑎᖃᖅᑲᐅᒻᒪᑕ ᓱᒡᓗ ᓵᑕᐅᔪᒃᓴᐅᓂᖕᒋᓐᓄᑦ ᐱᓕᕆᐊᖃᓐᓂᖕᒋᓐᓄᑦ ᑕᐃᒪᓐᓇ. ᓱᒡᓗ ᐃᓚᖕᒋᑦ ᓱᕈᓯᓕᕆᒍᑏᑦ ᓈᒻᒪᓐᖕᒋᓗᐊᖃᑦᑕᖅᑐᑦ ᓈᒻᒪᖁᔭᕋᓗᐊᖅᐳᓐ. ᐃᒪᓐᓇ ᖃᐅᔨᓴᖅᑐᖃᓚᐅᖅᑎᒡᓗᒍ. ᑖᓐᓇ ᐅᕙᑦ ᓇᓗᓇᐃᔭᑦᑎᐊᖅᓯᒪᔪᑦ ᑖᒃᑯᐊ ᑲᒪᔨᐅᔪᒧᑦ ᒥᐊᓂᖅᓯᔨᐅᔪᒧᑦ. ᐊᑐᓕᖁᔭᐅᓯᒪᔪᑦ ᑖᒃᑯᓄᖓ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎᓄᑦ. ᓱᓕᔪᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᓕᑐᐊᕈᑦᑕ ᐊᑐᐊᒐᐃᑦ ᐊᒻᒪᓗ ᐃᓕᖅᑯᓯᕆᔭᐅᒋᐊᖃᖅᑐᑦ ᐊᖅᑭᒃᓯᒍᒪᔪᒍᑦ. ᐃᓕᓐᓂᐊᓐᓂᓪᓗ ᐱᓕᒻᒪᒃᓴᐃᓂᓪᓗ ᐱᔾᔪᑎᒋᓪᓗᒍ ᑖᒃᑯᐊ ᐊᑐᐊᒐᐃᑦ ᐊᒻᒪᓗ ᐃᓕᖅᑯᓯᕆᔭᐅᒋᐊᖃᖅᑐᑦ ᐊᑐᖅᑕᐅᓕᓪᓗᑎᒃ. ᐃᖅᑲᓇᐃᔭᖅᑎᓪᓗ ᑕᐃᒪᓐᓇ ᐱᓕᕆᑦᓯᐊᕈᓐᓇᖁᓪᓗᒋᑦ.
	ᑕᐃᒪᓐᓇ ᓵᑕᒃᓴᐅᒋᐊᖃᕋᑦᑕ ᑕᒪᓐᓇ ᑐᓴᖅᑎᑦᑎᔾᔪᑎᒋᓂᐊᖅᑕᕗᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓐᓄᑦ ᓇᓂᑐᐃᓐᓇᖅ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ. ᐱᒻᒪᕆᐅᓂᖓᓄᑦ ᑕᒪᓐᓇ ᐊᒻᒪᓗ ᐱᓕᕆᑎᓪᓗᒋᑦ ᐅᓪᓗᒥᒧᑦ ᑕᒪᒃᑯᐊ ᐅᖃᐅᓯᕆᔭᐅᖃᑦᑕᓪᓗᑎᒃ ᐱᒻᒪᕆᐅᓂᖓᓄᑦ ᑐᓴᖅᑕᐅᑦᑎᐊᕈᓐᓇᖁᓪᓗᒋᑦ ᒪᓕᒃᑕᐅᑦᑎᐊᖁᓪᓗᒋᓪᓗ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. **ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᑖᓐᓇ ᑭᖑᓕᖅᐹᖅ ᐊᐱᕆᓂᐊᖅᑕᕋ ᑕᒪᐃᑎᒍᑦ ᑕᑯᓪᓗᒋᑦ ᐊᑐᓕᖁᔭᐅᔪᓗᒃᑖᑦ ᑕᒪᒃᑯᐊ ᒪᓕᒃᑕᐅᖃᑦᑕᓐᖕᒋᑦᑐᑦ ᐊᖅᑭᒃᓱᖅᑕᐅᔪᓐᓇᖁᓪᓗᒋᓐ. ᑕᐃᒪ ᑕᑯᓐᓇᕋᔭᖅᐱᓯᐅᒃ

Overall, when you look at all these recommendations and addressing the non-compliance with standards and with all the corrective actions that are taking place, would you see this as a result to a guide for community social workers training? Thank you, Mr. Chairman.	ᑖᓐᓇ ᓄᓇᓕᓐᓂ ᐃᓄᓕᓇᔨᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᐊᖅᐸᓐ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Mikkungwak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ..
Mr. MacDonald: Thank you, Mr. Chairman. Yes. I think that, ultimately, that any time that deficiencies are noted, whether it goes through the audit process, our internal auditing process, through feedback from clients, from the public and from employees as they identify it and have conversations with their supervisors. All of that needs to filter in to be synthesized into a plan of action, an action plan in this case, and a key piece of that is to make sure that the training that people need is there. So, very definitely yes.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᖃᖓᑐᐃᓐᓇᖅ ᓈᒻᒪᖕᒋᑦᑐᖃᑐᐊᕋᖓᑦ ᐅᖃᐅᓯᕆᔭᐅᒫᖓᑕ ᓈᒻᒪᖕᒋᑦᑑᑎᓐ ᖃᐅᔨᓴᖅᑕᐅᕋᓂᒃᑳᖓᑕᓗ ᐊᒻᒪᓗ ᑐᓴᖅᑎᑕᐅᒫᖓᑦᑕ ᑖᒃᑯᓇᖕᖓᑦ ᑕᖅᑳᓂᒥᐅᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᑖᒃᑯᐊᓗᒃᑖᑦ ᐸᓐᓇᒃᓯᒪᔾᔪᑎᒋᒋᐊᖃᖅᑕᕗᓐ ᑲᒪᒋᓕᓪᓗᒋᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᖁᓪᓗᒋᑦ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᖃᑦᑕᖁᓪᓗᒋᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ. ᐃᓪᓚᓇᒃ. ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. I don't have any other names on my list. As I started asking a couple questions at the beginning of this section, I'm going to continue on with a few questions that I've had in front of me.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐊᑎᖃᕈᓐᓃᕋᒪ. ᑕᐃᒪ ᐊᐱᓇᒐᓱᐊᖅᑲᐅᒐᓗᐊᕋᒪ ᑖᓐᓇ ᐱᓪᓗᒍ ᐊᐱᓇᒃᑲᓐᓂᓐᓂᐊᖅᐳᖓ ᓵᓐᓃᑦᑐᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ.
I was going through the Hansard with the last review of this hearing of this committee in 2011. One of the concerns that was brought forward by the Office of the Auditor General at the time was coordination with other government departments, specifically at that time Education, Justice, Culture and Heritage now. As well, as we've already talked about some of the regional Inuit organizations, I haven't heard a lot of discussion in any of your responses on how that coordination is occurring, in	ᑲᑎᒪᔾᔪᑎᒋᓚᐅᖅᓯᒪᔭᖅᐳᑦ ᖁᒥᕐᕈᑎᓪᓗᑕ ᑕᐃᔅᓱᒪᓂ ᑲᑎᒪᔨᕋᓛᖑᑎᓪᓗᑕ 2011-ᒥ. ᐃᓱᒫᓗᓕᒍᑎᒋᔭᐅᓚᐅᒻᒪᑕ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎᐅᔪᓄᑦ ᑕᒪᑯᒃᐊ ᒐᕙᒪᒃᑯᑦ ᐊᓯᖕᒋᑦ ᐱᓕᕆᖃᑎᒋᔭᐅᒋᐊᖃᒻᒪᑕ ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᑦ ᒪᓕᒐᓕᓇᔨᒃᑯᑦ ᐃᓕᖅᑯᓯᓕᓇᔨᑐᖃᒃᑯᓪᓗ ᐊᒻᒪᓗ ᓄᓇᓕᓐᓂ ᑎᒥᐅᔪᑦ. ᑐᓴᖅᑎᑕᐅᒃᑲᓐᓂᓚᐅᖕᒋᓐᓇᒪ ᑭᐅᔾᔪᑎᖃᓚᐅᖕᒋᓐᓇᔅᓯᓗ ᑕᒪᓐᓇ ᖃᓄᖅ ᐱᓕᕆᐊᓇᕙᓪᓕᐊᒻᒪᖕᒐᔅᓯᐅᒃ. ᖃᓄᓪᓗ	ᐊᒻᒪᓗ ᐱᕙᓪᓕᕈᑕᐅᕙᓪᓕᐊᒐᓗᐊᒻᒪᖕᒐᑦ. ᑕᐃᒪ

what manner it is occurring and how productive it is. I was wondering if you could maybe update the committee on progress Mr. MacDonald. Thank you.	ᑐᓴᖅᑎᑕᐅᒍᒪᓐᓇᐅᒍᓗᐊᖅ. ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. It's a good question. I could tell you that we do have ongoing coordination work that we do with other departments. You may recall earlier today we discussed the issue of housing, staff housing, and that's something that we've embarked upon with Nunavut Housing Corporation, for example. We're very early in that stage, but we're encouraged to hear what they've told us after we've asked them some preliminary questions, for example.	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ):ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᑦᓯᐊᕙᐅᕗᖅ. ᐅᖃᕈᓐᓇᖅᑐᖓ ᑕᐃᒪᓐᖓᓕᒫᖅ ᑲᒪᒋᔭᖅᑲᑦᑕᖅᑐᑦ ᐃᓛᒃ ᐱᓕᕆᐊᕆᔭᖅᐳᓐ. ᑕᐃᒪ ᐅᖃᖅᑲᐅᒐᒪ ᐅᖃᐅᓯᕆᓯᒪᒐᒃᑯ ᐃᖅᑲᓇᐃᔭᖅᑎᓐ ᐃᒡᓗᒃᓴᖃᖅᑎᑕᐅᒋᐊᖃᓐᓂᖏᓐᓄᑦ. ᑖᒃᑯᐊ ᐱᓕᕆᖃᑎᒋᓗᒋᑦ ᐃᒡᓗᓕᕆᔨᔾᔪᐊᒃᑯᑦ, ᑕᐃᒪ ᖁᕕᐊᓱᒃᐳᒍᑦ ᐅᖃᐅᑎᔭᐅᓚᐅᕋᑦᑕ ᑖᒃᑯᓂᖓ ᐃᑲᔪᓐᓂᖃᑦᓯᐊᖅᓯᒪᓪᓗᑎᓪᓗ ᐊᐱᖅᑯᑎᒋᔭᑎᓐᓂᒃ ᖃᓄᖅ ᐋᖅᑭᒃᑕᐅᒍᓐᓇᒐᕋᔭᒻᒪᖔᑕ ᑖᒃᑯᐊ ᐃᒡᓗᖃᖅᑎᑕᐅᒐᔭᓐᓂᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦ.

ᑕᐃᒪ ᓄᓇᕗᒥ ᓯᓚᑦᑐᖅᓴᕝᕕᓕᕆᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᐊᖅᓱᑎᒃ ᓄᓇᓕᓐᓂᒥᐅᑕᐅᔪᑦ ᓱᑦᓗ ᓄᓇᕗᒥᐅᑕᐅᔪᑦ ᑕᐃᒪᓐᓇ ᐃᓄᓕᕆᔨᓐᖑᖅᐸᓪᓕᐊᔪᓐᓇᖁᓪᓗᒋᑦ ᐱᓕᕆᐊᕆᔭᐅᖏᓐᓇᖅᑐᓐ. ᑕᐃᒪᓐᓇ ᐊᖅᑭᒍᑕᐅᓗᒃᑖᔭᖏᑦᑑᒐᓗᐊᑦ.

ᑮᓇᐆᔭᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᐱᓕᕆᖃᑎᒋᒍᒪᒐᑦᑎᒍ ᖃᓄᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᓐᓂᖅᓴᐅᔪᓐᓇᖃᑦᑕᕋᔭᒻᒪᖔᑦᑕ ᐃᓐᓄᒃᑕᐅᔪᓐᓇᖁᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᐃᓐᓄᒃᑕᐅᓯᒪᓐᖏᑦᑐᑦ.

ᑕᐃᒪ ᐱᓕᕆᕈᓗᔭᖅᓯᒪᔭᖅᐳᑦ ᑕᒪᓐᓇ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐅᖃᒃᑲᓐᓂᓪᓗᖓ ᖃᐅᔨᒪᔪᒍᑦ. ᐃ, ᑕᐃᒪᓐᓇ ᐱᓕᕆᑎᑕᑦ ᐃᓛᒃ ᓱᓪᓗ ᑐᓴᖅᑎᑦᓯᔾᔫᒥᖃᑦᑕᕆᐊᖃᖅᑐᒍᑦ ᓇᓗᓇᓐᖏᑦᑐᖅ, ᐱᓕᕆᐊᕆᓗᐊᕐᓗᒃᓯᒪᓐᖏᓐᓇᑎᒍᑦ ᐊᒻᒪᓗ ᓄᑖᓂᒃ ᐊᑐᖅᐸᓪᓕᐊᒍᒪᒐᑦᑕ ᑕᒪᒃᑯᓄᖓ

ᑎᒥᐅᔪᑦ ᐱᓕᕆᖃᑎᒋᓗᒋᑦ ᑕᒪᑐᒪ ᒥᒃᓵᓄᑦ ᐊᒻᒪᓗ ᒫᓐᓇ

services. We know that we have been, frankly, deficient in that regard. We want to find new ways for us to reach out to communities, to reach out to organizations and we are doing that. We also want to take advantage of existing organizational structures that are meant to do that.	ᑎᒥᐅᔪᑦ ᐱᓕᕆᖃᑎᒋᓗᒋᑦ.
So I'll give you an example; the Department of Economic Development and Transportation takes a lead role in regional socio-economic monitoring committee meetings. We've been invited to speak to these now. We want to be well placed to give the members of those committee meetings, who are often mayors in the regions, leaders of other organizations, other departments, both federal and territorial. We want to be able to speak to our programs, our services, our initiatives so that that information gets out there to the regions and to the communities in another way. It's also an opportunity for us to engage and to gather feedback and information that we need. As I said, when I mentioned the previous question that enables us to modify our practices when required.	ᑖᒃᑯᐊ ᓱᑦᓗ ᐱᕙᓪᓕᐊᔪᓕᕆᔨᒃᑯᑦ ᐃᖏᕋᔪᓕᕆᔨᒃᑯᓪᓗ ᐱᓕᕆᐊᖃᖃᑦᑕᒻᒪᑕ ᐃᓅᓯᓕᕆᓂᒻᒧᑦ ᐊᒻᒪᓗ ᑮᓇᐅᔾᔭᓕᐅᕈᑎᒃᓴᐅᓂᐊᖅᑐᓂᒃ. ᑕᐃᒪ ᐊᖅᑭᐅᒪᑦᑎᐊᕈᒪᒐᑦᑕ ᑲᑎᒪᖃᑎᒋᓕᕋᖕᒐᑦᑎᒍᑦ ᓄᓇᓕᓐᓂᒥᐅᑦ ᒪᐃᔭᒋᔭᐅᔪᓪᓗ ᑲᑎᒪᓪᓗ ᐃᓚᐅᑎᑕᐅᖃᑦᑕᒻᒪᑕ. ᐅᖃᓪᓚᖃᑎᒋᒍᒪᒐᑦᑎᒍ ᑕᒪᒃᑯᐊ ᐱᓕᕿᐊᕆᕙᓪᓕᐊᔭᕗᑦ ᑐᑭᓯᐅᒪᑦᑎᐊᕈᓐᓇᖁᓪᓗᒋᑦ ᓄᓇᓖᑦ ᐊᕕᑦᑐᖅᓯᒪᓂᖏᓐᓂ ᐊᖏᔪᖅᑳᕆᔭᐅᔪᑦ, ᐃᓛ ᑎᒥᐅᔪᓪᓗ. ᑕᐃᒪᓐᓇ ᑐᓴᖅᑎᑕᐅᑦᑎᐊᕈᒪᓪᓗᑕ ᑕᐃᒪ ᐅᖃᖅᑲᐅᒐᒪ ᐊᐱᖅᑯᑎᒋᔭᐅᔪᒧᑦ ᑕᐃᒪᓐᓇ ᐋᖅᑭᔅᓱᐃᒍᓐᓇᖅᐸᓪᓕᐊᓂᐊᕋᑦᑕ ᐃᓕᖅᑯᓯᕆᕙᑦᑕᑎᓐᓂᑦ..
On the whole, I think that I can report some positive efforts. I anticipate more in the long run, as our department gains its footing and becomes a little bit more entrenched in people's minds, as well as within the Government of Nunavut. Thank you.	ᑕᐃᒪ ᑕᒪᐃᑎᒍᑦ ᑕᐃᒪᓐᓇ ᐊᔅᓱᕈᓴᕈᑎᒋᓂᕆᔭᖅᐳᑦ ᑕᒪᑐᒪ ᐱᓕᕆᐊᕆᕙᓪᓕᐊᒐᑦᑎᒍ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐊᑐᖅᐸᓪᓕᐊᒍᒪᒐᑦᑎᒍ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑰᓪᓗᑕ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you for that response, Mr. MacDonald. I'm going to take a little step further with some of the departments that I mentioned: Justice, Education, Culture and Heritage. Speaking more to it like a coordinated approach provision of the programming and establishing standards and services.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᑭᐅᑦᑎᐊᕋᕕᑦ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐊᒻᒪᓗᑦᑕᐅᖅ ᑖᒃᑯᐊ ᐊᓯᖏᑦ ᐅᖃᐅᓯᕆᖅᑲᐅᔾᔭᒃᑲ ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐃᓕᖅᑯᓯᑐᖃᓕᕆᔨᒃᑯᑦ ᐊᓯᖏᓪᓗ ᑎᒥᐅᔪᑦ ᒐᕙᒪᒃᑯᓐᓂ ᐱᓕᕆᖅᑎᒋᔭᐅᒋᐊᖃᖅᒪᑕ ᐱᓕᕆᐊᕆᔭᑦᑎᓐᓂᑦ.

I realize with the transition from Health and Social Services to the Department of Family Services, some of those identified committees or working groups may have fell to the wayside, or created some confusion. I would like to encourage the department to re-establish some of those ties. Maybe if you can inform me if there is work progressing to continue with some of that work? Mr. MacDonald.	ᑖᒃᑯᐊ ᐋᓐᓂᐊᖃᕐᓇᖏᑦᑐᓕᕆᔨᒃᑯᓐᓃᓚᐅᖅᑎᑦᑐᒋᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐃᓚᖏᑦ, ᑎᒥᕈᓘᔭᐃᑦ ᓴᖅᑭᐸᓪᓕᐊᑎᓪᓗᒋᑦ ᐅᐃᒪᔫᕈᑕᐅᓚᐅᖅᑰᕐᒪᑕ ᐋᖅᑭᒃᓱᐃᒃᑲᓐᓂᕆᐊᖃᖅᐳᓯ ᑖᒃᑯᐊ ᐱᓕᕆᖃᑎᒋᓂᐊᖅᑕᓯ, ᐱᓕᕆᖃᑎᑏᓐᓇᖃᑦᑕᕐᑯᓪᓗᒋᑦ. ᑕᐃᒪᓐᓇᐃᐸᐹᑦ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. That is duly noted. I can tell that you that officials from our department have begun and have been working on this since April 1, 2013 to identify existing committees, organizations, and working groups and try to plug into those. As you can imagine, throughout that transition, there have been admittedly ones that fell through the cracks. Over time we're gradually picking those up and identifying staff across the department with the necessary background or the expertise, or the function and the role within our department to take a lead on those.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓵᓐᓇ ᐅᔾᔨᕆᕙᕗᑦ ᖃᐅᔨᕙᕗᑦ, ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᓪᓗ ᐱᓕᕐᑭᐊᖃᐃᓐᓇᖅᑑᒐᓗᐊᑦ ᐃᐳᕈ 1, 2013-ᖑᓚᐅᖅᑐᒥᑦ ᒫᓐᓇᐅᔪᖅ ᑖᒃᑯᐊ ᑲᑎᒪᔨᒋᔭᐅᔪᑦ ᐱᓕᕆᔨᒋᔭᐅᔪᓪᓗ ᑕᐃᒪᓐᓇ ᐃᓚᐅᓗᑎ, ᑕᐃᒪᓐᓇ ᐱᕙᓪᓕᐊᑎᑕᐅᑎᓪᓗᒋᑦ ᑕᐃᒪᓐᓇ ᐱᓕᕆᐊᖃᖅᐸᓪᓕᐊᑎᓪᓗᑕ ᐃᓱᐃᓪᓕᐅᕈᑎᖅᑳᔪᖃᑦᑕᕋᓗᐊᖅᑐᒍᑦ ᓇᓗᓇᐃᖅᓯᒐᓱᑦᑐᑕᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᒃᓴᐅᒐᔭᖅᑐᓂᑦ ᖃᐅᔨᒪᔪᓂᓪᓗ ᑕᐃᒪᓐᓇ ᓯᕗᓕᖅᑎᐅᒐᓱᐊᕈᒪᓪᓗᑕᓗ ᑕᒪᓐᓇ ᐱᓕᕆᐊᕆᔭᐅᓂᖕᒐᓄᑦ ᐊᒻᒪᓗ ᑐᖏᓕᕆᔭᐅᔪᖅ ᓱᕐᓗ ᐊᖏᔪᖅᑲᐅᑎᒐᓚᓐᓄᑦ ᐊᑐᐊᒐᓕᕆᔨᓪᓗ ᐃᓚᒋᔭᐅᖃᑕᐅᕐᓗᑎ ᑕᐃᒪᓐᓇ.	
There are deputy level committees, assistant deputy level committees within the government's senior officials, such as policy for example, that we are members of. We are taking a serious role in being involved across many departmental committees to ensure that policy gaps are being addressed.	ᐃᓚᐅᓕᕐᒪᑕ ᑕᒪᒃᑯᓂᖕᒐ ᒐᕙᒪᒃᑯᑦ ᑎᒥᕐᑯᑎᒋᔭᖕᒋᓐᓂ ᑲᑎᒪᔨᕐᑯᑎᒋᔭᖕᒋᓐᓂᔫᓐᓃᑦ. ᑕᐃᒪ ᐅᕙᒍᑦᑕᐅᖅ ᐃᖅᑲᓇᐃᔭᖃᑎᒋᔭᕗᓪᓗ ᓇᓗᓇᐃᖅᓯᓯᒪᔪᑦ.
There are a number of areas where we have, ourselves, and some of our sister departments have identified where there is no clarity for the public. What we want to do is work with them to develop a joint approach to finding solutions to those issues.	ᑐᑭᓯᓇᑦᑎᐊᖏᑉᐸᑦ ᑕᖅᑳᓂᒥᐅᑕᐅᔪᓄᑦ ᐱᓕᕆᖃᑎᒋᒍᒪᒐᓗᐊᖅᑕᕗᑦ ᑕᒪᒃᑯᐊ ᑭᒃᑯᑐᐃᓐᓇᐃᑦ ᐋᖅᑭᑦᑕᐅᒋᐊᖃᖅᑐᑦ ᐋᖅᑭᐸᓪᓕᐊᔪᓐᓇᖅᑯᓪᓗᒋᑦ ᐊᒻᒪᓗ

I can tell you that we are working on those, and I think it will continue to get better as, once again, we establish ourselves a bit more firmly. Thank you.	ᐊᑲᐅᓯᕝᓪᓕᖅᐸᓪᓕᐊᓂᐊᖅᑐᖅ ᐱᓕᕆᖃᑎᒋᑎᓪᓗᑎᒍᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. That's encouraging. I've always found that teamwork works a lot better than making decisions in a silo, where decisions sometimes overlapped, or the responsibilities are overlapped with some of the information that's out there can assist numerous departments, and not just one.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᑕᒪᓐᓇ ᑐᓴᕈᒥᓇᑦᑎᐊᖅᑐᖅ ᑲᑐᔾᔨᖃᑎᒌᑦᑐᓃᑦᒃ ᑕᐃᒫᒃ ᐊᑕᐅᑦᑎᒃᑯᑦ ᐋᖅᑮᖃᑎᒌᑦᑐᓂ ᐱᐅᓂᖅᓴᐅᓲᖕᒍᒻᒪᑦ ᐃᓄᑑᖕᒋᓪᓗᓂ ᑕᒪᒃᑯᐊᓗ ᖃᓕᓈᓲᖕᒍᒻᒪᑕᑦᑕᐅᖅ ᑐᓴᖅᑎᑎᔾᔪᑕᐅᓇᓱᑦᑐᐃᑦ ᑕᖅᑲᒃᑯᓄᖓ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᓐᓄᑦ.	
I would like to switch gears here just for a second. I would like to go back to where you were speaking earlier about some questions regarding incomplete criminal record checks. I think most of us here are aware through some of our outside activities, myself for coaching, sometimes those criminal record checks take some time to get processed through the Royal Canadian Mounted Police.	ᒫᓐᓇ ᐊᓯᐊᓂᓪᓕ ᐅᖃᐅᓯᔅᓴᖃᒐᓛᑲᐃᓐᓇᕈᒪᔪᖕᒐ, ᐅᑎᕆᐊᑲᐃᓐᓇᕐᓗᑕ ᐅᖃᐅᓯᕆᖅᑲᐆᔭᕐᓄᑦ ᑕᐃᒃᑯᐊ ᐱᔭᕇᖅᓯᒪᖕᒋᑦᑐᐃᑦ ᐱᔭᕋᔅᓯᒪᒻᒪᖕᒐᑕ ᖃᐅᔨᓴᖅᑕᐅᒍᑎᒥᓂᖕᒋᑦ, ᑕᐃᒪ ᑕᖅᑳᓂ ᓯᓚᑖᓂ ᐱᓕᕆᕈᔫᔭᖅᐸᒻᒥᒐᑦᑕ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐱᕐᖑᐊᖅᑐᓄᑦ ᑲᒪᔨᐅᓲᖕᒍᑦᓗᑕ ᐱᕋᔭᓚᐅᖅᓯᒪᖕᒋᒃᑲᓗᐊᕐᒪᖕᒐᑕ ᖃᐅᔨᓴᖅᑕᐅᒍᑏᑦ ᐊᑯᓂᑲᓪᓚᕈᓗᒃ ᐅᑎᕋᓱᓲᖕᒍᒻᒪᑕ.
Has this time lag created any challenges for your department in services to youth in Nunavut? Thank you. Mr. MacDonald.	ᑕᒪᓐᓇ ᐊᑯᓂ ᐅᑕᖅᑭᒋᐊᖃᖃᑦᑕᕐᓂᓯ ᐱᕋᔭᔅᓯᒪᖕᒋᒃᑲᓗᐊᕐᒪᖕᒐᑦ ᖃᐅᔨᓴᓂᕐᒥᑦ ᐃᓕᔅᓯᓐᓄᑦ ᐊᑲᐅᖕᒋᓕᐅᕈᑎᖃᖅᐸᒃᑭᕙ ᓱᕈᓯᓕᕆᒐᓱᑦᑎᓪᓗᓯ ᓄᓇᕗᒻᒥ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I think in a general sense, I can quickly respond to you by saying yes. Even if you consider staffing alone, it wouldn't be a surprise to anybody in the room to learn that, particularly in Iqaluit, there a lag between when a potential employee can get the record check and apply for a position, between that point in time and when that paperwork gets back to the department. That's a challenge for us on the whole. It continues to be a challenge over time.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᐊᑕᖕᒋᐸᓗᓪᓗᒍᐃᓛᒃ ᐃᓱᒪᒋᓗᒍ ᑭᐅᔪᓐᓇᓇᒃᑭᑦ. ᐃ, ᐊᓪᓛᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑐᐊᕗᑦ ᐃᓱᒪᒋᒍᔅᓯᐅᒃ ᖁᐊᖅᓵᖅᑐᖃᕋᔭᖕᒋᑦᑐᖅ ᐅᕙᓂ ᐃᖃᓗᓐᓂᓛᒃ ᐱᓗᐊᖅᑐᒥᑦ ᐊᑯᓂᐊᓗᒃ ᐅᑕᖅᑭᖃᑦᑕᕐᖓᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᒃᓴᐅᒐᔭᖅᑑᒐᓗᐊᑦ ᐱᕋᔭᓚᐅᖅᓯᒪᖕᒋᒃᑲᓗᐊᕐᒪᖕᒐᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑎᖓ ᐊᑯᓂᐊᓗ ᐅᑕᖅᑭᔭᐅᓕᖅᐸᑦᑐᓂ ᐊᒻᒪ ᐅᑎᑦᑕᓯᓐᓇᓕᖃᐃᒻᒪᑦ. ᐃᓛᒃ ᐱᔭᕆᐊᑐᖃᑦᑕᖅᑐᖅ ᐊᑯᓂᐊᓘᖃᑦᑕᕐᖓᑕ. ᓱᓕ ᐱᒐᓇᐃᓐᓇᖅᑐᖅ ᑖᓐᓇ ᓄᓇᓕᕋᓛᖑᓂᖅᓴᓂᑦᑕᐅᖅ ᓄᓇᖃᖃᑦᑕᖅᓯᒪᒻᒥᒐᒪ ᐱᔭᕿᐊᑭᑦᑐᓯᐅᕐᓂᖅᓴᐅᔫᓲᓪᓖᒃᑯᐊ.	
Personally, I have lived in a number of	ᐊᓪᓛᑦ ᐅᕙᖓ ᐊᑐᖅᓯᒪᔭᖕᒋᑎᒍᑦ ᑕᐃᒪᐃᑦᑐᒥ ᖃᐅᔨᓴᖅᑕᐅᑎᓚᐅᖅᓯᒪᒻᒥᒐᒪ ᓇᒻᒥᓂᖅ ᐅᓪᓗᓴᐃᓐᓇᕐᓗ

other smaller communities, and I’ve always found it to be a much easier process in that respect. Even in my own experience, I’ve been able to apply for a criminal record check and get it the same day. That varies from community to community, and from detachment to detachment.	ᐱᔭᕇᖅᑕᐅᓪᓗᓂ ᓄᓇᓕᓐ ᑖᓐᓇ ᐊᔾᔨᒌᖕᒋᑎᐊᖕᒐᑦ ᑲᒪᒋᔭᐅᓂᖓ. ᑕᒪᒃᑯᐊᓕ ᓇᓗᓇᐃᖅᑐᕋᓱᓪᓚᕆᓪᓗᒋᑦ ᐃᓚᒌᑦᑐᓕᕆᓂᕐᒨᖓᔪᐃᑦ.
In terms of specifics around child and family services cases and the record checks on family members in households, I would like to ask one of my counterparts to speak to that in more detail if that’s where you want to go. Thank you, Mr. Chairman.	ᐱᕋᔭᒃᑐᖅᑲᓐᖕᒋᒃᑲᓗᐊᖅᒪᖕᒫᖅ ᖃᐅᔨᓴᕐᓃᑦ ᐃᓚᒌᓂ ᐃᓪᓗᒥᐅᖃᑎᒌᓂ ᐃᓱᒪᖃᕐᓗᓂ ᐆᒪ ᐊᐃᑉᐸᒻᒪ ᐅᖃᐅᓯᕆᑦᑎᐊᒃᑲᓐᓂᕈᓐᓇᖅᑕᖕᒐ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald which colleague of yours would you like to defer that to?	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᓇᓪᓕᐊᑦ ᓂᓪᓕᖁᕕᐅᒃ?
Mr. MacDonald: Thank you, Mr. Chairman, I think I will ask Mr. Ojah to speak to that one.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᐆᔾᒧᑦ ᐅᖃᐅᓯᐅᖁᔭᕋ.
Chairman: Thank you, Mr. Ojah please.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐆᔭᔭ.
Mr. Ojah: Thank you, Mr. Chairman. I want to preface what I say by first saying to the committee that we work very closely with the local policing authorities and over the last couple of years our requests have been met with the greatest sense of urgency by the department and by the RCMP. That certainly has been very helpful.	**ᐆᔭᔭ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᓯᕗᓪᓕᖅᐸᒥᒃ ᐅᖃᓇᐊᖅᑳᕈᒪᔪᖕᒐ ᐅᖃᓪᓚᓇᓚᐅᓐᖕᒋᓂᕐᓃᓛᒃ ᑐᑭᑖᖅᑎᓪᓗᒍ. ᖃᓂᔅᓴᓪᓚᓇᑦᑐᑕ ᓄᓇᓕᓐᓂ ᐸᓛᓯᒃᑯᓐᓂᒃ ᐱᓕᓇᖃᑎᖃᖅᐸᒃᑕᑦ. ᑕᐃᒪ ᐊᕐᕉᒍᒃ ᒪᕐᕉᓯᒪᓕᖅᑑᒃ ᑐᒃᓯᕋᕐᓂᓇᖃᑦᑕᖅᑕᕗᑦ ᑐᐊᕕᕐᓇᖅᑐᒃᑰᖅᑕᐅᓂᖅᓴᐅᕙᓕᖅᓯᒪᔫᒐᓗᐊᑦ ᐸᓛᓯᒃᑯᓐᓄᑦ. ᑕᒪᓐᓇᓗ ᐃᑲᔫᑎᖃᑦᑎᐊᖅᓯᒪᕕᐅᑎᑦᑐᖅ.
That being said, we will not, for the safety of children move away from minimizing that requirement. It might take a little bit longer in Iqaluit to get criminal record checks, but they are absolutely essential. We may have in the past not followed that premise as closely and appropriately as we should. I am confident that at the present time we are	ᑕᐃᒪᐃᓕᓚᐅᕐᓗᖕᒐᓕ ᑕᒪᒃᑯᐊ ᓱᕈᓯᓛᑦ ᐊᑦᑕᓇᖅᑐᒦᕐᑯᓇᒋᑦ ᑖᓐᓇ ᒥᑭᓪᓕᒋᐊᖅᑎᔾᔭᖕᒋᓇᑦᑎᒍ ᑕᐃᒪᐃᑦᑐᒃᑰᓇᐊᕐᓂᖅ ᖃᐅᔨᓴᖅᑕᐅᖅᑳᓇᐊᖃᕐᓂᖅ. ᐃᖃᓗᓐᓂ ᐊᑯᓂᐅᓂᖅᓴᐅᖃᑦᑕᓂᐊᖅᑑᒐᓗᐊᖅ ᖃᐅᔨᓴᕐᓂᖅ ᐱᕋᔭᒃᓯᒪᓐᖕᒋᒃᑲᓗᐊᕐᒪᖕᒐᑕ, ᑭᓯᐊᓂ ᐊᓯᐊᒍᕐᕕᒃᓴᖃᓐᖕᒋᑦᑐᖅ. ᐅᐊᑦᑎᐊᕈᓕ ᑖᓐᓇ ᒪᓕᑦᑕᐅᑦᑎᐊᖃᑦᑕᐸᓪᓚᐃᓯᒪᓐᓂᖕᒋᒻᒪᑦ ᑕᐃᒫᒃ ᒪᓕᑦᑕᐅᑦᑎᐊᓇᐊᖃᕋᓗᐊᖅᑐᑎᒍ, ᒫᓐᓇᓕ ᐱᒍᓐᓇᖅᑕᓕᒫᑦᑎᓐᓂᒃ ᐱᒐᓱᐊᖅᐸᓕᖅᑐᒍᑦ ᑖᓐᓇ ᐃᓱᒪᒋᔭᐅᖃᓯᐅᔭᔭᐅᖕᒋᓐᓇᖅᑐᓂ

doing all we can to ensure that that factor is always present in our mind. Thank you, Mr. Chairman.	ᐱᕋᔭᒃᓯᒪᔪᖅᑲᓐᖓᒃᑲᓗᐊᕐᒪᖔᖅ ᑕᕝᕙᓂ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr Ojah, at no time was I suggesting that you remove that requirement, that's for sure. Along the same lines, one of the concerns brought up in the 2011 report, was the lack of any documentation of background checks on group homes; whether they are licensed. I know you have talked about doing annual visits and studies of these types of facilities.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᐆᔭᔭ. ᐅᖃᓚᐅᓐᖏᑎᐊᖅᑐᖓ ᑖᓐᓇ ᐲᖅᑕᐅᖁᓪᓗᒍ ᒥᑭᓪᓕᒋᐊᖅᑕᐅᖁᓪᓗᒍᓘᓐᓃᑦ ᖃᐅᔨᓴᕆᐊᖃᖁᓂᓯ. ᑕᕝᕙᑦᑕᐅᖅ ᐃᓱᒪᓘᑎᒃ ᓴᖅᑭᖅᑕᐅᓯᒪᒻᒥᔪᖅ 2011-ᒥ ᐅᓂᒃᑳᓕᐊᒥᓂᖅᓯᓐᓂ ᑎᑎᖅᑲᒨᖅᓯᓐᖏᓗᐊᖅᐸᑲᓯᒍᖅ ᓯᕗᓂᕆᓯᒪᔭᖏᓐᓂᒃ ᖃᐅᔨᓴᕐᓂᕐᒥ ᒪᑯᓄᖓ ᐊᖏᕋᕆᔭᐅᑲᐃᓐᓇᕆᐊᖃᖅᐸᒃᑐᓄᑦ ᓚᐃᓴᑖᖅᑐᖃᕋᓱᓕᕋᐃᒻᒪᑦ. ᖃᓄᕐᓗ ᐳᓛᕆᐊᖅᑕᐅᒍᓐᓇᕐᒪᖔᑕ ᓇᓗᓇᐃᖅᑐᐃᓂᕐᒥᒃ.	
Again going back to some of the 2011 recommendations and some of the commitments made at that time, we have all witnessed that there have been some gaps; we will say to use the term politely. Can you assure us that during these annual reports that these group homes and care facilities are licensed and all the background checkboxes are being ticked off in your reports? Mr. MacDonald.	ᐅᑎᕐᕕᖃᑐᐃᓐᓇᕐᓗᖓ 2011-ᒥ ᐊᑐᓕᖁᔭᓕᐊᖑᓚᐅᖅᓯᒪᔪᓂ ᐊᒻᒪᑦᑕᐅᖅ ᐱᓕᕆᓂᐊᕐᓂᕋᕐᓂᐅᓚᐅᖅᓯᒪᔪᓂ. ᑕᒫᓂ ᐃᓚᖏᑦ ᐊᓪᓗᖅᑕᐅᖃᑦᑕᖅᓯᒪᔪᕐᐋᔭᕐᖓᑕ ᐱᔭᐅᒋᐊᓕᒥᓂᐅᒐᓗᐊᑦ. ᐅᖃᕈᓐᓇᖅᑮᑦ ᑕᒪᒃᑯᐊ ᓱᕈᓯᒃᑯᕕᐅᖃᑦᑕᖅᑐᐃᑦ ᐊᖏᕋᕆᔭᐅᑲᐃᓐᓇᕆᐊᖃᖅᐸᒃᑐᐃᑦ ᓚᐃᓴᖃᕋᓗᐊᕐᒪᖔᑕ ᐊᒻᒪᑦᑕᐅᖅ ᐱᕋᔭᒃᓯᒪᔪᖅᑲᓐᖓᒃᑲᓗᐊᕐᒪᖔᑕ ᑕᕝᕙᓂ ᖃᐅᔨᓴᖅᑕᐅᑦᑎᐊᖅᓯᒪᕙᒃᑲᓗᐊᖅᐸᑦ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. Yes, I can assure you that all of our existing facilities have been checked, and the annual audit process is one process to maintain a clear understanding of where those facilities stand, but we have taken that requirement quite seriously and even in terms of our process to accept proposals from facilities, we met them at the initial stages of the process now. It is a huge liability risk and we want to make sure that that is taken care of for the sake of our clients. Thank you, Mr. Chairman.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᐅᖃᐅᑎᓪᓚᕆᒍᓐᓇᕆᒃᑭᑦ ᐃᓗᓐᓇᖏᓐᓂᒃ ᑕᒪᒃᑯᐊ ᐊᖏᕋᕆᔭᐅᑲᐃᓐᓇᐸᒃᑐᐃᑦ ᖃᐅᔨᓴᖅᑕᐅᓯᒪᔪᑦ ᐊᒻᒪ ᐊᕐᕌᒍᑕᒫᑦ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖃᑦᑕᓂᒃᑯᑦ ᓇᓗᓇᐃᖅᓯᑦᑎᐊᖃᑦᑕᕐᒥᔪᒍᑦ ᖃᓄᐃᓕᖓᓕᕐᒪᖔᑕ ᑕᒪᒃᑯᐊ ᐊᖏᕋᕆᔭᐅᑲᐃᓐᓇᓲᑦ. ᐃ, ᑖᓐᓇ ᐱᓪᓚᕆᒐᓱᒃᓯᒪᕗᑦ. ᐊᓪᓛᑦ ᑕᒪᓐᓇ ᐱᕙᓪᓕᐊᓂᕆᕙᒃᑕᕗᑦ ᑐᒃᓯᕋᐅᑎᓕᐅᖅᑐᖃᕋᐃᒻᒪᑦ ᓇᑭᑐᐃᓐᓇᖅ ᖃᐅᔨᓴᖅᑳᓲᕆᓕᖅᑕᕗᑦ ᑕᒪᐅᓇ. ᐸᓯᔭᒃᓴᒫᖑᔪᓐᓇᕐᒥᒐᑦᑕᑦᑕᐅᖅ ᑕᒪᑐᓄᓕᕐᓂᕈᑦᑕ ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᐸᑦᑕᕗᑦ ᐃᓱᒪᒋᒋᐊᖃᕋᑦᑎᒍ. ᖁᔭᓐᓇᒦᒃ	
Chairman: Thank you, Mr. MacDonald. I do have a couple more questions for you, but I would like to ask a question to the Office of the Auditor General in the interim.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒪᕐᕈᒃᓐᓂᒃ ᐊᐱᖅᑯᑎᒃᓴᖃᒃᑲᓐᓂᕐᕕᒋᓗᐊᖅᑕᒋᑦ. ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᓐᓄᑦᓖ ᐊᐱᓇᖓᑲᐃᓐᓇᕈᒪᔪᖓ. ᑕᐃᒪᓕ ᐱᓕᕆᕕᒃ ᑖᓐᓇ ᒐᕙᒪᒃᑯᓐᓂ ᐅᖃᖃᑦᑕᖅᓯᒪᒻᒪᑕ ᖃᓇᓴᐆᔭᒃᑯᑦ ᐅᐊᕐᑎᒍᑎᒃᓴᓂᒃ ᐊᑐᕈᓐᓇᕐᓇᕋᖅᑐᑎᒃ.

The department has spoken fairly repeatedly about an electronic monitoring system, the case monitoring software. I can only imagine how challenging it was for your audit crew to be going into some of these files and seeing the state of some of the files; having been handwritten and typed out. I don't like asking opinions, but I am going to ask it Mr. Campbell, is it the opinion of the Auditor General of Canada that electronic monitoring systems, or a case management system, would be greatly beneficial, or how much of an impact do you think it would have on a department such as Family Services, Mr. Campbell?	ᐃᓕᓴᓱᓖ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑐᓯ ᐸᐃᑉᐹᒃᑯᕈᓘᔾᔭᓗᓐᓂᒃ ᕿᒥᕐᕈᐊᖅᑐᓯ ᐱᔭᕆᐊᑐᔪᒃᓴᐅᓂᖕᖓᑦ ᐊᒻᒪ ᐃᓚᖏᑦ ᑖᒃᑯᐊ ᐸᐃᑉᐹᒃᑯᕕᑦ ᑎᑎᕋᐅᑎᑐᐃᓐᓇᕐᒧᑦ ᑎᑎᕋᖅᓯᒪᓪᓗᑎᒃ, ᐃᓚᖏᑦ ᓇᕿᑦᑕᖅᓯᒪᒐᓗᐊᖅᑐᑎᒃ ᐱᔭᕆᐊᑐᔪᒃᓴᐅᓂᖕᖓᑕ ᐅᖃᓕᒫᕋᓱᒋᐊᖏᑕ. ᑖᒃᑯᐊᓕ ᑕᒻᒪᕐᒪᔪᖅᓯᐅᖅᑎᒃᑯᑦ ᑲᓇᑕᒥ ᑐᑭᓯᕙᑦ ᑕᒪᒃᑯᐊ ᖃᕆᓴᐅᔾᔭᒃᑯᑦ ᐅᐊᑦᑎᒍᓐᓇᕐᓃᑦ ᐊᑑᑎᖃᕋᔭᕐᒪᖔᑕ? ᖃᓄᖅ ᐊᑑᑎᖃᕋᔭᖅᐸ ᑕᒪᓐᓇ, ᐊᑦᑐᐃᓂᖃᕋᔭᖅᑳ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᒃ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐊᑐᖃᑦᑕᖅᑲᑕ? ᒥᔅᑕ ᑳᒻᐳᑦ.

ᑳᒻᐳᑦ (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᐊᑑᑎᖃᕋᔭᖅᑐᑦ, ᓇᓗᓇᐃᖅᑐᓗᐊᕋᓗᒃᓯᒪᓐᖏᑕᕋᓗᐊᕗᑦᓕ ᑕᕝᕙᓂ ᐅᓂᒃᑳᓕᐊᑦᑎᓐᓂ ᐊᑐᓕᖁᔭᓕᐅᑦᓚᓇᒃᓯᒪᓂᕐᓗ ᑕᐃᒫᒃ. ᐱᔭᒃᓴᓕᕕᔾᔪᐊᕋᓗᔭᕇᖕᖓᑕ ᖃᐅᔨᒪᒐᑦᑎᒍ ᑖᒃᑯᐊ ᐊᒻᒪ ᐃᓛᓐᓂᒃᑯᑦᑕᐅᖅ ᐊᑐᓕᖁᔭᓕᐅᑦᑕᐅᑎᒋᓲᒍᓐᖏᒻᒥᒐᑦᑕ ᑮᓇᐅᔾᔭᐃᔭᖁᔨᓗᑕ ᖃᓄᑐᐃᓐᓇᖅ ᐊᐅᓚᑦᑎᒍᑕᐅᓂᐊᖅᑐᓂᒃ. ᐊᑯᓂᐊᓗᒃ ᐋᖅᑭᓱᖅᑕᐅᒐᓱᒋᐊᖃᓲᖕᒍᒻᒥᒐᑦᑕ ᐊᒻᒪ ᑮᓇᐅᔾᔭᖅᑐᕆᐊᖃᖅᑐᑎᒃ ᓴᖅᑭᖅᑕᐅᕙᓪᓕᐊᓪᓗᑎᒃ ᑕᐃᒫᒃ ᐊᑐᓕᖁᔭᓕᐅᓐᖏᓯᐊᒻᒪᕆᓚᐅᖅᑐᒍᑦ ᑕᒪᑐᒧᖕᒐ.

ᐱᓕᕆᐊᖑᓇᓱᒃᑐᐊᓘᓗᓂ ᑮᓇᐅᔾᔭᐃᔭᕈᑎᐊᓘᓗᓂᓗ ᐊᒻᒪᓗ ᒪᑯᐊ ᐱᒻᒪᕆᓪᓚᕆᐅᓂᖏᑦ ᑕᕝᕗᓇ ᑲᒪᒋᔭᐅᒍᓐᓇᔾᔭᓐᖏᓚᑦ. ᑕᐃᒫᒃ ᑕᕝᕙ ᐊᓪᓗᖅᑕᐅᖃᑦᑕᕈᓐᓇᕐᖓᑕ ᐃᓚᖏᑦ ᓴᖅᑭᐊᕙᓪᓕᐊᔪᕕᔾᔪᐊᕋᓗᑎᓪᓗᒋᑦ ᐱᓕᕆᐊᒃᓴᐃᑦ. ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᑳᒻᐳᑦ. ᐊᔾᔨᐸᓗᖕᖓᓂᒃ ᐊᐱᕆᔪᒪᓕᕐᒥᔪᖕᖓ ᒥᔅᑕ ᒪᒃᑖᓄᒧᑦ. ᐅᖃᖅᓯᒪᒐᓗᐊᖅᑐᑎᒃ ᐊᑕᐅᓯᐊᕐᓇᒃ ᐱᒻᒪᕆᐅᓂᖕᖓᓂᒃ ᐃᓛᒃᑯᑦ ᐊᐅᓚᑕᐅᓂᖏᑦ ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᑕᐆᔾᔭᕆᐊᓖᑦ

management system to be done electronically. How much work to date has been done on the analysis of the value of a case management system such as what we are talking about? Mr. MacDonald.	ᖃᓇᓴᐆᔭᒃᑯᑦ. ᖃᓄᑎᒋ ᑖᒃᑯᐊ ᐊᑑᑎᖃᕋᔭᕐᒪᖔᒐᑕ ᖃᓇᓴᐆᔭᒃᑯᑦ ᖃᐅᔨᓴᖅᑕᐅᓯᒪᕙᑦ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. And, I thank Mr. Campbell for supporting what we think of as a critical piece of our ability to improve our services and moving forward. At present, within the current department and with the Child and Family Services division, there is a contractor who is working to begin the process of needs determination. Essentially what that will become is a requirements document. So the requirement document will document the breadth of programs and services that division delivers to the public as well as others aspects such as human resource tools and training tools as well.	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᒥᔅᑕ ᑳᒻᐳᑦ ᐃᑲᔪᖅᓱᒐᕕᑦ ᐃᓱᒪᒋᔭᒋᔭᖓᓐᓂᒃ ᐱᒻᒪᓇᐅᓱᒋᑦᓗᒍ ᐋᖅᑭᒋᐊᕈᑎᒃᓴᐅᓱᒋᔭᕗᑦ ᓯᕗᒧᐊᓇᐊᕈᑎᒃᓴᐅᓱᒋᔭᑦᑎᓐᓂᒃ. ᒫᓐᓇᓕ ᑕᕝᕙᓂ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ ᑳᓐᑐᕌᒃᑎᑦᑎᓯᒪᔪᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᒥᒃ ᑖᒃᓱᒥᖓ ᐱᒋᐊᖅᑎᑦᑎᓂᐊᖅᑐᒥᒃ ᑭᓱᓂᒃ ᐱᒃᑲᓐᓂᓇᐊᖃᕐᒪᖔᑦᑕ. ᑖᓐᓇ ᑎᑎᖅᑲᒧᖅᓯᓗᓂ ᑭᓱᓂᒃ ᐱᔭᐆᔭᕆᐊᓕᓐᓂᒃ ᓇᓗᓇᐃᖅᑐᐃᒐᔭᖅᑐᖅ, ᖃᓄᐃᑦᑐᓂᒃ ᐱᓕᓇᔾᔪᑎᓂᒃ ᑕᖅᑲᐅᖓ ᓴᖅᑮᒋᐊᖃᒻᒪᖔᑦᑕ, ᐊᒻᒪᑦᑕᐅᖅ ᐊᓯᖏᓐᓂᒃ ᑕᒪᒃᑯᓂᖓ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᓇᓂᕐᒧᑦ ᐱᓕᓇᔾᔪᑎᒃᓴᓂᒃ ᐱᓕᒻᒪᖅᓴᖅᓴᕈᑎᒃᓴᓂᒃ.
Once that requirements document is complete, then the department will be in a position to move forward on an RFP for example and to have a really documented and solid footing for the business rules of how we conduct our business within this area.	ᑕᐃᒪᓕ ᑖᒃᑯᐊ ᑎᑎᕋᖅᑕᐅᑦᑎᐊᖅᑲᑕ ᐱᔭᐆᔭᓇᐊᓖᑦ, ᐱᓕᓇᕕᒃ ᐃᖏᕋᓯᒋᐊᕈᓐᓇᖅᓯᒐᔭᖅᑐᖅ ᑳᓐᑐᕌᒃᓴᒥᒃ ᓴᖅᑮᓗᓂ ᒪᓂᒪᑎᑦᑎᓗᓂ ᑎᑎᖅᑐᑕᐅᑦᑎᐊᖅᓯᒪᓗᑎᒃ ᖃᓄᖅ ᐊᐅᓚᑦᑎᒋᐊᖃᒻᒪᖔᑦᑕ ᑕᒫᓂ.
From lessons learned from other divisions within the department such as Income Assistance and Career Development which have already gone through this process. We feel that we are in a position to learn from a lot of the lessons and the setbacks and so on from those two program areas. And I think that we are quite confident that by pooling resources across the department and in that regard we will be able to move forward on that.	ᐊᓯᑦᑎᓐᓂᒃ ᐱᓕᓇᕕᓐᓂ ᐃᓕᓯᒪᔭᕗᑦ ᑕᒪᒃᑯᓂᖓ ᐃᑲᔫᓯᐊᓕᓇᔨᒃᑯᓐᓂᒃ ᐱᓕᒻᒪᓴᖅᑎᑦᑎᔨᒃᑯᓐᓂᑦᓗ ᐃᓱᒪᔪᒍᑦ ᐊᑐᐃᓐᓇᐅᑦᑎᐊᓕᖅᑐᒍᑦ ᐃᓕᒍᓐᓇᖅᑐᑕ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᒥᓂᕐᓂᑦ ᐊᐅᓚᑦᑎᐊᖏᑦᑐᒥᓂᕐᓂᑦᓗ ᖃᐅᔨᒪᒋᐊᕈᓐᓇᓕᖅᑐᑕ. ᑕᐃᒫᒃ ᐱᓕᓇᔾᔪᑎᕗᑦ ᑲᑎᑎᕈᓘᔭᕈᑦᑎᒍ ᑲᔪᓯᒋᐊᑦᑎᐊᕈᓐᓇᕐᓂᐊᖅᑐᒍᑦ.
As our action plan states that we are	ᐸᕐᓇᐅᑎᕗᑦ ᐅᖃᖅᓯᒪᒻᒪᑦ ᑖᓐᓇ ᐱᔭᕇᖅᓯᒪᒍᒪᓛᖅᑕᕗᑦ

looking at having that entire process complete by the summer of 2015. What I mean is to be very clearly about that is we should have the required documents; we should have perhaps an RFP out at that point in time. Then work can truly commence with the developer to create a system after that. Thank you.	ᐊᐆᔭᖓᓂ 2015. ᑖᓐᓇ ᑐᑭᓯᔭᐅᑦᑎᐊᖁᑦᓚᓇᑦᑕᕋ ᑖᒃᑯᐊ ᐱᔭᐆᔭᕆᐊᓖᑦ ᑎᑎᕋᖅᓯᒪᓕᕝᖅᑐᐃᑦ ᐊᒻᒪ ᑳᓐᑐᕋᒐᒃᓴᒥᒃ ᐊᑐᐃᓐᓇᕈᐃᓗᑕ ᖃᖏᐅᑎᓐᖏᑦᓗᓂ ᐊᒻᒪᓗ ᑕᐃᓐᓇ ᓴᓇᒐᔭᖅᑐᖅ ᐱᓕᕆᖃᑎᒋᒐᔭᕐᓗᒍ ᐊᑐᖅᑕᐅᓕᕋᔭᖅᑐᓂᒃ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. I have a couple more questions. When it talks about compliance with key standards, which is the heading of this part of the review, one of the things that I noted with some interest from the corporate business plan is the review of the *Aboriginal Custom Adoption Recognition Act*.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᓱᓕ ᐊᐱᖅᑯᑎᒃᓴᖃᒃᑲᓐᓂᖅᑐᖕᒐ ᒪᕐᕉᓐᓂᒃ. ᑕᒪᒃᑯᐊ ᒪᓕᑦᑕᐆᔭᕆᐊᖃᖅᑐᐃᑦ ᐅᖃᐅᓯᒋᖃᑦᑕᖅᑲᐅᒐᑦᑎᒍ ᕿᒥᕐᕈᓂᐅᑉ ᐃᓚᒋᓪᓗᓂᐅᒃ. ᐅᖃᐅᓯᖃᖅᑲᐅᒻᒥᒐᒪ ᑕᕝᕙᓂ ᐊᐅᓚᑦᑎᓂᕐᒧᑦ ᐸᕐᓇᐅᑎᑦᑎᓐᓂ ᕿᒥᕐᕈᔭᐆᔭᕆᐊᖃᖅᖓᑦ ᓄᓇᖃᖅᑳᖅᑐᒥᓃᑦ ᑎᒍᐊᕐᓂᖏᓐᓄᑦ ᒪᓕᒐᖅ.
It was stated back in 2011 by the then Auditor General of Canada, Ms. Fraser, that it was recommended that the GN consider reviewing this Act to ensure that the responsibilities are made clear with respect to the safety and best interests of the children and to ensure that the Act continues to meet the need to reflect customary law.	ᑕᐃᔅᓱᒪᓂ 2011-ᖑᑎᓪᓗᒍ ᑕᒻᒪᖅᓯᔪᖅᓯᐅᖅᑎᐅᓚᐅᖅᓯᒪᔪᖅ ᒥᔅ ᕗᓈᓱᒧᑦ ᐅᖃᐅᓯᐅᓚᐅᖅᓯᒪᒻᒪᑦ ᐊᑐᓕᖁᔭᓕᐅᖅᑕᐅᓚᐅᖅᓯᒪᒻᒪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑦ ᕿᒥᕐᕈᖁᔨᓪᓗᓂᒋᑦ ᑖᒃᓱᒥᖓ ᒪᓕᒐᕐᒥᒃ ᑕᒪᒃᑯᐊ ᑭᒃᑯᑦ ᖃᓄᖅ ᐱᓕᕆᔨᒃᓴᐅᒻᒪᖕᒑᑕ ᓇᓗᓇᐃᖅᑕᐅᑦᑎᐊᕋᔭᖅᖓᑕ ᓱᕈᓲᑦ ᐱᓯᒪᔭᐅᑦᑎᐊᓂᖅᓴᐅᖁᓪᓗᒋᑦ ᐊᒻᒪ ᐱᒋᐊᓕᖏᓪᓗ ᐊᑐᖅᑕᐅᓗᑎᒃ ᐱᓪᓗᒋᑦ ᐃᓄᐃᑦ ᑎᒍᐊᕈᓯᖏᑦ.
I noted with some interest in the corporate business plan that just plans to initiate the review weren't scheduled until 14/15 this fiscal year. And I know you were not in the department in 2011 but I am sure that you have been party to some of these discussion. Why has it taken three years for this to get started? Mr. MacDonald.	ᑕᕝᕙᓂ ᐸᕐᓇᐅᑎᑦᑎᓐᓂ ᐅᖃᖅᓯᒪᒻᒪᑦ ᕿᒥᕐᕈᓛᕐᓂᐊᖁᕋᐃᑐᐃᓐᓇᖅᑐᑎᒃ 2014-15 ᐊᕐᕌᒍᖓᓂ. ᖃᐅᔨᒪᔪᖕᒐ 2011-ᒥ ᑕᐃᑲᓂ ᐃᖅᑲᓇᐃᔭᔪᒻᒥᒐᕕᑦ ᑕᒪᒃᑯᐊᓗ ᑐᓴᐅᒪᔭᔅᓴᓇᒐᕕᒋᑦ ᐅᖃᖃᑎᒌᓐᓂᐅᖃᑦᑕᖅᓯᒪᔪᑦ ᑕᒪᓐᓇ ᐱᓪᓗᒍ ᓱᒻᒪᑦ ᒪᓐᓇ ᐱᖓᓱᒻᒪᓇᐊᓗᓐᓂᒃ ᐊᕐᕌᒍᓂᒃ ᓴᖅᑭᕋᓱᒃᓯᕙᕐ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I apologize but I haven't been party to too many discussions about the history of that piece of legislation and perhaps why work hasn't been done. What I can tell you is that within this department and with the meetings that	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᒪᒥᐊᑉᐳᖓᑦᑕᐅᖅ ᐱᖃᑕᐅᓚᐅᖅᓯᒪᓐᖏᑦᑎᐊᕐᒥᒐᒪ ᐅᖃᐅᓯᐅᑎᓪᓗᒍ ᑖᓐᓇ ᒪᓕᒐᒃᓴᐅᒐᓱᒃᑐᖅ, ᓱᒻᒪᓪᓗ ᐱᓕᕆᐊᖑᓐᓂᖏᒻᒪᖕᒑᖅ ᖃᐅᔨᒪᓐᖏᑦᑐᖕᒐ. ᑕᐃᒃᑯᐊᓕ ᑲᑎᒪᖃᑕᐅᕕᒋᔭᒃᑲ ᐃᓄᓕᓇᔨᒃᑯᑎᒍᑦ ᐃᑲᔫᓯᐊᓕᓇᔨᒃᑯᑎᒍᓪᓗ ᑮᓇᐆᔭᑎᒍᓪᓗ ᐃᑲᔫᓯᐊᖑᕙᒃᑐᑎᒍᓪᓗ ᖃᐅᔨᒐᓱᒃᓯᒪᔪᒍᑦ ᖃᓄᖅ

I've participated in, we've taken a look at all of the legislation that has fallen to the Department of Family Services. Social Assistance for example, Child and Family Services, Financial Assistance. So, what we have tried to do is take a look at what is a sequence in which those pieces of legislations should be tackled by staff within our department and with assistance from departments such as Justice, for example. We are in the process of finalizing that priority list and getting to work on that.	ᐱᕙᓪᓕᐊᔭᐅᒍᓐᓇᕐᒪᖕᒑᑦ ᓇᓕᐊᓪᓗ ᒪᓕᒐᔅᓴᐃᑦ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓐᓄᑦ ᐱᓕᕆᐊᖑᒍᓐᓇᕋᔭᕐᒪᖔᑕ ᓇᒻᒥᓂᖅ. ᓇᓕᐊᒃ ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᑲᔪᖅᑕᐅᓗᑕ ᐱᓕᕆᐊᕆᒍᓐᓇᕋᔭᕐᒪᖔᑦᑎᒍ ᐊᒻᒪᓗ ᓯᕗᓪᓕᐅᖃᑦᑕᕋᔭᖅᑐᐃᑦ ᐋᖅᑭᓕᕋᔭᕐᒥᓪᓗᑎᒍ.
As you stated, the review of that piece of legislation is in our business plan and it is one of our highest pieces of priority because we've committed to doing it. So the Child and Family Services division has committed to working on that with Justice during the 14-15 fiscal year. Thank you.	ᑕᐃᒪᓕ ᑖᔅᓱᒪᐃᓛᒃ ᑖᓐᓇ ᒪᓕᒐᖅ ᕿᒥᕐᕈᓚᐅᕐᓗᒍ ᐅᕙᒍᑦ ᐸᕐᓇᐅᑎᖕᒋᓐᓃᓪᓚᕆᑦᑐᖅ. ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᖏᖅᓯᒪᓂᖅᑲᑦᑎᐊᖅᑐᑦ ᑖᔅᓱᒥᖔ ᐱᓕᕆᖃᑎᖃᖅᓂᐊᕐᓗᑎᒃ ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓂᑦ ᑕᕝᕙᓂ ᐊᕐᕌᒍᑦᑎᓐᓂ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. I'll leave that one alone for now but I can assure that this committee will be watching the progress on that.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᑖᓐᓇ ᕿᒪᒃᑲᐃᓐᓇᓕᕐᓚᒍ. ᖃᐅᔨᒪᓂᐊᖅᑯᑎᑦ ᐅᐊᑦᑏᓐᓇᕐᓂᐊᕋᑦᑕ ᑖᔅᓱᒥᖔ ᑲᑎᒪᔨᕋᓛᖑᓪᓗᑕ.
Just one final question, also from the previous Hansard from the 2011 report hearing it talked about the deputy minister of Health and Social Services at the time which would be yourself in an acting role as the Chair of the Quality of Life Committee. I'm a little bit unfamiliar with that committee and there are fairly vague references to it within the Hansard so I was wondering if you could update me a little bit as to who sits on that committee and what role Family Services plays on it? Mr. MacDonald.	ᑕᐃᒪᓕ ᑭᖑᓪᓕᖅ ᐊᐱᖅᑯᑎᒐ ᑲᑎᒪᔾᔪᑎᒥᓂᕐᓂ 2011-ᒥ ᐅᓂᒃᑳᓕᐊᒥᓂᕐᓂ ᑕᐃᓐᓇ ᒥᓂᔅᑕᐅᑉ ᑐᖕᒋᓕᖕᒐ ᐋᓐᓂᐊᖃᖅᑕᐃᓕᒪᔪᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᕝᕕᐅᓚᐅᖅᓯᒪᕙᓪᓚᐃᔪᕐᖏᓐᓇ ᐊᑕᑲᐃᓐᓇᑎᓪᓗᑎᑦ ᐃᒃᓯᕙᐅᑕᕆᔭᐅᒻᒪᑦ ᐃᓅᓯᕐᒥᒃ ᐱᐅᒐᓱᐊᕐᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᖑᔪᓄᑦ. ᑕᕝᕙᓂ ᐅᖃᐅᓯᖃᒐᓛᖅᓯᒪᑐᐃᓐᓇᖅᑐᑎᓪᓗ ᑲᑎᒪᔾᔪᑎᒥᓂᕐᓂ. ᑭᒃᑯᓂᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᖑᖃᑕᐅᕙᑦ ᑕᕝᕙᓂ ᖃᓄᕐᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᑕᕝᕙᓂ ᐱᖃᑕᐅᓂᖃᓲᖑᕙᑦ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. You are correct; the Quality of Life Committee is one of the interdepartmental committees that we	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᓯᓕᑦᑎᐊᖅᑐᑎᑦ. ᑕᐃᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑦ ᑕᐃᕋᑖᖅᑕᑎᑦ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᓐᓄᑦ ᐊᑕᐅᓯᐅᓐᖕᒋᑦᑐᒧᑦ ᑲᑎᒪᔨᕋᓛᖑᕕᐅᔪᖅ. ᐊᔾᔨᒌᓐᖕᒋᑦᑐᓂᒃ ᖁᓕᓈᑦᑐᑎᒃ ᑲᑎᒪᖃᑦᑕᖅᑐᐃᑦ ᑖᒃᑯᐊ ᐃᓅᓯᓕᕆᓪᓗᑎᒃ. ᒥᓂᔅᑕᐅᑉ

would call them. There are deputy level Quality of Life and officials level of Quality of Life Committee meetings that meet on a monthly basis. Currently the Quality of Life Committee is co-chaired by the deputy minister of the Department of Family Services and the deputy minister of Health.	ᑐᖏᓕᖏᓐᓄᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᒻᒪ ᐋᓐᓂᐊᖃᖅᑕᐃᓕᒪᔪᓕᕆᔨᒃᑯᑦ ᒥᓂᔅᑕᖓᑕ ᑐᖏᓕᖓᓄᑦ ᑲᑐᔾᔭᐅᓗᓂ ᐃᔅᓯᕙᐅᑕᖃᕐᕕᐅᖃᑦᑕᖅᑐᖅ.
The intent of committees such as these; Building Capacity Committee is another, Policy Officials is another, is to touch on what you mentioned earlier when you talked about reduce working in silos, tackle issues that are broader than perhaps departmental mandates would indicate.	ᑕᐃᒃᑯᐊᓗ ᑕᐃᒪ ᐱᓕᕆᔪᓐᓇᐅᑎᓂᒃ ᐱᕈᖅᓴᐃᒐᓱᑦᑐᐃᑦ ᑲᑎᒪᔨᕋᓛᖑᑦᑕᕆᕗᑦ. ᐱᓕᕆᐊᖃᖅᑐᐃᑦ ᐃᕝᕕᑦ ᐅᖃᐅᓯᕆᖅᑲᐆᔾᔭᖓᓂᒃ. ᑕᒪᒃᑯᓂᖓ ᐃᓄᑑᔾᔨᖃᑦᑕᖅᑐᓂᒃ ᑲᒪᒋᔭᖃᕋᓱᑦᑐᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐊᖏᓂᖅᓴᓂᒃ ᑐᕌᒐᕆᔭᐅᔪᓂᒃ ᑖᒃᑯᓄᖓ ᐱᓕᕆᕕᓐᓄᑦ.
When it comes to quality of life specifically I know that our deputy has been a regular attendee of those meetings. We didn't have an August meeting because our deputy was away and I was filling in. In terms of that group, issues around any host of policy issues such as poverty reduction is brought up there on a regular basis. Issues around things like food security is also brought up there on a regular basis. Items that are broader than just our own department that we can work with departments like Justice. The DM of Justice is also there and Health of course. That's really the nature of that.	ᐃᓅᓯᐅᑉ ᐱᐆᔾᔭᕆᐊᖃᕐᓂᖓ ᑖᓐᓇ ᐅᖃᐅᓯᕆᓪᓗᒍ ᐅᑯᐊ ᐊᖓᔪᖅᑲᐅᑎᕗᑦ ᑲᑎᒪᖃᑕᐅᓚᖃᑦᑕᖅᓯᒪᔫᓗᐊᑦ ᐊᐅᒎᓯᒥᓗ ᑲᑎᒪᔪᒋᓪᓗᑕ. ᑐᖏᓕᖅᐳᑦ ᐊᐅᓪᓚᖅᓯᒪᔪᒻᒪᑦ ᑕᐃᔅᓯᒪᓂ ᑭᓯᐊᓂ. ᑕᒪᒃᑯᐊ ᐃᓱᒫᓗᓐᓇᖅᑐᕈᓘᔾᐃᑦ ᐱᔾᔪᑎᓖᑦ ᐊᑐᐊᓚᕆᓂᕐᒥᒃ ᐊᒻᒪ ᐊᔪᖅᓴᓗᐊᖃᑦᑕᖅᑐᓂᒃ ᒥᑭᓪᓕᑎᕆᓚᓯᓐᓂᕐᒥᒃ ᑕᕝᕙᓂ ᐅᖃᐅᓯᐅᓚᔪᖃᑦᑕᖅᑐᑦ ᐊᒻᒪᓗ ᒪᑯᐊ ᓂᕿᒧᑦ ᐊᔪᖅᓴᓗᐊᖃᑦᑕᖅᑐᐃᑦ ᐅᖃᐅᓯᐅᓚᑉᐸᒃᑭᓪᓗᑎᒃ. ᐊᖏᓂᖅᓴᓂᒃ ᐅᖃᐅᓯᖃᖅᐸᑦᑐᒍᑦ ᐅᕙᒍᑦ ᐱᓕᕆᕕᑐᐊᕆᓐᖏᑕᖏᓐᓂᑦ ᑕᒪᒃᑯᓂᖓᓗ ᐱᖃᑎᖃᖅᐸᑦᑐᑕ ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᑲᔪᖅᑕᐅᕙᑦᑐᑕ ᑕᐃᒪᐃᓕᖓᕙᑦᑐᒍᑦ.
At present, as of just prior to this hearing I was in the process of having some discussions with the deputy of health to schedule the next one with the understanding that we are not sure when our deputy will be back to fill in the chair. In the interim we will have meetings and continue to follow up with some of the items on that agenda. Thank you.	ᒫᓐᓇ ᓈᓚᓐᓂᖅ ᐅᓇ ᐱᒋᐊᓚᐅᓐᖏᓱᖓᖅᑎᓪᓗᒍ ᐅᖃᖃᑎᖃᓚᐅᕐᒥᔪᖓ ᐋᓐᓂᐊᖅᑕᐃᓕᒪᔪᓕᕆᔨᒃᑯᑦ ᒥᓂᔅᑕᖓᑕ ᑐᖏᓕᖓᓂᒃ ᑭᖑᓪᓕᕐᒥᒃ ᑲᑎᒪᓂᔅᓴᑎᓐᓂᒃ ᐋᖅᑮᖃᑎᒋᓚᓯᑦᑐᒍ. ᒫᓐᓇᓕ ᑕᐃᒪ ᑲᑎᒪᐃᓐᓇᖃᑦᑕᕐᓂᐊᖅᑐᒍᑦ ᑕᒪᒃᑯᐊᓗ ᐱᓕᕆᐊᔅᓴᐃᑦ ᐱᓕᕆᐊᕆᕙᓪᓕᐊᖏᓐᓇᕐᓗᒋᑦ. ᖁᔭᓐᓇᒦᒃ.	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᑭᐅᓚᕕᓐᖓ.

time to educate me on that, Mr. MacDonald. I appreciate that.	ᖁᔭᓐᓇᒦᒃ.
I have no other names on my list. At this time we'll move to the next section, Basic Information on Children in Care, paragraphs 51 through 57. Any comments or questions? I'll just give members a moment to look through their notes. Mr. Mikkungwak.	ᐊᑎᖁᑎᖃᕈᓐᓃᕋᒪ ᐊᓯᐊᓄᑦ ᓄᑦᑎᓐᓂᐊᓕᕐᒥᒐᑦᑕ, ᓱᕈᓰᑦ ᐸᖅᑭᔭᐅᓂᓇᔭᖕᒋᓐᓄᑦ, ᑎᑎᕋᖅᓯᒪᓂᖕᒋᑦ 51-ᒥᒃ 57-ᒧᑦ. ᐅᑕᖅᑭᐊᓪᓚᒋᑦᑎᐊᐃ ᐸᐃᑉᐹᖁᑎᒋᔭᖕᒋᓐᓂᒃ ᓇᓂᓯᓇᓱᖕᓂᖕᒋᓐᓂᒃ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak: Thank you, Mr. Chairman. With children in care, Basic Information on Children in Care. I know somewhere along in that process you have children that have been apprehended and are placed in foster homes. Somewhere along in there I am aware that there are updates provided to the court to see where the situation stands. Is that still applicable today? Thank you, Mr. Chairman.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓱᕈᓰᑦ ᐸᖅᑭᔭᐅᔪᑦ ᑐᓴᒐᒃᓴᖁᑏᑦ, ᖃᐅᔨᒪᔪᖓ ᑕᕝᕙᓂ ᐱᓕᕆᐊᓇᔭᐅᓂᓇᔭᖕᒋᓐᓂᑦ ᓱᕈᓰᑦ ᑕᐃᒃᑯᐊ ᐊᖅᓵᕈᑕᐅᓂᑯᑦ ᑎᒍᐊᓐᖑᐊᓇᔭᐅᓪᓗᑎᒡᓗ ᑕᖅᑲᒪᓂ ᖃᐅᔨᒪᑦᑎᐊᕋᓗᐊᖅᑐᖓ ᑐᓴᖅᑎᑦᑎᖃᑦᑕᕐᒪᑕ ᐃᖅᑲᖅᑐᐃᕕᖕᒧᑦ ᖃᐅᔨᒋᐊᖅᓱᑎᒃ ᖃᓄᐃᓕᖕᒐᓕᕐᒪᖔᒐᑕ ᑕᐃᒃᑯᐊ. ᓱᓕ ᐊᑐᖅᑕᐅᕙ ᐅᓪᓗᒥ ᑕᒪᓐᓇ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Mikkungwak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I'd like to ask Mr. Arnold to respond to that question on my behalf. Thanks.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᓇᔪᒪᔭᕋ ᒥᔅᑕ ᐋᓄᑦ ᑭᐅᖁᓪᓗᒍ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you. Mr. Arnold, please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐋᓄᑦ, ᐊᑏ.
Mr. Arnold: Thank you, Mr. Chairman. Thank you for the question. Yes, that still is applicable. Over the last two years, we have engaged with a law firm that specializes in child welfare. By using their information system, they are able to assist our staff in ensuring that documents are completed on a timely basis. Thank you.	**ᐋᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᐊᐱᓇᒐᕕᑦ. ᐃ, ᓱᓕ ᐊᑐᖅᑕᐅᔪᖅ. ᐊᕐᕌᒍᒃ ᒪᕐᕉᒃ ᐃᓗᐊᓂ ᒪᓕᒐᕐᓂᐊᖅᑎᖃᖅᓯᒪᓕᖅᑐᒍᑦ ᓱᕈᓯᓕᓇᔨᐅᔪᓂᒃ. ᑕᐃᒃᑯᐊ ᐊᑐᖅᓱᒋᑦ ᑐᓴᒐᒃᓴᖁᑎᖕᒋᑦ ᖃᕋᓴᐆᔭᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑎᓐᓂᑦ ᐃᑲᔪᕈᓐᓇᖅᑐᑦ ᑎᑎᕋᓇᐊᓖᑦ ᐃᖅᑲᓇᐃᖅᑕᐅᖃᑦᑕᕐᑯᓪᓗᒋᑦ ᑭᖑᕙᖅᓯᒪᖕᒋᓪᓗᑎ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. Arnold. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.

Mr. Mikkungwak: Thank you, Mr. Chairman. A follow up to that would be if there are going to be any adjustments to the care and plan of the child who is in your care and if you are going to be making any adjustments to their placement, are the foster parents notified or do you have full authority to just actually make that final decision? Thank you, Mr. Chairman.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᕋ ᑕᕗᖓ. ᑕᐃᒪᓕ ᐋᖅᑭᒋᐊᓇᓂᐊᖅᐸᑕ ᐸᖅᑭᒃᓯᓂᕐᒧᑦ ᐸᕐᓇᐅᑎᖓᓂ ᓱᕈᓯᐅᑉ ᐸᖅᑭᔭᐅᓂᖓᑕ. ᐸᖅᑭᔭᔾᓯᓐᓂ ᑕᐃᒪᓕ ᐋᖅᑮᒋᐊᓂᐊᕈᔾᓯ, ᑕᒃᑯᐊ ᑎᒍᐊᓐᖑᐊᖃᖅᑏᑦ ᑐᓴᖅᑎᑕᐅᖃᑦᑕᖅᐹᑦ? ᐅᕝᕙᓘᓐᓃᑦ ᐃᓱᒪᓕᐅᖃᑦᑕᖅᐸᑦ ᑭᖑᓪᓕᖅᐹᖅᓯᐅᑎᓪᓗᒍ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Mikkungwak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I'll ask Mr. Arnold to continue responding to that line of questioning.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᓇᓂᐊᖅᐸᕋ ᒥᔅᑕ ᐋᓄᑦ, ᑭᐅᖁᓪᓗᒍ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. Arnold, please proceed.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐊᑏ.
Mr. Arnold: Thank you, Mr. Chairman. It certainly is best practice and collaborative to work with our foster parents as partners who are looking after these children to ensure that they are either part of the decision or informed in a timely manner with respect to the decision. With respect to full authority, yes, those children are in our care under wardship. We do have full authority to make decisions, but seldom does it make sense to do it arbitrarily if we're working with foster parents as partners. Thank you, Mr. Chairman.	**ᐋᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐱᐅᓂᖅᐹᖑᔪᖅ ᐱᖅᑯᓯᓇᔭᐅᓪᓗᓂ ᑕᐃᒪᓐᓇ ᖁᑐᓐᖓᓐᖑᐊᖃᖃᑦᑕᖅᑐᑦ ᑎᒍᐊᖑᐊᖃᖃᑦᑕᖅᑐᑦ ᑕᐃᒃᑯᐊ ᐱᓕᓇᖃᑎᒋᖃᑦᑕᕐᓗᒋᑦ, ᐃᓚᒋᔭᐅᑦᑎᐊᖃᑦᑕᕐᓗᑎ ᐃᓱᒪᓕᐅᕋᓱᑦᑎᓪᓗᒋᑦ ᑭᖑᕙᖅᓯᒪᖕᒋᓪᓗᑎ ᐃᓱᒪᓕᐅᓇᔭᐆᔭᖅᑭᐊᓖᑦ ᒪᓕᒃᑐᒋᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᐱᔪᓐᓇᐅᑏᑦ, ᐋ, ᓱᕈᓲᑦ ᐸᖅᑭᔭᕗᑦ ᐅᕙᒍᑦ ᐱᔪᓐᓇᕐᓂᖃᖅᑐᒍᑦ ᖃᓄᓕᒫᑦᑎᐊᖅ ᐃᓱᒪᓕᐅᓂᕐᒧᑦ ᑐᕌᖓᔪᓂᑦ ᑕᐃᒪᓐᓇ ᓈᒻᒪᓈᖅᐹᑦ ᐃᖅᑲᓇᐃᔭᖃᑎᒋᓗᒋᑦ ᑕᐃᒃᑯᐊ ᑎᒍᐊᓐᖑᐊᖃᖅᑐᑦ ᐱᕙᒃᑐᒍᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.	
Chairman: Thank you, Mr. Arnold. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak: Thank you, Mr. Chairman. Are the actual parents of the child briefed on any adjustments or changes that may be occurring? Thank you, Mr. Chairman.	**ᒥᑭᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᖁᑐᓐᖓᓐᒋᑦ, ᐃᓛ ᖁᑐᓐᖓᖃᖅᑐᑦ, ᑐᓴᖅᑎᑕᐅᖃᑦᑕᖅᐹᑦ ᐊᓯᔾᔨᕈᑕᐅᔪᓂᑦ ᐊᓯᔾᔨᖅᑐᖃᕐᖓᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.

Chairman: Thank you. Mr. MacDonald.	
Mr. MacDonald: Thank you, Mr. Chairman. Sorry for jumping the gun on that one.	**ᒪᒃᑖᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒪᒥᐊᓇᖅ ᓂᑦᓕᑲᐅᖅᑐᕋᒫᓯᑦ.
I'll once again ask Mr. Arnold to continue to respond on that one. Thank you.	ᒥᔅᑕ ᐋᓄᑦ ᑭᐅᖁᓂᐊᖅᑕᕋ.
Chairman: Thank you. Mr. Arnold.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᒥᕐᑕ ᐋᓄᑦ
Mr. Arnold: Thank you, Mr. Chairman. Thank you for the question. Again, it is best practice that parents are informed. There are situations where that hasn't been the case and corrective action may be taken with staff, but again, in working in partnership with families, particularly if our goal is to, at some point in time, have children returned, it's always important that all of those involved in the children's lives are informed of key decisions. Thank you, Mr. Chairman.	**ᐋᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᓗ ᐊᐱᕆᒐᕕᑦ ᐃᒪᓐᓇ ᐃᐅᓂᖅᐹᖑᔪᖅ ᐱᖅᑯᓯᕆᔭᕋᑎᓐᓂ ᐊᖏᔪᖅᑳᕆᔭᐅᔪᑦ ᑕᐃᒃᑯᐊ ᕿᑐᓐᖓᖅᑐᑦ ᑐᔅᖅᑎᑕᐅᖅᑲᑦᑕᕐᓗᒋᑦ ᐋᖅᑭᒋᐊᖅᑕᐅᔪᓐᓇᓂᐊᕐᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᑕᐃᒃᑯᐊ, ᐃᓛᒃ, ᐱᓕᕆᖅᑲᑎᖅᑲᖅᑕᖅᑐᒍᑦ ᐃᓚᒋᔭᐅᔪᓂᑦ ᐱᓗᐊᖅᑐᒥ ᓯᕗᓂᔅᓴᑎᓐᓂ ᕿᑐᓐᖓᕆᔭᐅᔪᖅ ᐅᑎᖅᑎᑕᐅᖁᓪᓗᒍ ᑕᐃᒃᑯᓄᖓ ᐱᖅᑲᓪᓚᑖᖅᑐᓄᑦ. ᑕᐃᒪᓐᓇ ᑐᓴᖅᑎᑦᑎᖅᑲᑦᑕᖅᑐᒍ ᐱᓪᓗᐊᑕᐅᔪᓂᑦ ᑐᓴᖅᑕᐆᔭᕆᐊᓕᓐᓂᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Arnold. The next name I have on my list is Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᐊᑎᖁᑎᒋᓂᐊᕐᒥᔭᕋ ᒥᓴᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. We have been talking about information and the lack of, and it says in the auditor's report that when they went back to see whether or not the department had made adequate progress in collecting information to improve program administration performance, there is still a lot of improvement needed.	**ᐊᖕᓇᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᐅᓯᖃᖅᓯᒪᒐᑦᑕ ᑐᓴᒐᒃᓴᑭᓐᓂᕐᒥᑦ ᐃᓚᑰᓂᖏᓐᓂ ᑎᑎᖅᑲᖁᑎᒋᔭᖏᑦ ᐱᓕᕆᕕᖓᑕ ᑕᕝᕙᓂ ᐅᓂᒃᑳᖅᓯᒪᒻᒪᑕ ᐅᑎᕋᔅᓯᒎᖅ ᖃᐅᔨᒋᐊᖅᑐᓯ ᐱᓕᕆᑯᐅᔪᖅ ᑖᒃᑯᓂᖓ ᐱᕙᓪᓕᐊᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ ᑎᑎᕋᖅᐸᓕᐊᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ ᑐᓴᒐᒃᓴᓂᑦ. ᓄᐊᑕᐅᔪᓂᑦ ᑕᐃᒃᑯᐊ ᓱᓕ ᐱᐅᓯᒋᐊᒃᑲᓂᓪᓚᕆᒋᐊᖃᖅᓯᒪᒻᒪᑕ. ᐃᓱᒪᑦᑕᖅᐳᖓ ᐱᓕᕆᕕᓯ ᖃᐅᔨᒪᑦᑎᐊᕐᓂᖏᒻᒪᑕᖃᐃ ᓱᕈᓯᐅᑉ ᒥᔅᓴᓄᑦ ᑎᒍᐊᓐᖑᐊᕆᔭᐅᔪᓂᑦ?	
I'm just wondering: if your department didn't know enough information about the children fostered under its care, how does the department know what the true cost and expenses are for looking after these children? Thank you, Mr. Chairman.	ᖃᓄᑦᓚᑦᑖᖅ ᐊᑭᖃᖅᑎᒋᓂᐊᕐᒪᖔᑦ ᖃᐅᔨᒪᔪᓐᓇᖅᐱᓯ, ᖃᐅᔨᒪᑦᑎᐊᖏᒃᑯᓯ ᑕᒪᑐᒪ ᒥᔅᓴᓄᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
	ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᑖᔅᓱᒥᖓ

Chairman: Thank you for that question. Mr. MacDonald.	ᐊᐱᕆᒐᕕᑦ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I think, if I understand your question correctly, it's that if we don't have accurate data coming from communities, we may not be able to anticipate expenditures, for example, I think you make a good point and I think that's always one of the challenges when delivering a program without adequate information. I can tell you that it's difficult to manage a budget accurately and to project what your needs will be when you can't rely on your data. That's definitely an area where we feel that there is a great deal of progress to be made.	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑐᑭᓯᑦᑎᐊᕈᒃᑭᑦ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ. ᓄᓇᓕᓐᓂ ᓇᓕᖅᑯᑦᑎᖏᑦᑐᓂᑦ ᑐᓴᒐᔅᓴᓂᑦ ᐱᓯᒪᖏᑯᑦᑕ ᖃᓄᑎᒋᓕ ᐊᑭᓕᖅᓂᐊᖅᑕᑎᓐᓂ ᖃᐅᔨᒪᖃᑦᑕᖅᐱᑕ. ᐃ, ᑖᓐᓇ ᑕᕝᕙ ᐊᔅᓱᕈᓴᐅᑎᐅᓂᖅᐸᖑᖃᑦᑕᖅᑐᖅ ᐱᔨᑦᑎᕈᑎᖃᖅᑎᓪᓗᑕ ᑐᓴᒐᒃᓴᓂᑦ ᐊᒥᒐᖅᓯᑎᓪᓗᑕ. ᐱᔭᕐᓂᖏᒻᒪᑦ ᒥᐊᓂᖅᓯᔭᕆᐊᔅᓴᖅ ᑮᓇᐆᔭᖅᑐᕈᑎᔅᓴᓂᑦ ᐊᑐᕈᒫᖅᑐᓂᑦ ᓇᓚᐅᑦᑖᕈᓐᓇᖏᓐᓇᑦᑕᔫᓐᓃᑦ ᖃᓄᑎᒋ ᐊᑐᓚᐅᕐᒪᖔᑕ ᑖᒃᑯᐊ ᐸᐃᑉᐹᖅᑯᑎᕗᑦ ᓱᓕᖏᑎᓪᓗᒋᑦ. ᑕᕝᕙ ᑖᒃᑯᐊ ᐃᑉᐱᒍᓱᒃᑲᑦᑕ ᑕᒪᒃᑯᐊ ᐱᕙᓪᓕᐊᓪᓚᕆᐊᖃᖅᑐᑦ.	
To be clear, we do manage our financial resources as best as we can with the information we have. I wouldn't want to give the impression that there are public funds being used inappropriately or anything of that nature. My focus would be on, if you have the accurate data, you can use that to build the case to improve the programs that you have and to provide a better service. There is definitely room for us to improve in that respect so I would agree with that question. Thank you.	ᓇᓗᓇᖏᑦᑎᐊᖅᑯᓪᓗᒍ ᑮᓇᐆᔭᖅᕗᑦ ᒥᐊᓂᕆᓇᓱᖅᑲᑦᑕᖅᑕᕗᑦ ᐱᓕᕆᔨᓐᓇᖅᓂᓕᒫᕗᑦ ᒪᓗᒃᑎᑦᑐᒍ ᑐᓴᒐᒃᓴᐃᓪᓗ ᐱᓯᒪᔭᕗᑦ. ᐃᒪᓐᓇᐃᓕᓇᓱᖏᑦᑐᖕᒐ, ᒐᕙᒪᒃᑯᑦ ᑮᓇᐆᔭᖅᑯᑎᖏᑦ ᐊᑐᖅᓂᓗᑦᑕᐅᔨᑦ, ᑭᓯᐊᓂᓕ ᐊᐅᓚᔾᔨᔨᒪᖕᒐᕋᔭᖅᑐᖕᒐᓕ ᑕᒻᒪᖅᓯᒪᓐᖏᑦᑐᓂᒃ ᑐᓴᒐᒃᓴᖅᑲᕋᕕᑦ ᑖᒃᑯᐊ ᐊᑐᖅᑕᐅᓗᑎᒃ ᐱᐅᓯᒋᐊᖅᑎᑦᑎᔾᔨᑕᐅᔨᓐᓇᖅᑐᑦ ᐱᓕᕆᐊᓄᑦ ᐊᒻᒪᓗ ᐱᔨᑦᑎᕈᑎᓄᑦ. ᑕᐃᒪᓐᓇ ᐱᑲᐅᖅᑐᕈᓐᓇᖅᑐᒍᑦ ᐱᐅᓯᒋᐊᓪᓗᓂᓗ. ᖁᔭᓐᓇᒥᒃ.	
Chairman: Thank you, Mr. MacDonald. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᓯᔅ ᐊᖕᓇᑳᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. Just to follow-up on that. The Auditor General said in this report that too often monthly reports that were supposed to be submitted, weren't submitted at all. When you're facing that problem, how are you dealing with the social workers? When you contact them, obviously,	**ᐊᖕᓇᑳᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᒃᑕᐅᖅ ᑭᐅᒐᕕᓐ, ᖃᐅᔨᒋᐊᒃᑲᓐᓂᓪᓗᖕᒐ ᑖᔅᓱᒪ ᒥᒃᓵᓄᑦ. ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎ ᐅᖃᓚᐅᒻᒪᓐ ᐅᓂᒃᑳᖕᒐᑕ ᐃᓗᐊᓂ ᐅᓄᖅᑐᐃᖅᓱᖅᓗᓂ ᑕᖅᑭᑕᒫᖅᓯᐅᑎ ᐅᓂᒃᑳᓐ ᑐᓂᔭᐅᖏᑦᑎᐊᒻᒪᕆᖃᑦᑕᓐᓂᒻᒪᑕ. ᑕᐃᒪᓕ ᑕᐃᒪᓐᓇᐃᑦᑐᓂᒃ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᖃᖅᑎᓪᓗᓯ ᖃᓄᖅ ᐱᓕᕆᔭᐅᕙᓐ? ᐃᓄᓕᕆᔨᒃᑯᑦ ᐃᓄᓕᕆᔨᓪᓗ ᑕᐃᒪᓐᓇ ᑐᓴᖅᑎᑦᑕᕋᖕᒐᔅᓯᐅᒃ ᑕᖅᑭᑕᒫᖅᓯᐅᑎᓂᒃ	

you're contacting and saying where is the monthly report? What are you doing to try and fix that problem? Thank you, Mr. Chairman.	ᖃᐃᑦᑎᖕᒋᓐᓇᔾᓯ, ᖃᓄᐃᓕᐅᖅᐱᓯ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎ ᐊᖅᑭᒃᑕᐅᖁᑦᓗᒍ? ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔾᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔾᑕ ᒪᒃᑖᓄᑦᓗᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. There are a number of different approaches that can be taken when a supervisor asks for a body of work from one of their employees. Obviously, if the two individuals have a good dialogue and relationship, it usually results in the evidence of that work being provided, as with the case with the monthly report. Conversely, if they don't have a good relationship, sometimes that's where the problems can be.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔾᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓄᒃᑦᓚᒃᑐᓂᒃ ᐱᐅᓯᖅᑕᖃᒻᒪᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᕋᔭᖅᑐᓂᒃ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᖅ ᑖᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᑎᒥᓂᒃ ᐱᔪᒪᓗᓂ ᑎᑎᖅᑲᓂᒃ, ᑖᒃᑯᐊ ᒪᕐᕉᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑏᑦᑎᐊᕈᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᑕᐅᔪᖅ ᐱᔭᐅᔪᒪᔪᖅ ᑎᑎᕋᖅᓯᒪᔪᖅ ᑐᓂᔭᐅᒐᔪᒃᑐᓐ ᑕᖅᑭᑕᒫᖅᓯᐅᑎᓄᑦ ᐅᓂᒃᑳᑦ. ᐱᓕᕆᖅᑎᑏᑦᑎᐊᓐᖕᒋᒃᑯᑎᒃ ᑕᕝᕙ ᐃᖅᑲᓇᐃᔭᖅᑎᑏᑦᑎᐊᓐᖕᒋᒃᑯᑎᒃ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎᑕᖅᑲᓲᖕᒍᑦᓗᓂ.	
Another issue that we've identified is we talked about turnover; we talked about human resources issues in general, about consistency of people monitoring and carrying one pile to the next. Imagine a situation where you have a worker who is monitoring a file, and then worker quits, or that worker disappears for personal reasons, too much stress, and a whole host of different scenarios can take place. Then there is really no recourse for the supervisor in that scenario to get the previous month's report, as an example. I just wanted to give you a concrete example of something that would happen like that.	ᐊᒻᒪᓗᑦᑕᐅᖅ ᓇᓗᓇᐃᖅᓯᓚᐅᖅᑐᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓐ ᐊᓯᔾᔨᑲᑕᖅᑲᑦᑕᓐᓂᖕᒋᓐ. ᐃᖅᑲᓇᐃᔭᖅᑎᑖᖅᐸᑦᓕᐊᓂᐅᑉ ᒥᖅᓵᓄᑦ. ᑕᐃᒪᓕ ᓇᐅᑦᑎᖅᓱᐊᕆᓗᒍ ᑕᐃᒪᓐᓇ ᓱᑦᓗ ᐃᖅᑲᓇᐃᔭᖅᑐᖅ ᐆᒧᖕᒐ ᑲᒪᔨᐅᔪᖅ ᓄᖅᑳᑦᓚᒃᑯᓂ ᑕᐃᒪᐃᓕᑲᑦᓚᓲᖕᒍᒋᑦᓗᓂ. ᐊᖓᔪᖅᑳᕆᔭᐅᔪᖅ ᑕᐃᒪᓐᓇ ᑕᖅᑭᐅᓚᐅᖅᑐᒥᒃ ᐅᓂᒃᑳᒥᒃ ᐱᔪᓐᓇᖕᒋᓕᓚᕿᖃᑦᑕᖅᐳᖅ. ᐆᒃᑐᑎᖃᑦᑎᐊᑦᓗᖕᒐ ᐃᒪᓐᓇ ᑕᐃᒪᐃᓕᔪᓐᓇᓐᓂᕆᔭᖕᒐᓂᒃ ᐃᓱᒪᒋᔭᒃᑯᑦᓕ ᑖᔅᓯᒧᖕᒐ ᐱᓕᕆᕝᕕᑦᑎᓐᓄᑦ.	
In general, I think this division has taken some efforts, I should mention our regional offices as well, and they have taken efforts to keep dialogue open. They make sure that there are staff meetings, and there are meetings with regional managers and that the messaging is more consistent, and is more urgent on some of these things. So that the foot stays on the	ᐊᒡᒍᖅᑐᖅᓯᒪᓂᒻᒥ ᑎᑎᕋᕝᕕᑦᑎᓂ ᐃᒪᐃᓕᐅᕋᓱᒃᑐᒍᑦ ᒪᑐᐃᓐᖕᒐᖃᑎᒋᓇᓱᒃᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦᓗ ᑲᑎᒪᖃᑦᑕᑦᓗᑎᒃ ᑐᓴᖅᑕᐆᔭᕆᐊᓖᑦ ᐊᑯᓚᐃᑦᑐᒃᑯᑦ ᓴᖅᑭᑕᐅᖃᑦᑕᑦᓗᑎᒃ. ᓱᑦᓗ ᑕᐃᒪᓐᓇ ᑲᒪᒋᓐᓇᑦᓗᑎᒍᑦ ᓴᒃᑯᓚᐅᓐᖕᒋᑦᓗᒋᑦ ᑕᐃᒪᓐᓇ ᐊᑲᐅᓂᖅᓴᐅᒐᔭᒻᒪᑦ

accelerator rather than letting up on it, and then people waking up three or four months later and finding that they didn't get the reports that they need.	ᐅᓂᒃᑲᓂᒃ ᐱᑎᑕᐅᓚᐅᓐᖏᓐᓇᑦᑖᓚᐃᓐᓇᖃᑦᑕᓪᓗᑕ. ᑕᐃᒪᓐᓇᑕᕝᕙ ᑕᑎᖃᖃᑦᑕᖅᑐᒍᑦ ᑕᐃᒪᐃᓕᐅᕆᓂᒻᒥᒃ.
That's what we've been relying on. I know the Chairman has mentioned my nearing obsession with information technology systems. The thing is I've experienced the move from a paper-based system very recently to an information technology system. What I can do is press a button and get a real-time report, or I can pull down date ranges from April to present. Each region, community, and officer and get information that I need. That's an extremely valuable tool when you talk about managing information, making decisions about programs, and improving programs. You touched in earlier: managing budgets. That allows you to have more accurate, reliable, and real-time information to make decisions about what you're doing from day to day. I hope that answers your question. Thank you.	ᐅᖃᖅᑲᐅᒻᒥᒐᒪ ᑕᐃᒃᑯᐊ ᖃᕋᓴᐆᔭᓕᕆᓂᒻᒧᓂᓚᒃ ᐊᑐᖅᓯᒪᒐᒪ ᐸᐃᑉᐹᓕᕆᓂᒻᒥᓐ. ᒫᓐᓇᕋᑖᑦᑎᐊᖅ ᐸᐃᑉᐹᓂᒃ ᖃᕋᓴᐆᔭᓄᑦ ᓄᒃᑎᕋᑕᑦᑎᐊᓐᓇᕋᒪ ᐱᓕᕆᔪᓐᓇᖅᑕᕋᓕ ᓇᕿᑐᐃᓐᓇᓪᓗᒍ ᐃᖅᑮᓐᓇᖅ ᑐᓴᒐᒃᓴᓂᒃ ᐅᓂᒃᑳᓂᒃ ᐱᑲᐅᑎᒋᓗᒍ. ᓈᐃᓴᐅᑎᖕᒋᑎᒍᓪᓗ ᐃᑉ> 1-ᒥ ᐱᔪᒪᒍᒪ, ᑕᐃᑲᓐᖕᒑᖅᑐᓂᒃ ᐱᔪᓐᓇᓪᓗᖕᒐ ᐊᒡᒍᖅᑐᖅᓯᒪᓂᒻᒥᑦ ᐃᓄᓕᕆᔨᐅᓪᓗ ᐱᖕᒋᓐᓂᒃ ᑎᑎᕋᖅᑕᕕᓂᖕᒋᓐᓂᒃ. ᑕᐃᒪᓐᓇ ᐊᑑᑎᖃᓪᓚᕆᒃᑲᔭᖅᑐ. ᒥᐊᓂᖅᓱᒍᑦᑕ ᑕᒪᒃᑯᓂᖕᒐ ᑐᓴᒐᒃᓴᓂ ᐱᐅᓯᒋᐊᖅᑎᑦᑎᒍᑦᑕᓗ ᐱᓕᕆᔾᔪᑎᓂᒃ ᓱᓪᓗ ᒥᐊᓂᖅᓯᓗᑕᓗ ᑕᒪᒃᑯᓂᖕᒐ ᑮᓇᐅᔭᖅᑐᕈᑎᒃᓴᓄᑦ ᐊᑐᕈᒫᖅᑐᓂᒃ ᑎᑎᖅᑲᓂᒃ ᑕᐃᒪᓐᓇ ᐱᓪᓚᑦᑖᖅᑐᓂᒃ ᐊᑐᕈᓐᓇᖅᓯᒐᔭᕋᑦᑕ. ᑭᐅᒐᓗᐊᖅᐸᒋᖅᑲᐃ? ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒫᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᒐᓐᖑᒐ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. Just a follow-up to that as well. We've often heard about the sharing of information. My colleague, Mr. Mikkungwak, was talking about the KIA, you know, being able to share... . Of course, there is the RCMP that is perhaps another entity that you would be sharing... . What kind of measures do you have in place to ensure confidentiality of information? You have a wide range of outside entities that you work with. You would have to have some pretty strong measures in place or policies. Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᒫᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᓇᒋᐊᒃᑲᓐᓂᕈᑎᒋᓗᒍ ᑖᓐᓇ ᑐᓴᖃᑦᑕᖅᓯᒪᒐᑦᑕ ᐸᐃᑉᐹᑦ ᑎᑎᖅᑲᑦ ᐊᒥᖅᑳᖅᑕᐅᖃᑦᑕᓐᓂᖕᒋᓐᓂ ᓱᓪᓗ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ ᐅᖃᖅᑲᐅᒻᒪᑦ ᑭᕙᓪᓕᒻᒥ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᓐᓂᒃ ᐸᓖᓯᒃᑯᓐᓄᓪᓗ ᑐᓴᒐᒃᓴᓂᒃ ᑐᓂᓯᖃᑦᑕᒻᒥᒐᔅᓯ ᑎᑎᖅᑲᓂ. ᖃᓄᐃᑦᑐᓂᒃ ᒪᓕᒐᖃᖅᐱᓯ ᑲᓐᖑᓇᖅᑐᑦ ᓴᖅᑭᑕᐅᖃᑦᑕᖁᓇᒋᑦ? ᐱᔾᔪᑎᒋᓪᓗᒍ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᓂᒃ ᓯᓚᖅᑲᑎᑦᑎᓐᓂᑦ ᑎᒥᐅᔪᓂᒃ ᐃᖅᑲᓇᐃᔭᖃᑎᖃᖃᑦᑕᕋᔅᓯ ᑕᐃᒪᓐᓇ ᒪᓕᒐᖅᓂᒃ ᐱᑕᖃᓪᓚᑦᑖᖅᑐᒃᓴᐅᕗᖅ ᐊᑐᐊᒐᖅᓂᒡᓗ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.	
Chairman: Thank you. I believe you	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᒫᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐅᐊᑦᑎᐊᖅ ᐅᖃᐅᓯᓇᖅᑲᐅᔭᕋᓗᐊᖕᒐᖃᐃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ

touched on some of those earlier, Mr. MacDonald, but if you wanted add or elaborate on any of it please do so now.	ᐃᓚᒋᐊᖅᓯᔪᒪᕕᑦ ᓇᓗᓇᐃᖅᓯᒃᑲᓐᓂᕈᒪᒍᕕᑦ, ᐊᑏ.
Mr. MacDonald: Thank you, Mr. Chairman. You're very correct to point out that there are many outside organizations of many different kinds that we would deal with with this group of programs, for example. In some respects, as identified earlier, there is some work that needs to be done to formalize the actual administrative procedures of handing information from one organization to another. Things such as memorandums of understanding or agreement if you want to call them those, or information sharing agreements are a new term for that specifically focused on that issue. Those are an approach that we can look at.	**Lᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᓱᓕᑦᑎᐊᖅᑐᑎᑦ. ᐅᓄᖅᑑᒻᒪᑕ ᑎᒥᐅᔪᑦ ᒐᕙᒪᒃᑯᑦ ᓯᓚᑖᓐᓂᑦᑐᑦ ᐱᓕᕆᖅᑎᒋᖅᑲᑦᑕᖅᑕᕗᑦ ᐱᓕᕆᔾᔪᑎᑎᒍᑦ ᐱᓕᕆᐊᓐᖑᖅᑎᑕᐅᓯᒪᔪᑎᒍᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐃᓚᖏᑎᒍᑦ. ᓇᓗᓇᐃᖅᓯᖅᑲᐅᒐᒪ ᓱᓕ ᐃᓚᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑕᐆᔭᕆᐊᓖᑦ ᑎᑎᕋᖅᑕᐅᓗᑎᒡᓗ ᐊᐅᓚᑦᑎᔾᔪᑏᑦ ᒪᓕᒐᖏᑦ ᑐᓴᒐᒃᓴᓂᒃ ᑎᑎᖅᑲᓂᒃ ᑐᓂᓯᖅᑕᕐᓂᐊᖅᑎᓪᓗᒋᑦ ᐊᑐᖅᑕᐅᖅᑲᑦᑕᕐᓂᐊᖅᑐᓂᒃ, ᓲᕐᓗ ᐆᒃᑑᑎᒋᓗᒋᑦ ᑐᑭᓯᐅᒪᖅᑎᑏᖕᓂᕐᒧᑦ ᐊᖏᕈᑏᑦ. ᑎᑎᖅᑲᓂᒃ ᐊᒥᖅᑳᕈᑕᐅᓂᐊᖅᑎᓪᓗᒋᑦ ᐊᖏᖅᑎᑏᒍᑏᑦ ᑕᒪᒃᑯᐊ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᐃᑦ. ᑕᕝᕙ ᑕᒪᔭᔭ ᖁᒥᕐᕈᓇᒍᓐᓇᖅᑕᕗᑦ.	ᐃᓚᐸᓛᓕᖅᓯᒪᒐᑦᑕ ᑕᐃᒪᓐᓇᐃᓕᐅᖅᑎᒋᔭᕆᐊᖅᑲᕐᑎᒍ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖅᑎᑏᖕᒋᑦ ᑎᒥᐅᔪᑦ ᓯᐊᒻᒪᖅᓯᒪᓂᖅᓴᑎᒍᓪᓗ ᑕᐃᒃᑯᐊ ᐱᖁᔭᐃᑦᑕᐅᖅ ᒐᕙᒪᑐᖅᑲᓐᓂᖕᒑᖅᑐᑦ ᓄᓇᕗᒥᖕᒑᖅᑐᓪᓗ ᒪᓕᒋᐊᖅᑲᕐᑎᒍ. ᐸᓖᓯᒃᑯᑦ ᐆᒃᑑᑎᒋᓗᒋᑦ, ᐱᖁᔭᕐᔪᐊᖏᓐᓂᒃ ᓄᓇᕗᑦ ᐊᒻᒪᓗ ᒐᕙᒪᑐᖅᑲᒃᑯᑦ ᐊᑐᕆᐊᖅᑲᕐᒪᑕ, ᐋᖅᑭᒃᓱᐃᔭᕆᐊᖅᑲᕐᓗᐊᖅᑐᒍᑦ ᑎᒥᐅᔪᒥᒃ ᑎᒥᓄᑦ ᐱᓕᕆᖅᑎᑏᒍᑎᒃᓴᓄᑦ. ᒪᓕᒐᖅᑕᖅᑲᕆᓪᓗᓂ ᑲᓐᖑᓇᖅᑐᓕᕆᓂᕐᒧᑦ ᐃᒻᒥᒧᓪᓗ ᑐᕋᖕᒐᔪᑦ ᑐᓴᒐᒃᓴᐃᑦ ᓴᐳᒻᒥᔭᐆᔭᕆᐊᖅᑲᖅᓱᑎᒃ. ᐃ̇, ᑕᐃᒪᓐᓇᐃᓕᖕᒑᕐᓚᒃᑐᖅ. ᖁᔭᓐᓇᒥᒃ.	
Chairman: Thank you, Mr. MacDonald. Any other names? I have a quick question for the department. I'm going to quote off of a question that was asked in the first hearing in 2011. It talks about the Auditor General's report, discusses a	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐊᓯᐊᓂᒃ ᐅᖅᑲᕈᒪᔪᖅᑲᖅᐸ? ᐊᐱᕆᐊᓪᓚᓚᐅᓕᕐᓚᖓ. 2011 ᑕᐃᒪ ᐅᖅᑲᐅᓯᐅᖅᑲᐅᖕᒪᑦ. ᑕᐃᑲᓂ ᖅᑲᐅᔾᔭᖅᑎᕐᔪᐊᖅ ᐅᖅᑲᐅᓯᖅᑲᕐᓂᕋᓚᐅᕐᒪᑦ ᐃᓄᐃᑦ ᓄᓇᖓᓂ ᖅᑲᓄᐃᑦᑑᒻᒪᖕᒑᑕ ᑕᒫᓂ	

number of characteristics of Nunavut's population that represents critical health issues.	ᐃᑲᔪᖅᑕᐅᖃᑦᑕᓇᐊᓖᑦ.
What data management system does the Department of Health and Social Services currently have in place to track and analyze trends in specific health indicators and how do programs, policies and services get adjusted to address these issues or trends? Mr. MacDonald.	ᖃᓄᐃᑦᑐᓂᑭᐊᖅ ᑕᐃᒪ ᐃᓄᓕᓇᔨᒃᑯᑦ ᖃᐅᔨᒪᔾᔪᑎᖃᕈᓐᓇᓲᖑᕙᑦ ᑕᒫᓂ ᐅᑭᐅᖅᑕᖅᑐᕐᒥᐅᑦ ᐃᓄᖕᒋᑦ ᑕᐃᒪᓐᓇ ᐃᓅᓯᖃᑦᑎᐊᕐᒪᖔᑕ ᓇᐅᒡᔫᕙᕙ? ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᑖᓐᓇ ᑭᐅᔪᓐᓇᖅᑕᐃᑦ?
Mr. MacDonald: Thank you, Mr. Chairman. Admittedly I might not be the best person to answer the particulars of that question but I'll try to take an initial stab at it. The Department of Health has a system called eHealth which they track health indicators in which they utilize. As you know, Child and Family Services is now with Family Services so we are not linked into that system directly and nor do I believe was that division ever linked to that system even when it was Health and Social Services. I don't believe that that system provides a great deal of insight into decisions made about the social services group of programs. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᒻᒪᕐᑳ ᖃᐅᔨᒪᓛᖑᔪᒃᓴᐅᓐᖕᒋᑦᑐᖔᐅᒐᓗᐊᖅ, ᐃᓛᒃ ᐊᐱᓇᔭᒃᓴᐅᖅᑰᓐᖕᒋᑦᑐᖔᐅᒐᓗᐊᖅ, ᑭᓯᐊᓂ ᐃ, ᐆᒃᑐᕐᓂᐊᖅᐳᖔ. ᑕᐃᒪ ᖃᓇᑕᐆᔭᖅᑎᒍᑦ ᖃᐅᔨᖃᑦᑕᐅᑎᓇᓱᓲᖑᒐᑉᑕ ᐅᖔᓯᒃᑐᕐᒥᐅᓪᓗ ᓄᓇᓖᑦ ᑕᒪᒃᑯᐊ ᖃᑕᓐᖑᑎᑏᓄᑦ. . . ᐃᓛᒃ ᐅᕙᒍᑦ ᑕᐃᒃᑯᓄᖔ ᐊᑕᓪᓚᑦᑖᓐᖕᒋᑦᑐᒍᑦ; ᓄᑕᖅᑲᓂᒡᓕ ᐱᓕᓇᐊᖃᕋᑦᑕ. ᐃᓄᓕᓇᔨᒃᑯᑦ ᐃᒻᒥᒃᑯᑦ ᐊᑲᐃᑐᕋᐅᒃᑑᒐᓗᑦ, ᑭᓯᐊᓂ ᐅᕙᒍᑦ ᓄᑕᕋᓕᓇᔨᐅᓂᖅᓴᐅᔪᒍᑦ. ᑕᐃᒃᑯᓄᖔ ᐊᑕᓐᖕᒋᓐᓇᑦᑕ ᑕᐃᒪ ᖃᐅᔨᒪᓪᓗᐊᒋᓱᐃᑦᑑᒐᑉᑕ ᖃᓄᐃᑉᐸᓪᓕᐊᔫᔭᕐᒪᖔᑕ ᓄᓇᓕᖕᓂ, ᐃᓅᓯᖕᒋᑦ ᐱᐅᓯᕙᓪᓕᐊᒻᒪᖔᑕ ᐱᐅᓐᖕᒋᓕᒪᒋᓐᓈᕐᒪᖔᑕᓗᓐᓃᑦ. ᖁᔭᓐᓇᒥᒃ.
Chairman: Thank you for that response. For your curiosity, it was your current minister who asked that question.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᑭᐅᒐᕕᑦ. ᑕᐃᒪ ᒥᓂᔅᑐᐃᖅᑲᐃ ᐊᐱᓇᓇᔭᕈᕕᐅᒃ.
I don't have any other names on my list under this section. We'll move along to the next section. Paragraphs 58 through 63, Community Engagement and Input. Mr. Enook.	ᒫᓐᓇ ᐊᑎᖁᑎᖃᕈᓐᓃᕋᒪ, ᑕᐃᒪ ᓄᒃᑎᓚᐅᕐᒥᑕ ᑕᐃᑯᖔ ᑎᑎᕋᖅᓯᒪᓂᖔ 58-ᒥᒃ 63-ᒧᑦ, ᓄᓇᓖᑦ ᐃᓚᐅᖃᑕᐅᓂᖕᒋᑦ. ᒥᔅᑕ ᐃᓄᒃ.
Mr. Enook (interpretation): Thank you, Mr. Chairman. In reference to 59, in English. Let me read that. In 59 it states in response to our 2011 audit recommendations in English let me try and translate what is written here. "The	**ᐃᓄᒃ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᕝᕙᓂ 59-ᒥ ᐊᐱᖅᑯᑎᖃᕈᒪᔪᖔ. ᐅᓇ ᖃᓪᓗᓈᑎᑑᖔᔪᓂ ᐅᖃᓕᒫᓚᐅᑲᓪᓚᒍᐊᐃ. ᑖᒃᑯᐊ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᑦ ᑎᑎᕋᖕᒋᓐᓂ ᑖᓐᓇ 59 ᑎᑎᕋᖅᓯᒪᖔᒪᑦ ᖃᐅᔨᓴᕐᓂᐅᓚᐅᖅᑐᒥᒃ 2011-ᒥ, ᐅᓇ ᐅᖃᖅᓯᒪᖔᒪᑦ ᖃᓪᓗᓈᑎᑑᖔᔪᖅ ᐃᓄᒃᑎᑑᕋᓱᓚᐅᕐᓚᒍ. "ᑖᓐᓇ ᐱᓕᕆᕝᕕᐅᔪᖅ ᐅᖃᓚᐅᖅᑐᖅ ᒫᓐᓇᒃᑯᒡᒍᖅ

Department of Health and Social Services noted that it was undertaking a comprehensive review of the *Child and Services Act*. The department stated that it was seeking direct feedback from Nunavummiut and how the Act should be changed to involve parents, family and the community as a whole in keeping children safe. To obtain this feedback, the department noted that it was making site visits and holding community stakeholder meetings and open community forums throughout the territory", end of quote.	ᑐᓴᕋᓱᖕᓂᐊᖅᑐᑦ ᓄᓇᕗᒻᒥᐅᓂᑦ ᖃᓄᖅ ᑖᓐᓇ ᐱᕐᑯᔭᖅ ᐊᓯᔾᔨᕈᓐᓇᕐᒪᖔᑦ ᐃᓚᐅᔪᓐᓇᖅᓯᕐᑯᓪᓗᒋᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ, ᐃᓚᒋᔭᐅᔪᑦ, ᐊᒻᒪᓗ ᓄᓇᓖᑦ ᖃᓄᖅ ᓱᕈᓯᖅ ᐊᑦᑕᕐᓇᖅᑐᒥᓐᖏᓐᓂᖅᓴᐅᔪᓐᓇᕐᑯᓪᓗᒍ ᐊᒻᒪᓗ ᐃᒪᐃᓕᐅᕐᓗᑕ ᑐᓴᕋᓱᖕᓂᐊᖅᑐᒍᑦ. ᐱᓕᕆᕝᕕᐅᔪᖅ ᐅᖃᓚᐅᖅᑐᖅ ᐳᓛᕆᐊᖃᑦᑕᖅᑐᒡᒍᖅ ᐊᒻᒪᓗ ᓄᓇᓕᓐᓂ ᑕᒪᑐᒧᖓ ᐃᓚᐅᔪᓐᓇᖅᑐᓂᒃ ᑲᑎᒪᖃᑎᖃᖃᑦᑕᖅᓱᑎᒃ. ᑭᒃᑯᑐᐃᓐᓇᓐᓂᓪᓗ ᓄᓇᓕᓐᓂ ᐅᖃᖃᑎᖃᖃᑦᑕᖅᓱᑎᒃ ᓄᓇᕗᑦ ᐃᓗᐊᓂ", ᑕᐃᒧᖓᓈᖅᐸᕋ.

First of all, these written statements by the Department of Health and Social Services, back when it was all one department in June, 2011, in terms of the objectives where it states that this work will be going as far as March 2013 and 2014. Have you reached your objectives as stated previously, and do you have an indication of what you can tell us about what progress has been made? Thank you, Mr. Chairman.

ᐅᑯᐊ ᓯᕗᓪᓕᒻᒥᒃ ᑎᑎᕋᖅᓯᒪᔭᖕᒋᑦ ᑕᐃᔅᓱᒪᓂ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐋᓐᓂᐊᖃᓐᓇᖕᒋᑦᑐᓕᕆᔨᒃᑯᓪᓗ ᑲᑎᓐᖓᑎᓪᓗᒋᒃ ᒪᓕᒐᓕᐅᕝᕕᒻᒥ ᓴᖅᑭᑕᐅᓚᐅᖅᑐᖅ ᔪᓐ 7, 2011-ᒥ ᖃᓄᐃᓕᐅᓐᓂᐊᓐᓂᕆᔭᒥᓂᒃ ᑖᒃᑯᓄᖓ ᐊᑐᓕᖅᑯᔭᐅᓯᒪᔪᓄᑦ ᒪᐃ 2011 ᑎᑎᕋᖅᓯᒪᓂ. ᐅᖃᖅᓯᒪᒻᒪᓐ ᑕᒪᓐᓇᒎᖅ ᐱᓕᕆᐊᖑᓂᐊᖅᑐᖅ ᑎᑭᓪᓗᒍ ᒪᔾᔨ 2013 ᐊᒻᒪᓗ ᒪᔾᔨ 2014. ᐆᒥᖓ ᐊᐱᖅᑯᑎᖃᕈᒪᔪᖓ ᐃᒃᓯᕙᐅᑖᖅ, ᑖᒃᑯᐊ ᐱᓕᕆᐊᕆᓂᐊᓐᓂᕋᓚᐅᖅᓯᒪᔭᔅᓯ ᐱᔭᕇᖅᓯᒪᔪᐃᓐᓇᐅᓕᖅᐸᓐ? ᐱᔭᕇᖅᑐᐃᓐᓇᐅᓯᒪᓕᖅᐸᓐ? ᐊᒻᒪᓗ ᖃᓄᖅ ᑐᓴᕆᐊᖅᑎᑦᑎᔪᓐᓇᖅᐱᓯ ᖃᓄᐃᓕᐅᓐᓂᕆᓚᐅᖅᑕᔅᓯᓐᓂᒃ? ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.

Chairman: Thank you, Mr. Enook. Mr. MacDonald.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᒌᔾᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.

Mr. MacDonald: Thank you, Mr. Chairman. The previous department that held responsibility for the *Child and Family Services Act* did embark on a series of consultations and measures, particularly around changes to that Act and updates to it.

ᒪᒃᑖᓄᑦ (ᑐᒌᔾᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑖᑉᑯᐊ ᐃᓄᓕᕆᔨᐅᓚᐅᖅᑐᖅ ᐊᑕᐅᓯᐅᓚᐅᖅᑎᓪᓗᒋᑦ ᓄᑕᖅᑭᕆᓂᒻᒥᓪᓗ ᐱᓕᕆᐊᖃᒻᒫᓚᐅᖅᓯᒪᑎᓪᓗᒋᑦ ᑲᑎᒪᖃᑎᖃᖃᑦᑕᕆᐊᓚᐅᖅᓯᒪᒻᒪᑕ ᐊᒻᒪᓗ ᖃᓄᖅ ᐊᓯᓐᖑᖅᑕᐅᓇᔭᖅᑐᒥᒃ.

Those did occur, but I think when it comes to saying that those actions have been complete, and that we are satisfied with that, I think that would be a bit of a stretch. I think that from our perspective, that is obviously an ongoing thing that needs to occur on a regular basis and the review of our programs underscores that pretty strongly.

ᑕᐃᒫᒃ ᑲᑎᒪᖃᑎᖃᖅᑕᓐᓂᓗᓚᐅᖅᓯᒪᒻᒪᑕ ᑭᓯᐊᓂ ᐃᓱᒪᔪᖓ ᐱᐅᓂᖕᓂᕋᒐᐅᒻᒪᖔᑖ ᓇᐅᒃᑑᕝᕙ ᑕᐃᒪ ᑖᓐᓇ ᖄᖏᐅᑎᓗᐊᕋᔭᖅᑯᖅᑐᒍᑦ ᓈᒻᒪᒃᓴᓐᓂᕋᕋᔭᕈᑉᑕ. ᐃᓛᒃ ᑕᐃᒪ ᓇᓗᓇᖕᒋᒻᒪᑦ ᑕᐃᒪᓐᓇᐃᓕᐅᖃᑦᑕᐃᓐᓇᐆᔭᕆᐊᖃᒻᒪᑕ ᐊᑕᐅᓲᑐᐃᓐᓇᕐᓗᑎᒃ ᑕᐃᔅᓱᒪᓂ ᑲᑎᒪᖃᑎᖃᖅᑕᓚᐅᕐᓗᑎᒃ ᑭᖑᓂᖓᓂ ᑐᓴᓐᓇᓚᐅᖅᓯᒪᔪᓐᓃᓪᓗᑎᒃ ᑕᐃᒪᓐᓇᐃᑦᑑᒋᐊᖃᖕᒋᒻᒪᑕ.

For our programs to be better understood by the public, by families, by children, by communities, parents, we need to do a better job of having our employees out there, engaged with the community, helping to understand what it is that we do, why and how our system actually works; making it more transparent and understandable.	ᑕᐃᒪ ᑕᒪᒃᑯᐊ ᓄᓇᓕᖕᓄᑦ ᐃᓄᖕᓄᓪᓗ ᑕᖅᑳᓃᑦᑐᓄᑦ ᖃᐅᔨᒪᔭᐅᓂᖅᓴᐅᓇᔭᖅᑐᖅᐸᑕ ᑕᐃᒪᓐᓇ ᐱᓕᕆᓐᓇᐆᔭᓪᓗᑕ ᑕᐃᒫᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᒋᔭᕗᑦ ᑕᒪᒃᑯᐊ ᖃᓄᐃᓕᐅᖃᑦᑕᒻᒪᖕᒐᑕ ᑕᑯᔭᐅᖃᑦᑕᕋᒥᒃᓗ ᑐᑭᓯᐆᔭᐅᕙᓪᓕᐊᓂᖅᓴᐅᓕᕋᔭᒻᒪᑕ ᖃᓄᐃᑦᑐᓂᒃ ᐱᓕᕆᐊᖃᒻᒪᖕᒑᑕ ᒐᕙᒪᒃᑯᑦ ᓄᑕᕋᓕᕆᔨᖁᑎᖕᒋᑦ ᐃᓄᓕᕆᔨᒃᑯᓪᓗ.

ᑕᒪᒃᑯᐊᓗ ᓄᓇᓖᑦ ᐃᑲᔪᖅᑕᐅᖃᑕᐅᒻᒫᖁᑉᓗᒋᑦ ᑐᑭᓯᐊᖁᓪᓗᒋᑦ ᓱᓇᓂᒃ ᑕᐃᒃᑯᐊ ᐱᓕᕆᔨᕗᑦ ᓱᒡᓗ ᐋᑎᕆᔨᑐᐃᓐᓇᐅᖕᒋᒃᑲᓗᐊᒻᒪᑕ ᐊᒻᒪᓗ ᐊᒥᓲᓗᐊᓕᖅᑐᓂᒃ ᕿᑐᓐᖓᓕᓐᓂᒃ ᐋᑎᕆᔪᒃᓴᑐᐃᓐᓇᐅᑎᑕᐅᓯᒪᓐᖕᒋᒃᑲᓗᐊᒻᒪᑕ. ᑕᐃᒫᒃ ᑐᕌᖓᖃᓗᐊᖅᓯᒪᒐᑉᑕ ᑕᒪᒃᑯᓂᖓ ᐃᑲᔪᓐᓂᒻᒥᒃ ᐊᒻᒪᓗ ᑕᒪᐃᓐᓂᒃᐃᓛ ᑐᑭᓯᐅᒪᑎᑦᓯᓂᖅᓴᐅᔪᒪᔪᒎᖓᓗᐊᖅ.

So to answer your question, I do think that much of the consultations that they were referring to occurred at least in conjunction with changes to the legislation, but as an ongoing piece, we still have a lot of work to do and I don't think that we are even remotely satisfied in that at this point in time. Thank you.

ᑕᐃᒪ ᑭᖑᓐᖓᓂ ᑲᑎᒪᑎᑦᑎᓂᐊᓐᓂᕋᖃᑦᑕᓚᐅᓐᓂᕆᓚᐅᖓᐃᑦ ᐱᑕᖃᖃᑦᑕᓚᐅᖅᑐᑦ ᑕᐃᒪ ᒪᓕᒃᑐᒍ ᑕᐃᓐᓇ ᒪᓕᖓᖅ ᓄᐃᑦᑎᑕᐅᓚᐅᖅᑎᓪᓗᒍ. ᑭᓯᐊᓂ ᓇᓗᓇᓐᖕᒋᑦᑐᖅ ᐱᐅᓂᓚᐅᖅᓯᒪᔾᔭᓐᖕᒋᑦᑐᒍᑦ ᑕᒪᓐᓇ ᖃᖓᓕᒫᖅ ᑲᔪᓯᓐᓇᐆᔭᓐᓂᐊᒻᒪᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.

Chairman: Thank you for your candor, Mr. MacDonald. Mr. Enook.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᑕᐃᒪᓐᓇ ᑭᐅᒐᕕᓐ. ᐃᓛ, ᒥᔅᑕ ᐃᓄᒃ.

Mr. Enook (interpretation): Thank you very much, Mr. Chairman. We too are not pleased, obviously, as MLAs because my concern is that since the Auditor General's office, when they did their studies in 2011 and they came up with the report that is of major concern to everyone and to the government. They said in black and white what is wrong, what was not done that needed to have been done, and so there is an alternate

ᐃᓄᒃ: ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᐅᕙᒍᑦᑕᐅᖅ ᑖᔅᓱᒧᖓ ᖁᕕᐊᓱᓐᖕᒋᓪᓕᕆᒃᑐᒍᑦ. ᐅᓇ ᐃᓱᒫᓗᑎᒋᒐᒃᑯ, ᐅᑯᐊ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᑦ ᑕᐃᔅᓱᒪᓂ 2011-ᒥ ᖃᐅᔨᓴᕋᒥᒃ ᐃᓱᒫᓗᓐᓇᓪᓕᕆᒃᑐᐋᓗᖕᓂᒃ ᓴᖅᑭᑦᑎᓚᐅᒻᒪᑕ. ᐱᓕᕆᕝᕕᐅᑉ ᐃᓗᐊᓂ ᐊᑲᐅᖕᒋᓕᐅᕈᑎᓪᓕᕆᐊᓗᓐᓂᒃ ᓴᖅᑭᑦᑎᓚᐅᒻᒪᑕ ᑕᒪᑐᒧᖓ ᐃᓄᓕᕆᓂᒻᒧᑦ ᑐᕌᖓᔪᓂᒃ.

plan. Naturally because those are major problems, and now we have been told that there has not been much progress made in relation to the recommendation by the Auditor General's office, especially those six points where it is noted that hardly anything has been done, or hardly any progress has been made. You mention that you have these reports, Quality Protects Action Plan. So I would like to ask will are you just going to come up with some sheet like this and then after that we'll just be told well I sorry we weren't able to do it because our Minister was sick or our Deputy Minister or this and that or we didn't have any money or this and that. Should you not be working instead towards fixing these things? Thank you, Mr. Chairman.	ᐱᒻᒪᕆᑦᑕᕆᐊᓘᓐᓂᒃ ᐊᓱᐃᓛᒃ ᓴᖅᑭᑦᑎᒻᒪᑕ ᑎᑎᕋᓚᐅᖅᓯᒪᒐᔾᔪ ᑕᐃᔾᓱᒪᓂ ᒪᐃᖑᑎᑦᓗᒍ ᐃᒪᓐᓇᒎᖅ ᐋᖅᑭᒃᓱᕆᐊᓐᓂᐊᓕᖅᑕᓯ. ᓱᖅᑲᐃᒻᒪ ᐃᓱᒫᓗᓐᓇᑦᑕᕆᒃᑐᐋᓘᒻᒪᑦᑕ. ᐊᒻᒪ ᒫᓐᓇ ᐅᖃᐅᔾᔭᐅᓕᕆᑦᓗᑕ ᓱᕋᒃᓯᒪᔪᖃᓗᐊᓐᖏᑦᑐᕈᖅ. ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᑦ ᐃᓱᒫᓘᑎᑦᑕᕆᐊᒋᓚᐅᖅᑕᖏᑦᓘᓐᓃᑦ ᑕᐃᒃᑯᐊ ᐱᓗᐊᖅᑐᒥ 6-ᖑᔪᑦ ᖃᓄᐃᓕᒋᐊᖅᓯᒪᔪᖃᓗᐊᓐᖏᑦᑐᑦᓘᓐᓃᒡᒍᖅ. ᐅᑯᐊ ᓴᖅᑭᕋᑖᓚᐅᖅᑕᑎᑦ ᐅᕗᓐᖓᐅᑎᓚᐅᖅᑕᑎᑦ ᖃᓄᐃᓕᐅᓐᓂᒻᒧᑦ ᐸᓐᓇᐅᑦ ᑕᑯᒥᓇᑦᑕᕆᖓᑕ ᐱᓕᕆᐊᕆᓂᐊᖅᑕᓯ. ᐆᒥᖓ ᐊᐱᕆᔪᒪᔪᖓ, ᑕᕝᕙᖃᐃ ᐅᑯᑎᑐᓈᑐᐃᓐᓇᕐᓂᐊᕆᕙᑦ, ᑕᐃᒃᑯᐊ ᐃᓱᓕᕝᕕᒃᓴᖏᑦ ᑎᑭᒃᑲᓗᐊᕋᖓᑕ ᐅᖃᐅᔾᔭᐅᑐᐃᓐᓇᖃᑦᑕᕐᒥᓗᑕ ᐱᔭᕇᓚᐅᖏᑕᕗᑦᓕᐊᓇ, ᐅᕝᕙᓘᓐᓃᑦ ᐱᔪᓐᓇᖅᓯᓚᐅᓐᖏᑕᕗᑦ? ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒃᑯᑦ ᐅᖃᖅᓯᒪᑎᑦᓗᒋᑦ, ᐅᑯᐊ ᐱᒻᒪᕆᐊᓘᒻᒪᑦ ᐱᓕᕆᐊᕆᓚᐅᖅᓯᐅᖅᑐᖅ. ᑖᒃᓱᒥᖓ ᑭᐅᔾᔭᐅᑲᐃᓐᓇᕈᒪᒐᓗᐊᖅᑐᖓ ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.	
Chairman: Thank you, Mr. Enook. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐃᓄᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: I think it is a valid question and comment that not enough progress have been made and I can tell you that I am not sitting here today or yesterday attempting to try and make my excuses at all. So, you won't hear or you won't here anything from me. We recognize the seriousness of this program area and we want to address the shortcomings.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᐃ, ᑕᒪᓐᓇ ᑕᐃᒪᓐᓇ ᓱᓕᔪᖅ, ᑕᐃᒪᓐᓇ ᐅᖃᕐᒪᑦ ᓯᕗᒧᒃᓯᒪᓗᐊᓐᖏᓇᑦᑕ. ᑕᐃᒪ ᐅᖃᐅᑎᔪᓐᓇᖅᑕᒋ ᑕᒫᓂ. ᐃᓛᒃ ᐃᒪᓐᓇ ᓱᓇᓂᑦ ᐱᔾᔪᑎᒃᓴᓂᑦ ᐅᖃᕋᓱᐊᓐᖏᑦᑐᒍᑦ. ᐃ, ᖃᐅᔨᒪᔪᒍᑦ ᑕᐃᒪᐃᑦᑐᖅ. ᐅᓂᒃᑳᖅᑕᕗᑦ ᐃᒪᓐᓇᐃᒻᒪᑦ. ᐃᒪᓐᓇ ᐱᐊᓂᒃᓯᒪᓐᖏᒻᒪᑕ.
So, no, we won't just be issuing a paper report and coming up with excuses at a later date. Our intentions are in the short term to really to make some concrete actions and implement them and at the senior management level, middle management and on the ground.	ᑕᐃᒪ ᐸᐃᑉᐸᑐᐃᓐᓇᕐᒥᑦ ᓄᐃᑦᑎᒃᓐᓂᑐᐃᓐᓇᕈᒪᓐᖏᑦᑐᒍ. ᐅᓂᒃᑳᖅᓯᒪᑐᐃᓐᓇᖅᑐᓂᒃ. ᐊᐃᑦᑖ ᑲᔪᓯᓐᖏᒻᒪᖕᒑᑦᑕ ᑕᐃᒪᐃᓕᐅᑐᐃᓐᓇᖅᑐᓂ. ᑕᐃᒪ ᐱᓕᕆᓗᐊᕕᓐᓂᓗᓂᓗᒍᒪᔪᒍᑦ ᑕᒫᓂ, ᑕᖅᑳᓂ ᓄᓇᓕᖕᓂ.
To give you an example; as it stands, there is no real way to take account of or	ᓱᕐᓗ ᐆᑦᑐᑎᒋᓗᒍ, ᒫᓐᓇᐅᔪᖅ ᑕᐃᒪ ᖃᐅᔨᒪᓇᖏᒻᒪᑦ ᑕᒫᓂ ᐃᓄᓕᕆᔨᕗᑦ, ᐱᓕᕆᔨᕗᑦ, ᑕᐃᒪ ᐱᓕᕆᖃᑦᑕᕐᒪᖕᒑᑕ ᐃᓄᓕᕆᔨᑦᑎᐊᕙᓗᒻᒥ

even in a positive sense recognize what some of our social workers are doing in terms of community outreach. So, if you imagine a situation where you could have the best social worker in the world, they are out there every day, talking to people and shaking hands and meeting with families and doing all the good that we want them to be doing. Working with third-party groups to get a sense of what the community feels about this and to share information about what our department or our division is doing.	ᐱᓕᕆᔨᑦᑎᐊᕆᑦᑐᒻᒪᕆᐊᓘᒐᓗᐊᕋᑦᑕ ᖃᐅᑕᒫᑦ ᖃᐅᑕᒫᑦ ᐱᓕᕆᑦᑎᐊᖏᓐᓇᖅᑐᐊᓗᓐᓂ ᑲᑎᒪᖃᑎᖃᖅᐸᑦᓗᓂ ᖃᓄᑐᐃᓐᓇᑦᑎᐊᖅ ᐱᓕᕆᑦᑯᔭᑦᑎᓐᓂ, ᒐᕙᒪᐃᑦ ᐱᓕᕆᑦᑯᔭᐃᓂᑦ ᑕᐃᒪᓐᓇ ᐱᓕᓈᓐᓇᕋᓗᐊᖅᐸᑦ.
The reporting processes as they're now doing do not account for that kind of admittedly quantitative or should I say qualitative approach to doing business. So, that is something to try and find ways to try to give credit to where credit is due but also to report back and learn from those and think about it as community outreach or community learning sessions.	ᐅᖃᖃᑦᑕᑦᓗᓂ ᑐᓴᖅᑎᑦᑎᖃᑦᑕᑦᓗᓂ ᑭᓯᐊᓂ. ᑕᐃᒪᓐᓇ ᐱᓕᕆᔨᐊᓘᖃᑦᑕᕐᒪᖔᑕ ᐅᓂᒃᑳᓕᐅᑐᐃᓐᓇᐸᖏᓇᑦᑕ. ᐃ, ᑕᐃᒪ ᐅᑯᐊ ᐱᓕᕆᖃᑦᑕᖅᑐᐃᑦ, ᑕᐃᒫᒃ ᐱᕕᓴᖃᓕᕋᖔᒥᑦ ᐅᕙᑦᑎᓐᓄᒃ ᑐᓴᖅᑎᑦᑎᖃᑦᑕᑦᓗᑎᑦ ᖃᓄᐃᓕᕐᒪᖔᕐᒥᑦ. ᑐᓴᖅᑕᒥᓂᓪᓗ ᐅᓂᒃᑳᖃᑦᑕᑦᓗᑎᒃ. ᑕᒪᓐᓇ ᐊᓯᓐᖑᕐᔫᒥᒍᒪᔭᕋᓗᐊᕗᑦ ᖃᓄᖅ ᑐᑭᓯᐊᓂᖅᓴᐅᓇᔭᓕᕐᑯᓪᓗᑕ.
So that is one thing that we want to do in terms of changing of how everybody within our department understand the linkages to communities. So, no excuses and I think with the action plan we have that we set from day one, it's reasonable or attainable. We are not asking for unreasonable sums of money from government to change what it is that we do in a day to day basis. And it is very time bound. We're looking at everything we say we are going to do, we are going to work extremely hard to have that complete by 2015. By the end of the calendar year, so, thank you.	ᐅᕙᒍᑦ, ᐊᖓᔪᖅᑲᐅᓂᖅᑎᓐᒍᑦ ᑎᑎᕋᕐᕕᓐᓃᑦᑐᑎᒍ. ᐃᓛᒃ ᑕᐃᒪ ᑖᒃᑯᐊ ᑎᑭᐅᑐᔫᓪᓗᐊᕋᓴᒋᔭᕗᑦ ᐃᓛᒃ ᓄᖑᓱᐃᑦᑐᓂᒃ ᐊᒥᓱᐊᓗᓐᓂᑦ ᑮᓇᐆᔭᔭᓂᑦ ᕿᓄᖏᑦᑐᒍᑦ ᒐᕙᒪᓂ. ᐊᒻᒪᓗ ᐱᓇᓱᐊᕐᓂᐊᕈᒪᔭᕗᑦ ᑕᐃᒃᑯᐊ ᐊᒃᓱᕈᕐᓗᑕ ᑎᑭᐅᑎᓇᓱᓐᓂᐊᖅᑕᕗᑦ ᐊᕐᕌᒍᒧᑦ. ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. Mr. Enook.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᔅᑕ ᐃᓄᒃ.
Mr. Enook (interpretation): Thank you, Mr. Chairman. I don't have too much of a question however I wish to state, first of	**ᐃᓄᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒃᓴᖃᓗᐊᖏᒃᑲᓗᐊᖅᑐᖓ, ᐆᒥᖓ ᐅᖃᕆᐊᕈᒪᑐᐃᓐᓇᖅᑐᖓ ᓯᕗᑦᓕᖅᐹᒥ, ᒥᔅᑕ ᒪᒃᑑᓄᑦᑦ

all, Mr. MacDonald thank you very much. You did say and you did not look for excuses because these are very difficult things to do. I need to believe what you are saying and I stated that today I have stated that our social workers have a field that is very difficult to do. I was asking what more things can we do and whereas we may be criticizing only but we are looking for ways to hear from you on what kind of assistance and resources you need.	ᖁᔭᓐᓇᒦᑦᑕᕆᒃᑭᒃᑭᑦ ᐅᖃᓚᐅᓐᖏᓐᓇᕕᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᕿᓂᓚᐅᓐᖏᓐᓇᕕᑦ ᐱᓐᖏᔾᔪᑎᒃᓴᕕᓂᒃᓯᓐᓂᒃ. ᑖᓐᓇ ᐱᒃᑯᒋᑦᑕᕆᑦᑕᕋ, ᐅᑉᐱᕈᓯᑦᑕᕆᒃᑲᒪ ᐅᖃᐅᓯᕆᔭᑎᑦ ᐃᓚᖏ ᐱᔭᕆᐊᑐᔪᑦᑕᕆᐊᓗᒻᒪᑕ. ᐊᒻᒪ, ᐅᑉᐱᕈᓯᒃᑐᖓ ᐱᓕᕆᐊᕆᓇᓯᑦᑕᑦᑖᖅ ᐅᓇ ᑎᑎᖅᒃᖅ ᓴᖅᑭᓚᐅᖅᑕᓯ, ᐅᑉᐱᕆᔭᕆᐊᖃᕋᒃᑯ. ᐊᒻᒪᓗ ᐅᖃᖅᒃᐅᒐᒪ ᐅᓪᓗᒥᒃᑲᓐᓂᖅ ᑕᐃᒃᑯᐊ ᐃᓄᓕᕆᔨᖁᑎᕗᑦ ᓄᓇᑦᑎᓐᓂ ᐊᒃᓱᕈᖁᓇᓪᓚᕆᑦᑐᐊᓗᒻᒥ ᐱᓕᕆᐊᒃᓴᖃᕐᒪᑕ, ᐱᒻᒪᕆᐊᓗᒻᒥᒃ, ᐱᒻᒪᕆᐊᓗᒻᒥᑦ ᐃᖅᑲᓇᐃᔾᖃᖅᑐᑎᓪᓗᒻᒪᑕ. ᐅᖃᖃᓯᐅᑎᖅᑲᐅᒐᒪ ᖃᓄᖅ ᐃᑲᔪᒃᑲᓐᓂᕈᓐᓇᖅᐸᕗᑦ.
You stated perhaps you said that there is important work that is being done that has not been understood in the communities. I cannot speak for my fellow MLAs. In my case, how if there is anyway I could be of any assistance to the department in making people more aware. Perhaps if you utilize more of the GLOs, Government Liaison Officers, with what the government is trying to figure out what kind of work they could give and that is one of the things that they could do. Be a liaison. It is their title.	ᐃᒻᒪᖃ ᐃᑲᔪᖅᑐᐃᖅᑰᔨᓐᖏᒃᑲᓗᐊᖅᑐᑕ ᐊᐱᖅᓱᑎᑦᑎᒍ ᐃᓚᖓᒍᑦ ᖃᓄᖅ ᐃᑲᔪᖅᑑᑎᒃᓴᑲᓐᓂᕐᓂᑦ ᓴᖅᑭᖅᑎᓇᓱᖃᑦᑕᕋᑦᑕ. ᐆᒥᖓ ᐅᖃᐅᓯᓇᖅᑲᐆᔭᓐᓂᑦ ᐅᖃᕈᒪᑐᐃᓐᓇᖅᑐᖓ, ᐃᒪᖅᑳᖅ ᐱᓕᕆᐊᕆᔭᓯ ᐃᓚᖏᑦ ᑐᓴᐅᒪᔭᐅᑦᑎᐊᓐᖏᖃᑦᑕᕐᒪᑕ ᓄᓇᓕᖕᓂ, ᑕᐃᒪᐃᓕᖅᑲᐅᒐᕕᑦ ᐅᓪᓛᖅ. ᐃᒻᒪᖃ ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑎᒃᑲ ᐅᖃᕈᑎᔪᓐᓇᓐᖏᑕᕋᓗᐊᒃᑲ ᑭᓯᐊᓂ ᐅᕙᖓᓕ ᖃᓄᖅ, ᖃᓄᖅ ᑕᒪᓐᓇ ᑐᓴᐅᒪᔭᐅᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᖅ ᐱᓕᕆᐊᕆᔭᓯ, ᖃᓄᑲᓐᓂᖅ ᐃᑲᔪᕈᓐᓇᕈᒪ ᐃᓕᒃᓯᓐᓄᑦ ᒪᑐᐃᖓᑦᑎᐊᒻᒪᕆᐸᖓ, ᐊᒻᒪᓗ ᐃᒻᒪᖃ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ, ᑕᐃᒃᑯᐊ ᑐᓴᐅᒪᖃᑦᑕᐅᑎᔨᑦ ᓄᓇᓕᖕᓂ GLO-ᖑᓂᕋᖅᑕᐅᖅᑰᑐᓂᒃᑯᐊ, ᐃᒪᖅᑳ ᑕᐃᒃᑯᐊ ᐊᑐᒃᑲᓐᓂᕈᓐᓇᕈᒃᓯᐅᓘᓐᓃᑦ.
I just want to state the reason for the disagreements between the parties. Perhaps, if the communication lines were more open, we would be on the same page. To view this from a personal perspective, Mr. Chairman, I am just making a statement to see how I can provide more assistance as a MLA and as a resident of Nunavut. I too wish to be consulted on these issues. This is just a comment. Thank you, Mr. Chairman.	ᑐᓴᐅᒪᖃᑎᒌᓐᖏᓐᓂᖅ ᐃᓛᓐᓂ ᐊᖏᖃᑎᒌᓐᖏᔪᑎᖁᔨᓕᓱᓇᒐᑦᑎᒍ, ᐃᒪᖅᑳ ᑐᓴᐅᒪᖃᑎᒌᑦᑎᐊᓂᖅᓴᐅᓚᐅᕈᑦᑕ, ᐃᒪᖅᑳ ᐊᔾᔨᒌᖑᓂᖅᓴᐅᒐᔭᓚᐅᕋᓗᐊᖅᑐᒍᑦ. ᐅᕙᓐᓃᓐᖓᕐᓗᖓᓕ, ᐃᒃᓯᕙᐅᑖᖅ, ᐅᖃᑐᐃᓐᓇᖅᐳᖓ ᖃᓄᒃᑲᓐᓂᖅ ᐃᑲᔪᕈᓐᓇᕈᒪ ᒪᓕᒐᓕᐅᖅᑎᓪᓗᖓ ᓄᓇᕗᒻᒥᐅᑕᐅᓪᓗᖓᓗ ᐅᖃᖃᑎᒋᔭᐅᖃᑦᑕᕈᒪᒻᒥᔪᖓ, ᐅᖃᐅᓯᑐᐃᓐᓇᖅ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Enook. I understand that that was a general comment, but if Mr. MacDonald would like to respond to that.	**ᐃᒃᓯᕙᐅᑖᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᐃᓄᒃ. ᑕᐃᒪ ᒥᔅᑕ ᒪᒃᑖᓄᑦ ᑕᐃᒪᓐᓇᖃᐃ ᐅᖃᕈᒪᓇᔭᕐᓂᖅᐸᑦ ᐃᓱᒪᖅᓱᖅᑐᖅ. ᖁᔭᓐᓇᒦᒃ.
Mr. MacDonald: Thank you, Mr. Chairman. Please thank the Member for	**ᒪᒃᑖᓄᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓕᔭᕋ ᑕᐃᒪᓐᓇ ᐅᖃᖃᒪᑦ, ᑕᐃᒪᓗ ᐃᓱᒪᒋᔭᒥᓂᒃ ᖃᓄᕐᓗ

the comment, the observation, and I think the suggestion as well. You're correct. I think that we could be drawing on existing resources to get the word out, so to speak, and to help communicate more effectively.	ᐱᓇᔭᕆᐊᓴᓴᖅ. ᐃ̇, ᑕᐃᒪ ᓱᓕᔪᒥᑦ ᐅᖃᖅᑐᖅ. ᑕᒪᒃᑯᐊ ᑕᒫᓂ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᑐᕐᓗᒋᑦ ᒫᓐᓇ ᑐᓴᖅᑕᐅᖃᑦᑕᕋᔭᕐᒪᑕ ᐅᕙᒍᑦ ᒐᕙᒪᐅᔪᑎᒍᑦ ᐃᓛᒃᑰᖕᒐᔪᑑᖕᒋᓇᑦᑕ, ᒐᕙᒪᐃᑦ ᐊᒥᓱᐊᓗᓴᒪᑕ.
On that note, I think that one of the things that we touched on earlier in the hearing was the fact that child and family services is now more front and centre within this department. I can tell you that it's the largest component of our departmental budget. It is the portion of our programs and services that our whole department feels the most sense of urgency towards. Frankly, it's the largest division in many respects. For us, it's something that we can start to progress on because of that scenario and because of those facts.	ᐃᓛ ᑕᐃᒪ ᑖᒃᑯᐊ ᓄᑕᕋᓕᕆᔨᑦ ᑕᒫᓂ ᓄᐃᑕᓂᖅᓴᐅᒻᒪᓂᓛᒃ ᑕᒫᓂ ᓄᐃᑕᓂᖅᓴᐅᓕᕐᒪᑦ ᑕᒫᓂ ᐅᐱᓐᓇᕋᓂ ᐊᖏᔪᐊᓗᒻᒥ ᑮᓇᐆᔭᖅᑐᖃᑦᑕᖅᑐᓂ ᓄᑕᖅᑲᓗ ᐊᒥᓲᓪᓗᑎ ᐊᒻᒪ ᑲᒪᒋᔭᖃᖅᑐᑕ ᐊᒥᓱᓂᑦ, ᐃᓛ ᑕᐃᒪ ᑖᓐᓇ ᑐᐊᕕᕐᓇᕆᒐᑦᑎᒍ ᐊᒻᒪ ᐊᔾᔨᒌᓐᓇᖅᑑᓪᓗᓂ ᐊᖏᓛᖑᓪᓗᓂᓗ ᑖᒃᑯᓇᓂ ᐊᖏᔪᐊᓘᖃᑕᐅᒐᑦᑕ ᐃᓛᒃ, ᐊᖏᔪᐊᓘᖃᑕᐅᒻᒪᑕ ᑖᒃᑯᐊ ᐱᓕᕆᐊᖑᔪᐃᑦ ᐊᒥᓱᐊᓘᓪᓗᑎ. ᑕᐃᒪ ᑕᒪᒃᑯᐊ ᐱᔾᔪᑎᒋᓪᓗᒍ ᓯᕗᒧᑉᐸᓪᓕᐊᕋᐅᔭᕈᓐᓇᕐᓂᐊᕋᑦᑕ.
As we continue to evolve with that reality kind of pushing us forward, imagine our ability to develop community resources, we want to be able to expand information out to the public so that there's more of an awareness of what we do. Using government liaison officers specifically for child and family services is something that we can certainly entertain.	ᑕᐃᒪᓗ ᐊᔪᕈᓐᓃᖅᐸᐅᕙᓪᓕᐊᓂᕗᑦ ᒪᓕᓪᓗᒍ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑐᑐᖃᐅᓕᕐᓗᑕ ᐱᕙᓪᓕᐊᑎᓪᓗᑕ ᑕᐃᒫᒃ ᑕᒪᒃᑯᓂᖓ ᓄᓇᓕᓐᓂ ᖃᐅᔨᒪᔭᐅᓕᒃᑲᓂᕈᑎᔅᓴᑎᓐᓂ ᐱᓕᕆᖃᑦᑕᓂᖅᓴᐅᔫᕙᓪᓕᐊᓂᐊᖅᑐᒍᑦ, ᐃᓛᒃ ᑕᒪᒃᑯᐊ ᐅᔾᔨᕈᓐᓂᖅᓴᐅᓂᐊᓕᕐᒪᑕ ᑖᒃᑯᓂᖓ ᐊᑐᕐᓂᖅ ᒐᕙᒪᒃᑯᑦ ᓄᓇᓕᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᕆᔨᑯᑎᖏᓐᓂ ᑐᓴᐅᒪᑎᑦᑎᔨᖏᓐᓂ ᐊᑐᕐᓗᓂ ᓚᐃᓴᑖᖅᑎᑦᑎᔨᓗᕿᐅᓂᕋᖅᑕᐅᓚᐅᖅᑐᑦ ᑕᐃᒃᑯᐊ ᐊᑐᕐᓗᒋᑦ.
One of the things that I think, at least for me, has been very clear and very instructive over the last couple of days was the fact that we can be working with Members of the Legislative Assembly to get information out there and I recognize that that's your role as well. We can certainly find some ways to do that and we're happy to work together. It's an important issue, so we understand that. Thank you.	ᑕᐃᒪ ᐅᐸᓗ ᒪᕐᕉᓐᓄ ᑕᕝᕙᓂ ᐊᓂᒍᖅᓯᒪᓕᖅᑐᓂ ᑕᒫᓃᓕᖅᑎᓪᓗᑕ ᐱᓕᕆᖃᑎᖃᕈᓐᓇᕋᑦᑕ ᒪᓕᒐᓕᐅᖅᑎᓂᑦ ᐃᑲᔪᖃᑕᐅᓗᑕ ᐊᒻᒪᓗ ᐅᖃᐅᑎᔭᐅᑦᑕᒫᕐᓗᑕ ᐃᒪᓐᓇ ᓄᑕᕋᓕᕆᔨᑕᖃᕐᒪᑦ ᐊᒻᒪ ᓴᐳᑎᔭᐅᓯᒪᒍᓐᓇᕐᒪᑕ ᓄᑕᖅᑲᑦ ᑕᒪᒃᑯᐊ ᐊᑦᑕᓇᖅᑐᒦᑦᑐᑦ ᑕᐃᒪᓐᓇᕋᓗᒃ ᐃᑲᔪᖅᑕᐅᒥᐊᕌᓗᒍᓐᓇᖅᑐᒍᑦ ᐃᑲᔪᖅᑕᐅᔪᒪᒍᑦᑕ, ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. The next name I have on my list is Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᓴᑕ ᒪᒃᑖᓄᑦ. ᑖᓐᓇᐅᓕᕐᒥᔪᖅ ᒥᓴᓴ ᐊᖕᓇᑲᖅ.

Ms. Angnakak: Thank you, Mr. Chairman. I would like to ask a question about the Social Services Transformation Plan. Can I ask the department which communities did the department go to in order to get input on this plan? Thank you, Mr. Chairman.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪ ᐊᐱᕆᔪᒪᔪᖕᒐ ᑖᓐᓇ ᓄᑖᓐᖑᖅᑎᕆᓂᖅ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᑦ, ᑭᓇᒃᑯᓐᓅᓛᓂᐊᖅᐸᑦ ᐱᓕᕆᕕᐅᔪᒧᑦ ᑐᑭᓯᔭᖅᑐᕋᓱᓐᓂᐊᕐᓗᓂ ᑖᔅᓱᒥᖕᒐ ᓄᑖᓐᖑᖅᑎᕆᓂᕐᒥᑦ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. I apologize, but I don't have that data in front of me about what communities would have been visited during that stage of the process. I'm not even sure if it exists at this point in time, but I can certainly try my best to find that for you, though. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒪᒥᐊᓇᐅᒐᓗᐊᖅ ᐃᓛᒃ ᑭᓯᐊᓂ ᑕᐃᓐᓇ ᐱᓯᒪᖕᒋᓇᒃᑯᑦ ᖃᓄᖅ ᓱᓇᒥᑦ ᐅᖃᐅᓯᖃᓂᖕᒪᖕᒐᑕ ᐅᕝᕙᓘᓐᓃᑦ ᓇᓕᖕᒋᑦ ᓄᓇᓖᑦ ᑎᑭᑕᐅᓚᐅᖅᓯᒪᓐᓂᖕᒪᖕᒐᑕ ᒫᓐᓇᐅᔪᖅ ᑕᐃᒪᐅᒻᒪᖕᒐᑕ ᓱᓕ ᖃᔨᒪᖕᒋᓇᑦᑎᒍᓘᓐᓃᑦ ᑭᓯᐊᓂ ᑐᑭᓯᒐᓱᐊᕈᓐᓇᓂᐊᖅᑐᖕᒐ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᒥᓴᔅ ᐊᖕᓇᑲᖅ.
Ms. Angnakak: Thank you, Mr. Chairman. If I could also ask the department to include in the information any strategies or any timelines that they might have, if they have the plan, if there are timelines and strategies for implementation developed, I would like to see that information as well.	**ᐊᖕᓇᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᐱᕆᔪᒪᒻᒥᔭᒃᑲ ᑕᐃᒃᑯᐊ ᑐᑭᒧᐊᕈᑏᑦ ᐱᔭᕇᖅᑕᕐᕕᔅᓴᓐᓃᑦ ᑕᐃᒪᐃᑦᑐᓂ ᐋᖅᑭᔅᓱᐃᓯᒪᒍᔅᓯ ᑕᒪᒃᑯᓄᖕᒐᖅᑐᓂᑦ ᐊᑐᓕᖅᑎᑕᐅᕕᒋᓂᐊᖅᑕᖕᒋᓐᓂᓪᓗ ᐱᔪᒪᓂᐊᕐᒥᔪᖕᒐ.
I just have one other question and this is about parental and community engagement. The recommendation from the Auditor General said that the strategies and that for the Social Services Transformation Plan, I'm talking about that, but it should include parents and also communities. I wonder: how much parental engagement has been done when you're talking about the department as a whole for this plan and also for any other kinds of changes that the department is going through? Thank you, Mr. Chairman.	ᐊᑕᐅᓯᕐᒥᑦ ᐊᐱᖅᑯᑎᒃᓴᖅᑲᒃᑲᓐᓂᕋᒪ, ᐅᓇ ᑕᐃᒃᑯᐊ ᓄᓇᓖᑦ ᐊᒻᒪᓗ ᕿᑐᓐᖓᓖᑦ ᐃᓚᐅᑎᑕᐅᖃᑦᑕᓂᐊᕐᓂᖕᒋᑦ. ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᐅᑉ ᐊᑐᓕᖅᑯᔭᓕᐊᕕᓂᖕᒋᑦ ᐅᖃᖅᓯᒪᒻᒪᑕ, ᑖᒃᑯᓇᓂ ᐃᓛᓂᓪᓕᐅᑎᒋᔭᐅᓯᒪᒻᒪᑕ ᑕᐃᒃᑯᓂᖕᒐ ᐸᕐᓇᐅᑎᓄᑦ ᓂᓪᓕᐅᑎᒋᖅᑲᐆᔭᕐᓄᑦ ᕿᑐᓐᖓᓖᑦ ᓄᓇᓖᓪᓗ ᐃᓚᐅᑎᑕᐅᓂᖅᓴᐅᖅᑲᑦᑕᕐᓗᑎ. ᖃᓄᖅ ᐃᓚᐅᑎᑕᐅᑎᒋᓂᖅᑲᖅᐸᑦ ᑕᐃᒃᑯᐊ ᕿᑐᓐᖓᓖᑦ ᐸᕐᓇᐅᑎᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᐅᕝᕙᓘᓐᓃᑦ ᐊᓯᖕᒋᑦ ᐊᓯᔾᔨᖅᑕᐅᕙᓪᓕᐊᔪᑦ ᐱᔾᔪᑕᐅᑎᓪᓗᒋᑦ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman: Thank you, Ms. Angnakak. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅ ᐊᖕᓇᑲᖅ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. When it comes to parental engagement, if I understand your question correctly and I apologize if I don't, I don't believe that the department has an overall strategy developed at this point in time, although I think that some of the intent in creating the department was to try to find some alignment in terms of the re-emphasis of your entire social safety net suite of programs. I think that there's some opportunity for that work to be done.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᕿᑐᓐᖓᓃᑦ ᐃᓚᐅᑎᑕᐅᓂᐊᖅᑎᑦᑐᒋᑦ, ᑐᑭᓯᑦᑎᐊᕈᒃᑯᓗ ᐊᐱᖅᑯᑏᑦ ᒪᒥᐊᑉᐳᖓ ᑐᑭᓯᑦᑎᐊᖕᒋᓐᓂᕈᒃᑯ. ᑐᑭᒧᐊᕈᑎᓂᑦ ᒫᓐᓇ ᐱᑕᖃᑦᓚᓇᖕᒋᑦᑐᒍᑦ, ᑭᓯᐊᓂ ᓴᖅᑭᑕᐅᓚᐅᖅᓯᒪᔪᑦ ᐃᓄᓕᓇᔾᒃᑯᑦ ᑐᑭᒧᐊᑦᑎᐊᖁᓂᖅᓴᐅᓕᕈᓐᓇᖁᓂᐊᖁᒪᑕ ᐃᓅᓯᓕᓇᓂᖁᒧᑦ ᑐᕋᖓᔪᓕᒫᑦ ᑲᒪᒋᖁᑦᑕᖅᑕᕗᑦ. ᑕᐃᒪᐃᑦᑐᓕᓇᔾᐅᓂᐊᖅᑐᒍᑦ.
I can tell you that parental engagement is a huge issue in other departments for sure and also, it's a big issue in some of the committees, those interdepartmental committees that I mentioned earlier, but to be perfectly honest, we're not linked into that at this point in time, which I think is a shame when you mention it in that light. Thank you.	ᐊᒻᒪᓗ ᐱᕐᔪᐊᓇᓂᖅᐹᓇᖁᑕᐅᔾᔭᕗᑦ ᕿᑐᕐᖓᓃᑦ ᐃᓚᐅᑎᑕᐅᖁᑦᑕᓇᐊᖁᕐᓂᖕᒋᓂᒃ ᐊᒻᒪᓗ ᐊᓯᖕᒋᓐᓂᒃ ᒐᕙᒪᒃᑯᑦ ᐱᓕᓇᕝᕕᖕᒋᓐᓂᒃ ᑕᐃᒪᓐᓇ ᐃᓱᒪᒋᔭᐅᔪᒃᓴᐅᒻᒥᔪᖅ. ᑕᐃᒃᑯᐊ ᓲᕐᓗ ᑲᑎᒪᔨᕋᓛᑦ ᒐᕙᒪᒃᑯᑦ ᐱᓕᓇᕝᕕᖕᒋᓐᓂᒃ ᐊᔾᔨᒌᓐᖕᒋᓐᓂᓐᖓᖅᑐᓄᑦ ᐃᒃᓯᕚᕐᕕᐅᔪᑦ. ᑕᐃᒃᑯᓄᖓ ᐃᓚᓕᐅᑎᓯᒪᓐᖕᒋᑦᑐᒍᑦ ᒫᓐᓇ. ᒪᒥᐊᓇᖅ ᑕᐃᒪᓐᓇ ᐊᐱᖅᑯᑎᒋᖅᑲᐆᔾᔭᐃᑦ ᐱᔾᔪᑎᒋᓪᓗᒍ ᑕᐃᒪᐃᓕᕗᖓ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Thank you, Mr. MacDonald. I don't have any other names on my list. I just have one quick question. I'm going to go back to the question that I asked that was asked by your current Minister when she was a Member of this Committee where she talks about tracking and analyzing trends and specific health indicators.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᒃᑖᓄᑦ. ᐊᑎᖁᑎᖃᕈᓐᓃᕋᒪ. ᐊᐱᖅᑯᑦ ᐊᑕᐅᓯᖅ ᒥᓂᔅᑕᓇᔭᐅᔪᒧᑦ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᓚᐅᖅᓯᒪᔭᕋ. ᐅᖃᐅᓯᖃᖅᑎᓪᓗᒍ ᕿᒥᕐᕈᓇᖕᓂᐊᖁᓂᖅ ᖃᓄᐃᑉᐸᓪᓕᐊᓃᓪᓗ.
You say that you don't have access to that information through your department, but through Statistics Nunavut as well as the Department of Health, some of that information is out there and where I'm linking this to the community engagement process is that there are certain demographics that could	ᑕᒪᒃᑯᓂᖕᖓᒍᖅ ᐊᑐᐃᓐᓇᖃᖕᒋᓐᓂᕋᖅᑲᐅᒐᕕᑦ, ᑭᓯᐊᓂ ᑭᓪᓕᓯᓂᐊᖅᑕᕕᓃᑦ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐃ, ᑕᖅᑳᓃᑦᑐᑦ ᑕᒪᒃᑯᓄᖕᒫᖅᑐᑦ ᑐᓴᐅᒪᔾᔪᑏᑦ. ᓄᓇᓖᓪᓗ ᐃᓚᐅᑎᑕᐅᓂᖅᓴᐅᓂᐊᖅᑎᓪᓗᒋᑦ, ᓲᕐᓗ

be identified for education, for counselling, for approaching to even establish some of the standards that you guys have had some challenges in setting.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ, ᐃᓅᓯᓕᕆᓂᖅ, ᑕᐃᒃᑯᐊᓗ ᒪᓕᒐᐃᑦ ᐱᔭᕐᓂᓐᖏᓐᓂᕋᖅᑲᐅᔭᕆᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ.
Again, it's not a question and I won't even ask you for a response, but I think it's something that's, again, going away from working in the silo atmosphere. There is information out there that can assist you, in my opinion, for what it's worth, that can assist you in your ongoing work to target certain demographics that need your department's assistance. Thank you.	ᐃᓛᒃ ᐅᓇ ᐊᐱᖅᑯᑕᐅᓐᖏᑦᑐᖅ, ᑭᓯᐊᓂ ᐊᐱᕆᔾᔭᓐᖏᑕᒋᓪᓘᓐᓃᑦ ᑭᐅᕐᑯᔾᔭᓐᖏᑕᒋᓪᓘᓐᓃᑦ, ᑭᓯᐊᓂ ᐃᒥᒃᑰᓗᐊᕐᓗᓂ ᐱᐅᓐᖏᒻᒪᑦ ᑕᖅᑳᓂ ᑐᓴᐅᒪᔾᔪᑏᑦ ᐱᑕᖅᑲᐅᕋᓗᐊᕐᒪᖔᑦ, ᐃᓛᒃ ᐱᑕᖅᑲᖅᑑᒐᓗᐊᖅ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᐃᓕᔅᓯᓐᓄᑦ ᑭᓪᓕᓯᓂᐊᖅᑕᕕᓃᓪᓘᓐᓃᑦ ᐊᓯᖏᓪᓘᓐᓃᑦ ᑕᖅᑳᓂᒃᑲᓗᐊᕐᒪᑕ.
With that in mind, we will take a 15-minute break and then we will come back with the conclusion and closing comments. Thank you, everyone.	15 ᒥᓂᕐᓯᓂᑦ ᓄᖅᑲᖕᒐᓚᐅᑲᖕᓂᐊᖅᐳᒍᑦ. ᐅᑎᕈᑦᑕ ᓄᖑᑎᖕᒋᓐᓂᒃ ᐅᖅᑲᐅᓯᖅᑲᕐᓂᐊᖅᑐᒍᑦ. ᖁᔭᓐᓇᒦᒃ.
>>Committee recessed at 14:42 and resumed at 15:01	*ᐳᐳᑲᑎᒪᔨᕋᓛᑦ ᓄᖅᑲᖕᒐᑲᐃᓐᓇᖅᑐᑦ 14:42ᒥ ᐊᒻᒪᓗ ᐱᒋᐊᒃᑲᓐᓂᖅᑐᑎᒃ 15:01ᒥ*
Chairman: Welcome back everybody. I'd like to thank everyone for all their questions so far. We're into the last phase of the review. We are on paragraph 64 through 67. Conclusion. Any comments or questions? Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᑐᓐᖓᓯᒋᔅᓯ ᐃᓗᓇᓯ ᐅᑎᕋᕐᓯ, ᖁᔭᓐᓇᒦᕈᒪᓪᓗᓯᓗ ᐃᓗᓇᓯ ᐊᐱᖅᓱᖅᑕᖅᑲᐅᒐᔅᓯ ᕿᒥᕐᕈᓇᒃᑎᓪᓗᑕ ᐅᑯᓂᖓ. ᒫᓐᓇ ᑎᑎᕋᖅᓯᒪᓂᖕᒋᑦ 64-ᒥᒃ 67-ᒧᑦ ᓄᓐᖑᑎᖕᒋᓐᓅᖅᑐᒍᑦ. ᐅᖅᑲᐅᓯᒃᓴᐃᑦ ᐊᐱᖅᑯᑎᒃᓴᐃᓪᓘᓐᓃᑦ? ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak (interpretation): Thank you, Mr. Chairman. My first question is to the Office of the Auditor General. During questions and responses from the department, you made some recommendations. The satisfactory findings during that audit what actions would you like to see or would you make recommendations so would you write a letter to the department regarding your dissatisfaction with some of the recommendations being implemented, some being worked on to date. Some of your recommendations have no timeline set. My question then is what are we	**ᒥᑭᓐᖑᐊᖅ**: ᒪ'ᓇᓪᓗᐊᕕᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐄᐃᕗᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒋᓂᐊᒐᕋ ᖃᐅᔨᐄᐊᖅᑎᐅᔪᓄᑦ. ᐊᐱᖅᓱᖅᑕᖅᑎᓪᓗᑕ ᑖᕐᑯᐊᓗ ᑭᐅᑦᑕᖅᑎᓪᓗᒋᑦ ᑕᐃᒪ ᐊᑐᓕᕐᑯᔨᓯᒪᔭᕐᓯᓐᓂᑦ ᑖᒃᑯᐊ ᐊᑐᓕᕐᑯᔭᐄᐃᓗ ᓈᒻᒪᓐᖏᓪᓚᓇᒃᓱᑎᒃ ᓇᓗᓇᐃᔭᖅᐄᐃᒪᑎᓪᓗᒋᑦ, ᑕᐃᒪᓕ ᒫᓐᓇᒧᑦ ᑎᑭᕐᓱᒍ ᖃᓄᕐᓕ ᓈᒻᒪᒃᓴᕋᔭᖅᐱᐄᐃ ᐅᕝᕙᓘᓐᓂᑦ ᐅᕙᐸᑎᓐᓄᑦ ᑕᒪᐃᓐᓄᑦ ᓇᓗᓇᐃᔭᐃᔨᐅᓪᓗᐊᕋᔭᖅᐱᐄᐃ ᐅᕝᕙᓘᕝᕙ ᑎᑎᖅᑲᒥᒃ ᐄᐊᖅᑭᑦᓯᓇᔭᖅᐱᐄᐃ? ᑭᐅᑦᑕᒻᒫᖅᑎᓪᓗᒋᑦ ᐃᓚᖏᑦ ᑭᖑᕙᓇᐊᖅᐄᐃᒪᐸᓗᑎᒃᒪ ᐃᓚᖏᑦ ᑲᒪᒋᔭᐅᐄᐃᒪᖕᒋᕐᓗᑎᒃ ᐄᐅᓕ, ᐃᓚᖏᑦ ᐱᓕᓇᐊᖑᐸᓗᑎᒃ ᐄᐅᓕ, ᐊᒻᒪᓗ ᐃᓚᖏᑦ ᐊᑐᓕᕐᑯᔨᐄᐃᒪᔭᖅᐄᐃ ᑭᒡᓕᖅᑲᖕᒋᑎᓪᓗᒋᑦ, ᖃᓄᖅ

going to do to make sure that the recommendations that you made are being implanted by the department? Thank you, Mr. Chairman.	ᐊᑯᓂ ᐱᓕᕆᐊᖑᓇᔭᕐᒪᖔᒐᑕ ᐊᐱᕆᓕᖅᐳᖔᓕ ᖃᓄᖅᑕᐃᒪ ᖃᐅᔨᓇᔭᓕᖅᐱᐊᕼᐃ ᑲᒪᒋᔭᐅᕙᓪᓕᐊᒻᒪᖔᒐᑕ ᑕᒪᒃᑯᐊ ᐊᑐᓕᕐᑯᔭᕼᐃ? ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. Mikkungwak. Mr. Campbell.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᒥᔅᑕ ᑳᒻᐳᓪ.
Mr. Campbell: Thank you, Mr. Chairman. Thank you for the question. No, there won't be a letter from the Office of the Auditor General to the department. Mr. Chairman, we have done our job. We have brought this matter to your attention. We have tabled the audited report in the Legislative Assembly of Nunavut and your committee is dealing with it so the accountability responsibility is over to your committee. You have exercised that today with your questions. You've asked for information. You've asked for explanations. You've pushed the department.	**ᑳᒻᐳᓪ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᑯᑎᒋᔭᖕᓂ. ᑎᑎᕋᖕᕕᑦᑎᓐᓃᓐᖔᖅᑐᒥᒃ ᑎᑎᕋᖕᕕᒋᓗᒍ, ᐃᓛᒃ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑏᑦ ᐱᔭᕇᖅᓯᒪᓕᖅᑐᑦ ᐅᓂᒃᑳᓗ ᒪᓕᒐᓕᐅᖕᕕᒻᒧᑦ ᑐᓐᓂᖅᑯᑕᐅᓯᒪᓕᖅᓗᑎᒃ ᐃᓕᔅᓯᓐᓅᖅᑕᐅᓯᒪᓕᖅᑐᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ. ᑕᐃᒪ ᓴᑕᒃᓴᐅᔪᑑᓕᖅᐳᓯ ᐅᓪᓗᒥᓗ ᐊᐱᖅᓱᖃᑦᑕᖕᓂᒃᑯᑦ ᑕᒪᓐᓇ ᐱᓕᕆᐊᕆᓯᒪᓕᖅᑕᓯ, ᑐᒃᓯᕋᐅᓯᖃᖅᓯᒪᓪᓗᓯᓗ ᑐᓴᐅᒪᔾᔪᑎᓂᒃ.
What happens between now and whatever time frame the Auditor General does another audit is really your committee exercising accountability and holding the government to account. Where you're not satisfied with answers, you'll ask more questions. When you're not satisfied with information that is supplied by the department, you'll ask for more information. I would encourage you not to wait for another audit. I would encourage you to continue to exercise this role that your committee has and make sure that you hold the government to account. Thank you, Mr. Chairman.	ᐅᓪᓗᒥ ᖃᖔᒐᔫᓐᓃᑦ ᑭᒡᓕᓕᐅᖅᑕᐅᓯᒪᓂᖕᒋᑦ ᐃᓕᔅᓯᓐᓄᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᐱᓕᕆᐊᖑᔪᒃᓴᐅᑕᐅᓕᖅᑐᑦ. ᐊᐱᖅᑯᑎᒋᒃᑲᓐᓂᕐᑲᑦᑕᕐᓂᐊᖅᐸᓯᐅᒃ ᑕᐃᒃᑯᐊ ᑐᓴᐅᒪᔾᔪᑏᑦ ᐃᓕᔅᓯᓐᓅᖅᑕᐅᔪᑦ ᓈᒻᒪᓐᖕᒋᓗᐊᕋᖔᑕ. ᐅᑕᖅᑭᐅᑎᓐᖕᒋᓪᓗᒋᑦ ᐱᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ. ᑕᒪᓐᓇ ᐱᔭᒃᓴᖅᑖᕆᓯᒪᔭᓯ ᑲᔪᓯᑎᑐᐃᓐᓇᕐᓗᒍ ᒐᕙᒪᒃᑯᑦ ᑖᒃᑯᐊ ᓵᖔᕐᑲᑦᑕᕐᓗᒋᑦ ᐱᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.	ᐅᓪᓗᒥ ᖃᖔᒐᔫᓐᓃᑦ ᑭᒡᓕᓕᐅᖅᑕᐅᓯᒪᓂᖕᒋᑦ ᐃᓕᔅᓯᓐᓄᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᐱᓕᕆᐊᖑᔪᒃᓴᐅᑕᐅᓕᖅᑐᑦ. ᐊᐱᖅᑯᑎᒋᒃᑲᓐᓂᕐᑲᑦᑕᕐᓂᐊᖅᐸᓯᐅᒃ ᑕᐃᒃᑯᐊ ᑐᓴᐅᒪᔾᔪᑏᑦ ᐃᓕᔅᓯᓐᓅᖅᑕᐅᔪᑦ ᓈᒻᒪᓐᖕᒋᓗᐊᕋᖔᑕ. ᐅᑕᖅᑭᐅᑎᓐᖕᒋᓪᓗᒋᑦ ᐱᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ. ᑕᒪᓐᓇ ᐱᔭᒃᓴᖅᑖᕆᓯᒪᔭᓯ ᑲᔪᓯᑎᑐᐃᓐᓇᕐᓗᒍ ᒐᕙᒪᒃᑯᑦ ᑖᒃᑯᐊ ᓵᖔᕐᑲᑦᑕᕐᓗᒋᑦ ᐱᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Much more eloquently put than I could have put it, Mr. Campbell. Mr. Mikkungwak**.**	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐅᖃᑦᑎᐊᖅᑐᕐᔪᐊᒻᒪᕆᐊᓗᕗᑎᑦ. ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak (interpretation):	**ᒥᑭᓐᖑᐊᖅ**: ᒪᑉᓇᓪᓗᐊᕕᒃ. ᑖᓐᓇ ᑭᐅᔾᔪᑎᒋᔭᓗ ᒪᑉᓈᒻᒪᖅᓗᒍ. ᑕᐃᒪᓕ ᑖᒃᑯᓄᖔ ᒐᕙᒪᐅᔪᓄᑦ

Thank you and thank you for your response. I would then like to direct my question to the Government of Nunavut witnesses regarding the social workers in the communities, and their having to make monthly reports, it's indicated here. You indicated that some of them have timelines. As one of my colleagues indicated, some of them not been completed by the timeline. Some are still in the works, some have been reviewed, and some have been amended.	ᐊᐱᕆᐅᐋᓕᖅᐳᖓᓕ ᑭᖑᓪᓕᖅᐹᒥᒃ ᑖᒃᑯᐊ ᓄᓇᓕᖕᓂ ᐱᓕᕆᔨᐅᔪᑦ ᐃᓄᓕᕆᔨᐅᔪᑦ ᑕᖅᑭᑕᒫᖅ ᑎᑎᖅᑲᓂ ᐊᖅᑭᑦᑎᔭᕆᐊᖅᑲᒻᒪᑕ ᐅᑯᓇᓂ ᑎᑎᖅᑲᓂ ᓇᓗᓇᐃᕐᓯᐊᖅᐅᓂ ᑭᐃᐊᓂᑦᑕᐅᑉ ᐱᓕᕆᐊᕆᓂᐊᓐᓂᕋᓚᐅᒃᑲᐃ ᐃᓚᖕᒋᑦ ᑭᒡᓕᖅᑲᖅᓱᒋᑦ ᓇᓗᓇᐃᔭᐅᓚᐅᕋᕐᔪ ᐅᕙᕐᓯᐊᖅ ᒪᓕᒐᔪᐅᖅᑎᐅᖅᑲᑎᒋᔭᒪ ᐊᐱᖅᓱᖅᑎᓪᓗᒍ ᖃᖕᒋᐅᑎᐃᒪᓕᖅᐃᐅᑎᒃ ᐃᓚᖕᒋᑦ ᐊᒻᒪᓗ ᐃᓚᖕᒋᑦ ᐱᓕᕆᐊᕆᐸᓗᐃᐅᒃ.	ᐃᓚᖕᒋᑦ ᖃᐅᔨᐃᐊᖅᓱᐃᐅᒃ ᐊᒻᒪᓗ ᐊᖅᑭᒋᐊᖅᓱᒋᑦ ᑭᐃᕐᑭᐊᓂ ᐊᐱᖅᓱᖅᑕᖅᑎᓪᓗᑕ ᑭᐅᑦᑕᖅᑎᓪᓗᐃᐃᓗ ᑕᒪᒃᑯᐊ ᐊᑐᓕᕐᑯᔭᐅᐃᒪᔪᑦ ᖃᐅᔨᐃᐊᖅᑎᐅᔪᓂᑦ ᖃᖕᒐᒍᖅ ᑭᒡᓕᖅᑲᓪᓗᐊᕕᓗᒃᑖᓐᓂᐊᒻᒪᖕᒐᑕ ᑕᒪᓐᓇ ᐃᐃᖅᑭᑦᑐᒫᖅᐱᐃᐅᒃ? ᒪᓐᓇ ᐃᒃᐃᐊᕙᐅᑖᖅ.
Chairman: Thank you. Mr. MacDonald.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᒪᒃᑖᓄᑦ.
Mr. MacDonald: Thank you, Mr. Chairman. In terms of the Quality Protects Action Plan, itself, which addresses the six recommendations that the Office of the Auditor General made to the department, each one of those action plan responses has a timeframe to completion. All of those operate within a very short to medium timeframe from our perspective.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒃᑯᐊ ᐊᐅᓚᔭᐃᓪᔪᑏᑦ ᐸᓐᓇᐅᑎᖕᒋᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᑕᐃᒃᑯᐊᓗ 6-ᖑᔪᑦ ᐊᑐᓕᕐᑯᔭᓕᐊᕆᔭᐅᓚᐅᖅᑐᓐ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᐅᑉ ᑭᐅᔾᔪᑎᖕᒋᑦ ᐱᔭᕇᖅᑕᕝᕕᒃᓴᖕᒋᑦ ᐃᓱᓕᑦᑕᕝᕕᓖᓐ. ᐃᓚᖕᒋᑦ ᒪᐅᖓᑦᑎᐊᖅ ᐊᖅᑭᒃᓯᒪᓪᓗᑎᒃ ᐃᓚᖕᒋᑦ ᐊᑯᓐᓂᖅᓱᖅᓗᑎᒃ ᐃᓚᖕᒋᑦ ᐊᕗᖓᐅᔨᓯᒪᓪᓗᑎᒃ ᐊᑐᓕᖅᑎᑦᑎᔾᔪᑏᓐ.	ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᐊᖅᑭᑦᑎᐊᖅᓯᒪᓐᖕᒋᑦᑐᑦ ᒫᓐᓇᒥ ᑎᓴᒻᐸ 2015-ᖑᓂᖓᓄᑦ ᐊᖅᑭᒃᓯᒪᔪᓐ ᐃᓚᖕᒋᑦ ᓱᓪᓗᖅᑲᐃ ᖃᓇᓴᐆᔭᓕᓇᔾᔪᑏᑦ ᑕᐃᒃᑯᐊ ᐱᔭᕇᖅᑕᕝᕕᒃᓴᓕᐅᖅᓯᒪᓪᓗᑎᒃ 2015 ᐊᐆᔭᖓᓂᒃ. ᑮᓇᐆᔭᓕᓇᔨᒃᑯᓐ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᒋᔭᕗᓐ ᐃᓄᓕᓇᔨᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᖅᑐᓐᓂ ᒪᔾᔨ 2015-ᒧᑦ ᐊᖅᑭᒃᓯᒪᓪᓗᓂ.
So we think that the timeline is achievable, and we think that it's	ᑎᑭᐅᑎᔪᓐᓇᖅᑕᑦᑎᓐᓄᑦ ᐋᖅᑭᒃᓱᖅᓯᒪᔪᑦ ᐱᔭᕇᖅᑕᕝᕕᒃᓴᓕᐅᕋᓱᒃᓯᒪᓐᖕᒋᑕᕗᑦ

attainable, which I think, is the more important piece. We're not shooting for timelines that will wait for the Auditor General to come back. I think for us, in understanding the urgency of this program area, we want to make sure that we have clear indicators, and we have a clear completion date that we can report back on.	ᐅᑕᖅᑭᐅᑎᑐᐃᓐᓇᖅ...ᐃᓛᒃ, ᐅᑯᓄᖓ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᓄᑦ ᓴᖅᑭᑕᐅᒃᑲᓐᓂᕐᑯᓇᒋᓐ. ᑭᒡᓕᓕᐅᖅᑕᐅᓯᒪᑦᑎᐊᖅᑐᓂᒃ ᐅᕙᓂ ᐱᔭᕇᖅᑕᕝᕕᒃᓴᖏᓐᓂᒃ ᓇᓗᓇᐃᔭᐃᓯᒪᑦᑎᐊᕈᒪᔪᒍᓐ.
Furthermore, I think it's been made very clear, at least to me over the course of this hearing, particularly by the Chairman, that there is an expectation that unlike in the past, that we provide updates on our progress so that it's not as simple as waiting four years down the road to see how we may have done and what happened. We can commit to that.	ᐊᒻᒪᓗ ᓇᓗᓇᕈᓐᓃᑦᑎᐊᖅᑐᖅ ᐅᕙᓐᓄᑦᓕ ᐃᒃᓯᕙᐅᑕᖅ ᐱᓗᐊᑦᓗᒍ ᓂᕆᐅᓐᓂᖃᕋᑦᑕ ᐅᑦᓗᒥ ᐱᕙᑦᓕᐊᓂᕗᑦ ᒪᓕᑦᓗᒋᓐ ᐅᑦᓗᒥ ᖃᓄᐃᓕᖓᒻᒪᖕᒑᓐ ᓇᓗᓇᐃᔭᐃᖃᑦᑕᑦᓗᑕ ᐊᐱᖅᑯᑎᒋᔭᐅᓚᐅᖏᓐᓂᖏᓐᓂ. ᐃᓕᓯᓐᓄᑦ ᓇᓗᓇᐃᖅᓯᔪᒪᔪᖓ ᑕᒡᕙᓐᖕᒑᕈᑦᑕ ᐱᓕᕆᕝᕕᒃᐳᓐ ᐊᖓᔪᖅᑲᐅᑎᖏᑦᓗ.
I can assure you that our department's senior management team will have a debrief and we will be putting everyone to work on developing not only the resources that we need to supplement some of the questions that were asked over the course of the hearing, but to make sure that our action plan is on track, that we have people assigned to follow-up on those actions, and that we start moving. Then we can commit to working to make sure that those updates are provided to you on a regular basis. Thank you.	ᐅᓂᒃᑲᐅᔾᔭᐅᑦᑎᐊᓐᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᑎᓕᓗᑎᒃᑯᓐ ᐋᖅᑭᒃᓱᐃᕐᑯᓗᑎᓐ ᓴᓇᕐᕈᑎᒃᓴᑦᑎᒃᓴᑦᑎᓂ ᐊᒻᒪᔫᓐᓃᑦ ᐅᕙᓂ ᑐᓴᖅᑕᕗᑦ ᓈᓚᖕᓂᒻᒥ ᐊᐅᓚᔾᔭᐃᔾᔪᑏᑦ ᐸᓐᓇᐅᑎᖏᓐᓄᑦ ᐃᓕᐅᖅᑲᓪᓗᑎᓐ ᐊᖅᑭᒃᓱᓪᓗᑎᓪᓗ. ᓄᑖᑦ ᓴᖅᑭᑉᐸᓪᓕᐊᓂᖏᑦ ᒪᓕᓪᓗᑎᑦ ᐃᓕᓯᓐᓄᑦ ᐅᓂᒃᑲᐅᑎᑭᔭᐅᖃᑦᑕᓐᓂᐊᖅᑐᑦ ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Thank you, Mr. MacDonald. Mr. Mikkungwak.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᒃᑯᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᓪᑕ ᒥᑭᓐᖑᐊᖅ.
Mr. Mikkungwak (interpretation): I thank you beforehand for your response and keeping us updated on the activities of your department. I would be very pleased if the staff were kept up-to-date on your activities. I would be even more pleased if you kept us updated by writing. Thank you, Mr. Chairman.	**ᒥᑭᓐᖑᐊᖅ**: ᐃ, ᑕᐃᒪ ᑐᕼᐊᖅᑎᑦᑎᕙᓪᓕᐊᓂᖅ ᒪᑉᓈᖅᓗᒍ ᑭᐅᔾᔪᑎᒋᔫᓄᑦ. ᑕᐃᒫᒃ ᑐᕼᐊᖅᑎᑦᑎᓂᐊᓐᓂᕋᖅᑕᒻᒪᑦ ᑖᒃᑯᐊ ᑐᕼᐊᕈᑎᒋᑦᑕᓐᓂᐊᒐᐃᑦ ᑕᒪᐃᓐᓄᓗᒃᑖᖅ ᐱᓕᕆᔨᐅᔪᓄᑦᑕᐅᖅ ᕼᐊᖅᑭᑕᐅᑦᑕᓐᓂᐊᓐᓂᖅᐸᑕ ᖁᕕᐊᓇᑯᓂ. ᐊᒻᒪᓗ ᐱᓕᕆᐊᖑᕙᓪᓕᐊᔪᑦ ᑐᕼᐊᖅᑎᑕᐅᑦᑕᓐᓂᐊᓐᓂᕈᐸᑕ ᑎᑎᖅᑲᑎᒍᑦ ᖁᕕᐊᓇᕋᔭᖅᑐᖅ. ᒪᑉᓇᓪᓗᐊᕕᒃ ᐃᒃᓯᕙᐅᑖᖅ.	

Chairman: Thank you, Mr. Mikkungwak. If I may add to that, when you meet with your senior management committee, I'm going to suggest that you take the original Action Plan that was tabled in 2011 and add those recommendations to your current action plan and like the Member said, share that information and the goals of those recommendations throughout the levels of your department. If you wanted to comment on Mr. Mikkungwak's comment, I didn't really hear a question out of it as well, but I think you deserve an opportunity to respond to it.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑕ ᒥᑭᓐᖑᐊᖅ. ᐃ̇, ᐃᓚᒋᐊᒃᑲᓐᓂᓪᓗᒍ ᑖᓐᓇ ᐊᖓᔪᖅᑲᐅᑏᑦ ᑕᐃᒃᑯᐊ ᑲᑎᒪᖃᑎᒋᓕᓐᓂᕈᓯᐅᒃ ᑕᐃᒃᑯᐊ ᐊᐅᓚᔾᔭᐃᔾᔪᑏᓐ ᓴᖅᑭᑕᐅᓐᖓᓚᐅᖅᓯᒪᔪᑦ 2011-ᒥ ᓴᖅᑭᑕᐅᖃᑕᐅᖁᓪᓗᒋᓐ ᐃᓕᐅᖅᑲᖅᑕᐅᓗᑎᒡᓗ ᐅᑯᓄᖓ ᐸᓐᓇᐅᑎᓄᑦ. ᒪᓕᒐᓕᐅᖅᑎ ᐅᖃᖅᑲᐅᒻᒪᑦ, ᓯᐊᒻᒪᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᑐᓴᕋᒃᓴᐃᑦ ᐊᑐᓕᖁᔭᐅᔪᐃᑦ ᓇᓕᐊᓐᓂᒃ ᐱᓕᕆᕝᕕᒋᔭᕕᑦ. ᑭᓯᐊᓂ ᐅᖃᐅᓯᖃᕈᒪᒍᕕ ᒥᔅᑐ ᒥᑭᓐᖑᐊᖅᑉ ᐅᖃᐅᓯᕆᖅᑳᔾᔭᖏᓐᓂᒃ; ᐊᐱᖅᑯᒻᒥᒃ ᑐᓴᖁᒋᓗᐊᖅᑲᐅᓐᖏᓇᒃᑯᓗ. ᑭᓯᐊᓂ ᒫᓐᓇ ᐱᕕᖃᖅᑰᕋᕕᑦ ᑭᐅᓇᓱᒋᐊᖓ.
Mr. MacDonald: Thank you, Mr. Chairman. We can certainly commit to incorporating both the 2011 action plan into the 2014 and looking at it as a comprehensive body of work that needs to be addressed. I think that will save any confusion about where the breadth and the depth of the issues are and what needs to be done.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᐃᓚᓕᐅᑎᕙᓪᓕᐊᒋᐊᕈᓐᓇᖅᓯᔭᕗᑦ 2011-ᒥ ᐸᖁᓇᐅᑎᓕᐊᖑᓯᒪᔪᖅ 2014-ᒧᑦ, ᑕᑯᓇᖅᓱᒍ ᐱᓕᕆᐊᖑᑦᓴᐅᓪᓗᐊᑲᓪᓚᒋᐊᖃᖅᑐᐃᑦ. ᑕᒪᓐᓇᖃᐃ ᑐᑭᓯᓐᓂᓗᒍᑕᐅᓐᖏᓂᖅᓴᐅᓇᔭᖅᐳᖅ ᖃᓄᖅ ᐱᑎᒋᓂᖓᓂᒃ ᐅᖃᐅᓯᐅᔪᐃᑦ ᑭᑐᓗ ᐱᔭᕆᐊᖃᖁᓂᖏᓐᓂᒃ.
We will certainly have a huddle on our part about the way forward and we will keep staff informed at all levels through regular staff meetings and progress reports. I can certainly commit to ensuring that a letter goes out on progress. When our group talks, we will talk about realistic progress report update timelines that we can provide those updates to you. Thank you.	ᑲᑎᒪᖃᑎᒌᓐᓂᖃᒻᒪᕆᓛᖅᑐᒍᑦ ᐅᕙᑦᑎᒍᑦ ᓯᕗᒧᒋᐊᕈᑎᒃᓴᒥᒃ, ᑐᓴᖅᑎᓴᐃᓐᓇᐸᓐᓂᐊᖅᐸᕗᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᓗᑦᑖᕗᑦ ᓇᓕᑐᐃᓐᓇᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦ ᑲᑎᒪᓂᓇᓲᒥᒍᑦ ᐊᒻᒪ ᐱᕙᓪᓕᐊᓂᐅᔪᓄᑦ ᐅᓂᒃᑳᓕᐊᖑᕙᑦᑐᑎᒍᑦ. ᑲᑦᓱᖓᐃᖅᓯᒪᒋᐊᕈᓐᓇᖅᓱᖓᓗ ᑎᑎᖅᑲᖅ ᑐᓂᔭᐅᓂᐊᕋᓗᐊᕐᒪᖔᑦ ᐱᕙᓪᓕᐊᓂᓇᔭᐅᔪᒥᒃ. ᑲᑎᒪᓕᕈᑦᑕ ᐅᖃᐅᓯᖃᕋᔭᕐᓗᑕ ᐱᓪᓚᑦᑖᓂᒃ ᐱᕙᓪᓕᐊᓂᐅᔪᓂᒃ ᖃᓇᑕᐅᔭᑎᒍᑦ, ᑕᒪᒃᑯᑎᒎᓇ ᑐᓴᕋᒃᓴᖃᖅᑎᑦᑎᔪᓐᓇᕋᔭᖅᑐᒍᑦ ᐃᓕᑦᓯᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑐ ᒪᒃᑖᓄᑦ. ᐃᒻᒪᖃ ᐊᕗᖓᐅᔨᓗᐊᖅᑐᑦᓴᐅᕗᖓ ᑭᓯᐊᓂ ᐃᓱᒪᒃᓴᖅᓯᐅᖁᔨᓇᔭᖅᐳᖓ ᐊᖏᔪᖅᑲᐅᑎᓯ ᑲᑎᒪᔨᐊᓛᖏᓐᓄᑦ ᐊᒃᓱᒡᔫᒥ ᑐᓴᕋᒃᓴᖃᖅᑎᑦᓯᒐᔭᕈᑦᓯ ᐊᖁᒍᑉ ᐊᑯᓐᓂᖓᓐᓂ ᐅᑭᐅᓄᖅᑲᐃ ᒪᖁᓐᓄᑦ..

department is progressing with the action plan.	ᓇᐅᑦᑎᖅᑐᑦᑎᐊᕈᓐᓇᓂᐊᕋᑦᑕ ᖃᓄᖅ ᐱᕙᓪᓕᐊᑎᒋᓕᕐᒪᖔᑦᑎ ᐱᓕᕆᕝᕕᓯᓐᓂ ᐸᕐᓇᐅᑎᐅᔪᒥᒃ.
Any other questions or comments on the conclusion? I have no more names. I would like to invite Mr. MacDonald for his closing comments.	ᐊᓯᖕᒋᓐᓂᒃ ᐅᖃᐅᓯᒃᓴᖃᖅᑐᖃᖅᐸ ᐊᐱᖅᑯᒻᒥᔫᓐᓃᑦ ᐃᓱᓕᒍᑎᑦᑎᓐᓂ? ᐊᑎᖅᑯᑎᖃᕈᓐᓃᕋᒪ. ᑐᓐᖓᓱᑦᑎᔪᒪᕙᕋ ᒥᔅᑐ ᓴᒃᑖᓄᑦ ᓄᖅᑲᐅᓯᕈᑎᒥᓂᒃ.
Mr. MacDonald: Thank you, Mr. Chairman. Thank you to the staff from the Office of the Auditor General of Canada for their work to examine our programs and for the recommendations that they made. As we stated, we have agreed with every one of those recommendations and we appreciate the opportunity to have a neutral third party take a look and provide us with some experienced insight into not only our shortcomings but some of the things that we have made progress on.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᓱᒋᑦ ᐱᓕᕆᔨᑦ ᑲᓇᑕᐅᑉ ᑕᒻᒪᖅᓯᒪᔪᓐᓂᐊᖅᑎᖕᒋᓐᓂ ᐱᓕᕆᓂᕆᓯᒪᔭᒥᓄᑦ ᐱᓕᕆᐊᒃᓴᖁᑎᑦᑎᓐᓂᒃ, ᐊᒪ ᐊᑐᓕᖁᔭᓕᐊᒥᓂᕐᒥᓂᒃ. ᐅᖃᖅᑲᐅᒐᑉᑕ ᐊᖕᒋᖃᑎᒋᔭᐃᓐᓇᕆᒐᑉᑎᒋᑦ ᑕᐃᒃᑯᐊ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᐃᑦ. ᐅᐱᒍᓱᑉᐳᒍᓪᓗ ᐱᕕᖃᖅᑎᑕᐅᔪᓐᓇᓚᐅᕋᑦᑕ ᐊᑦᑐᐊᖃᑕᐅᖕᒋᑦᑐᒥᒃ ᓯᓚᑎᑦᑎᓐᓂ ᕿᒥᕐᕈᒋᐊᕈᓐᓇᓚᐅᖅᑐᓂᒃ ᖃᐅᔨᒪᔭᒥᓂᓪᓗ ᐅᕙᑦᑎᓐᓂᒃ ᑕᑯᑎᑦᓯᔪᓐᓇᓚᐅᕐᓂᖕᒋᓐᓄᑦ ᐊᒥᒐᕈᑎᑦᑎᓐᓂᑑᖕᒋᑦᑐᖅ ᑭᓯᐊᓂᑦᑕᐅᖅ ᐃᓚᖕᒋᓐᓂᒃ ᐱᕙᓪᓕᐊᓯᒪᔭᑦᑎᓐᓂᒃ.

I would also like to thank the Members of the Committee for the questions. I can tell you, at least from my experience, that it certainly made me think and made me question some of what we do, which I think is your goal and I think you did it well. I just want everybody to know that we take this extremely seriously and that we're going to be moving forward on these items as we go forward as a new department. Thanks to everyone.

ᖁᔭᓐᓇᒦᕈᒪᒻᒥᔪᖕᒐᑦᑕᐅᖅ ᑲᑎᒪᔨᑐᐃᓐᓇᕐᓂᒃ ᐊᐱᖅᑯᑎᒥᓄᑦ. ᐅᖃᐅᑎᔪᓐᓇᖅᐸᓯ ᓇᒻᒥᓂᖅ ᐊᑐᖅᓯᒪᔭᓐᓂᒃ ᐃᓱᒪᒃᑲᓐᓂᕈᑎᒋᒻᒪᕆᓚᐅᕋᒃᑯ ᐊᒻᒪ ᐊᐱᖅᑯᑎᖃᕈᓐᓇᓕᖅᓱᖕᒐ ᐱᓕᕆᕙᑦᑕᑎᓐᓂᒃ ᐃᓚᖕᒋᓐᓂᒃ. ᑕᒪᓐᓇ ᑐᕋᒐᕆᖅᑰᒐᑦᑎᐊᒃ ᑕᒪᓐᓇᓗ ᐱᓕᕆᐊᕆᑦᑎᐊᖅᑰᓚᐅᖅᑐᓯᐅᒃ. ᑕᒡᕙᒍ, ᖃᐅᔨᒪᖁᔭᐃᓐᓇᕆᑐᐃᓐᓇᖅᐸᑦᑎ ᑕᒪᑐᒥᖕᒐ ᐱᒻᒪᕆᐅᑎᑦᓯᒻᒪᕆᒃᑲᑦᑕ ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᐅᖃᐅᓯᐅᔪᑦ ᓯᕗᒧᐊᕈᑎᒋᓂᐊᕋᑦᑎᒍ ᐱᕙᓪᓕᐊᓐᓂᑎᓐᓂ. ᖁᔭᓐᓇᒦᒃ ᑕᒪᑦᑎ. |
Chairman: Thank you, Mr. MacDonald. Mr. Campbell, would you like to provide some closing remarks?	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᒥᔅᑐ ᒪᒃᑖᓄᑦ. ᒥᔅᑐ ᑳᒻᕈᑦ ᓄᖅᑲᐅᓯᕈᑎᓐᓂᒃ ᓂᑦᓕᐅᑎᖅᑲᕈᒪᕕᑦ?
Mr. Campbell: Thank you, Mr. Chairman. With your indulgence and your permission, I would like to ask Madame Salvail to deliver closing remarks. Thank you.	**ᒪᒃᑖᓄᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᖃᓄᐃᑦᓴᖕᒋᒃᑯᕕ ᐊᐱᕆᔪᒪᓪᓗᒍ ᒪᑖᒻ ᓴᐅᓪᕙᐃ ᓄᖅᑲᐅᓯᕈᑎᒥᒃ ᓂᓪᓕᖁᓪᓗᒍ. ᖁᔭᓐᓇᒦᒃ.
Chairman: Absolutely. Madame Salvail.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐊᒃᓱᑦ, ᒪᑖᒻ ᓴᐅᓪᕙᐃ.

Ms. Salvail: Thank you, Mr. Chairman. Well, first of all, I would like to thank the Committee for its interest in our work. We work hard as an audit team and it's always nice to see that we can come here and talk about our report a little more. I just want to say maybe just a couple of points. In our report, we have indicated that some progress was made, especially with respect to staffing and training, but those are ongoing challenges. I would like to point out that it's not because we rate the progress as satisfactory that the job is done. There is much more to be done in these two areas and I think that the Committee discussed those today. The other point is with respect to the compliance with standards. Again, here we saw some improvement, but it's far from being perfect. I think that the point I would like to make is that behind these percentages are the children. From having seen these files myself, I can say that sometimes some bad things happen to the children and I think that we owe it to them to make their lives safer and help them to overcome what has happened to them. I think that in order to do that, the department has indicated that it will do some action related to that. I would say that we will need sustained and constant effort from their part in order to make it happen. Thank you. **Chairman**: Thank you very much for those comments. With regards to my closing off to this hearing, I'd like to first thank the departmental staff, Mr. MacDonald, Mr. Arnold and Mr. Ojah on your frank answers. I believe it was educational for all us here as well as for the listening public to see some of the	**ᓴᐅᓪᕙᐃ** (ᑐᓵᓴᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ. ᓯᕗᓪᓕᖅᐹᒥ ᖁᔭᓐᓇᒦᕈᒪᕙᒃᑲ ᑲᑎᒪᔨᑐᐃᓐᓇᐃᑦ ᑐᓴᕈᒪᑦᑎᐊᓚᐅᕐᓂᖏᓐᓄᑦ ᐱᓕᕆᐊᑦᑎᓐᓂᒃ. ᖃᐅᔨᒪᔪᖓ ᐊᒃᓱᕈᓚᐅᕋᑦᑕ ᑕᒻᒪᖅᓯᒪᔪᓐᓂᐊᖅᑎᐅᔪᑎᒍᑦ ᐊᒻᒪᓗ ᐊᓕᐊᓇᐃᖏᓐᓇᓲᖑᓪᓗᓂ ᑕᒪᐅᓐᖓᕈᓐᓇᓲᖑᒐᑦᑕ ᐅᖃᐅᓯᕋᕈᓐᓇᕐᓗᑕᓗ ᐅᓂᒃᑳᓕᐊᕆᓯᒪᔭᑦᑎᓐᓂᒃ ᐊᑦᓱᑲᓐᓂᖅ. ᐅᖃᑲᐃᓐᓇᕈᒪᑐᐃᓐᓇᖅᑐᖓ ᒪᕐᕉᓐᓂᒃ. ᐅᓂᒃᑳᑎᓐᓂ ᓇᓗᓇᐃᕆᓯᒪᒐᑦᑕ ᐃᓚᖏᓐᓂᒃ ᐱᕙᓪᓕᐊᓂᐅᓯᒪᔪᓂᒃ ᐱᓗᐊᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᓐᓂᕐᒧᑦ ᐃᓕᓴᐅᑎᖃᖅᐸᓐᓂᒧᓪᓗ. ᑭᓯᐊᓂ ᑕᒪᒃᑯᐊ ᑲᔪᓯᕙᓪᓕᐊᑦᑕᐃᓐᓇᕐᒪᑕ ᐊᒃᓱᕈᓐᓇᖅᑐᑦ, ᑕᐃᒪᐃᒻᒪᑦ ᐅᖃᕈᒪᕗᖓ ᐱᕙᓪᓕᐊᕈᑎᐅᔪᖅ ᓈᒻᒫᓂᓪᓗᓂᐅᖏᑦᑐᖅ, ᓱᓕ ᐱᔭᑦᓴᖃᓪᓗᐊᑲᓪᓚᕐᒪᑦ ᐱᔭᕆᐊᓕᓐᓂᒃ ᑖᒃᑯᓇᓂ ᒪᕐᕉᓐᓂᒃ. ᑲᑎᒪᔨᕋᓛᑦ ᑖᒃᑯᓂᖓ ᐅᖃᐅᓯᖃᖅᑲᐅᓪᓗᑎᒃ. ᐊᓯᐊ ᐅᖃᐅᓯᕆᔪᒪᔭᕋ ᐱᔾᔪᑎᖃᖅᑐᖅ ᐊᑐᐊᕆᐊᓕᓐᓂᒃ ᒪᓕᒋᐊᖃᖅᐸᓐᓂᐅᔪᒥᒃ. ᓱᓕ, ᑕᒡᕙᓂᑦᑕᐅᖅ, ᐃᓚᖏᓐᓂᒃ ᖃᐅᔨᓚᐅᕐᒥᔪᒍᑦ ᐱᕙᓪᓕᖅᓯᒪᔪᓂᒃ. ᑭᓯᐊᓂ ᓱᓕᑲᓪᓚ ᓈᒻᒫᓂᒃᓯᓯᒪᖏᒻᒪᑦ. ᑕᐃᒪᐃᒻᒪᖅᑲᐃ ᐅᖃᕈᒪᕗᖓ ᑕᒪᒃᑯᐊ ᓈᓴᐅᑎᐅᔪᑦ ᓱᕈᓯᐅᒻᒪᑕ; ᐊᒻᒪᓗ, ᑕᑯᓯᒪᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᐊᓪᓚᑕᐅᓯᒪᔪᐃᑦ ᓇᒻᒥᓂ ᐅᖃᕈᓐᓇᖅᑐᖓ ᓈᒻᒪᖏᑦᑐᑦ ᐱᕙᒻᒪᑕ ᓱᕈᓯᖅᓂᒃ, ᑕᐃᒪᐃᒻᒪᓗ ᐅᑎᖁᒋᓪᓗᐊᓇᐊᖃᖅᑕᕗᑦ ᐃᓅᓯᖏᑦ ᐊᑦᑕᓇᖏᓂᖅᓴᒦᓕᖅᑯᓪᓗᒋᑦ ᐃᑲᔪᖅᓗᒋᓪᓗ ᐊᓂᒍᐃᕈᓐᓇᖅᑯᓪᓗᒋᑦ ᖃᓂᑕᐅᖃᑦᑕᖅᓯᒪᓂᖅᒥᓄᑦ. ᑕᐃᒪᐃᓐᓂᐊᕈᑦᑕ, ᐱᓕᕆᕝᕕᐅᔪᖅ ᓇᓗᓇᐃᖅᓯᓯᒪᔪᑦ ᐱᓇᓱᐊᕈᑎᒋᓂᐊᖅᑕᒥᓐᓂᒃ ᑕᒪᒃᑯᐊ ᐱᓪᓗᒋᑦ. ᑕᐃᒪᐃᒻᒪᑦ, ᐅᖃᕈᓐᓇᖅᐳᖓ ᐱᓇᓱᑦᑕᐃᓐᓇᕆᐊᖃᖅᑐᒍᑦ ᐃᓚᐅᑎᓪᓗᒋᓪᓗ ᑕᒪᓐᓇ ᑲᔪᓯᔪᓐᓇᓂᐊᖅᒪᑦ. ᖁᔭᓐᓇᒦᒃ. **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᑎᒍᑦ): ᖁᔭᓐᓇᒦᕐᔪᐊᒻᒪᕆᐊᓗᒃ ᑕᒪᒃᑯᐊ ᓂᓪᓕᐅᑎᒋᒐᕙᒋᑦ. ᒪᑐᔾᔪᑎᒋᓗᒍ ᖁᔭᓐᓇᒦᕈᒪᕙᒃᑯ ᐅᑯᐊ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ. ᒥᔅᑕ ᐋᓅᑦ, ᒥᔅᑕ ᐆᔭᔭ ᑭᐅᑦᑕᖅᑲᑦᑕᖅᑲᐅᒐᔅᓯ ᓱᓕᓪᓗᓯ. ᐃᓕᓐᓂᐊᕈᑎᓪᓚᕆᐊᓗᒋᓯᒪᔭᕗᑦ ᑖᓐᓇ ᐊᒻᒪᓕᓗ ᑕᖅᑲᒃᑯᓄᖓᐅᔪᔅᓴᐅᔪᖅ. ᐱᔭᕐᓂᖏᑦᑐᖅᓯᐅᖃᑦᑕᕋᔅᓯ

challenges that you guys face and to see some the progress that you have made in other areas. But, also to recognize where you haven't made progress and I think that is the biggest one.	ᐱᓕᕆᕕᔅᔾᔪ ᐃᓗᐊᓂ ᐊᒻᒪᓗ ᐱᕙᓪᓕᐊᓯᒪᔪᑦ ᐃᓚᖏᑦ. ᑭᓯᐊᓂᑦᑕᐅᖅ ᐅᔾᔨᕆᓯᒪᒻᒥᔪᒍᑦ ᓇᐅᒃᑯᑦ ᐱᐅᓯᕚᓪᓕᕈᓐᓇᕐᒪᖔᑦ.
I stated a couple of times during this hearing that we will be watching with interest and I can assure you looking around the table with my committee peers that we will be focusing, because of the importance of this file and the responsibility that we have to the youth in this territory, it is going to be important for us to continue keeping you accountable and keeping your department accountable and keeping your Minister accountable.	ᐊᑕᐅᓯᐊᕐᓇᖓ ᐅᖃᖃᑦᑕᖅᓯᒪᔪᒍᑦ ᐅᔾᔨᓯᑦᑎᐊᓂᐊᖅᑐᒍᑦ ᓇᐅᑦᑎᖅᓱᕐᓂᐊᖅᑐᒍᑦ ᑲᑎᒪᔨᕋᓛᑦ, ᐃ, ᐅᔾᔨᓯᑦᑎᐊᓂᐊᖅᑐᑦ ᓇᐅᑦᑎᓱᖅᑎᐊᓂᐊᖅᑐᓪᓗ ᑖᒃᑯᐊ ᐱᔭᕐᓴᑦ ᑎᒍᒥᐊᖅᑕᓯ ᐊᔾᓱᐊᓗᒃ ᐱᕐᔪᐊᖑᒻᒪᑕ ᐃᓄᓐᓄᑦ ᐱᔨᑦᑎᖅᑎᐅᓪᓗᓯᓗ ᑕᐃᒪᐃᑦᑑᒻᒪᑦ ᓄᖅᑲᐅᑎᔾᔭᖏᑕᕗᑦ ᐃᓕᔾᓯᓐᓄᑦ ᓵᖓᓂᕆᖃᑦᑕᖅᑕᕗᑦ ᒥᓂᔅᑕᐃᑦ ᐊᒻᒪᓗ ᓴᑕᔅᓴᐅᑕᐅᒐᔾᔪ.
I'll admit I had some reservation when I saw the witness list. This is my first opportunity to see you guys in a hearing of this nature. I am very impressed with your frankness and with your candor and the honesty to your responding to the number of questions that were given by this committee and I see a number of heads nodding amongst my peers. So, I will take that and pass those thank-yous on as well.	ᐃ, ᐊᑎᖅᓯ ᑕᑯᒐᔾᔪ ᖁᔭᓐᓇᒦᕈᒪᕙᔾᔪ ᐊᒃᓱᐊᓗᒃ ᑭᐅᑦᑕᑎᐊᖅᑲᐅᒐᔾᔪ ᐊᔪᖏᑎᐊᖅᑐᓯᓗ ᐊᐱᖅᑯᑎᒋᔭᑦᑎᓐᓄᑦ. ᐊᓐᖓᔪᑦ ᑕᕝᕙ ᑕᑯᕙᒃᑲ ᑲᑎᒪᔨᕋᓛᓃᖅᑕᐅᔪᑦ. ᖁᔭᓐᓇᒦᕐᔪᐊᕋᓗᒃ.
Over to the Office of the Auditor General, we've been very lucky as a territory to have the personal interest of Members of the Audit Committee or the Audit Team from the Office of the Auditor General and numerous occasions the Auditor General of Canada appears here in person. Unfortunately Mr. Ferguson schedule didn't permit it at this time. In no way there is any type of blame. I think we are pretty lucky with the amount of attention that we do get from the Office of the Auditor General of Canada. I understand we will still be seeing Mr. Campbell at least once more.	ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᒧᑦ, ᓄᓇᕗᖑᓗᑕ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑏᑦ ᑎᑎᕋᕐᕕᖕᒋᓐᓂ ᒪᐅᖓᐃᓐᓇᖃᑦᑕᖅᑐᑦ, ᑕᐃᓐᓇᓗ ᐊᖏᔪᖅᑳᓯ ᑕᒪᐅᖓᖅᐸᒃᓗᓂ ᑭᓯᐊᓂ ᒥᔅᑕ ᕗᒐᓴᓐ ᐊᓯᖏᓐᓂᑦ ᐱᔭᕐᓴᖃᒧᑦ ᑕᒪᐅᓐᖓᕈᓐᓇᓚᐅᖏᒻᒪᑦ . ᐸᓯᑦᑎᖏᑦᑐᒍᑦ ᑭᓯᐊᓂ ᐃᑲᔪᖅᑕᐅᕐᔪᐊᖅᑐᐊᓘᕐᑲᑦᑕᖅᑐᒍᑦ ᑲᓇᑕᒥ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᑎᕐᔪᐊᖅ ᑎᑎᕋᕐᕕᖓᓐᓂᑦ. ᒥᔅᑕ ᑳᒻᐳᑦ

I would like to take this opportunity to thank Madame Salvail for all the hard work. I am actually envious of you. You've seen more of Nunavut than I have. You have traveled from what I understand, to approximately to a third of the communities in the territory. I am sure that you have many fond memories from the number of the people that you've met. For those that are not aware, Ms. Salvail will probably be her last appearance. She will be responsible for the audits for the Yukon Territorial Government with Health Canada and with the Public Health Agency.	ᑕᑯᒃᑲᓂᖅᑐᑎᒃᑯᓪᓗ, ᖁᔭᓐᓇᒦᕈᒪᑎᓪᓗᒍᓪᓗ ᒪᑖᒻ ᓴᐅᓪᕙᐃ ᐅᖁᒪᐃᑦᑐᓂᑦ ᐱᓕᕿᐊᖃᓚᐅᖁᒪᑦ ᐊᒻᒪᓗ ᑐᓱᔪᖓ ᓄᓇᕗᒻᒥᑦ ᐅᕙᓐᓂ ᑕᑯᓂᖅᓴᐅᒐᒥ ᑕᑯᓂᖅᓴᐅᒐᕕᑦ ᓄᓇᓖᑦ ᓈᐸᓗᑦᑖᓗᒋᒪᐅᕋᕕᒋᑦ, ᑕᑯᔭᑎᑦ ᑲᔾᔭᓇᖅᑐᓪᓗ ᑕᒪᑲᑯᐊᖑᔪᓴᐅᓚᐅᖅᐳᑦ. ᒥᓴ ᓴᐅᓪᕙᐃ, ᑭᖑᓪᓕᖅᐹᖅᓯᐅᐸᓪᓚᐃᓕᖅᑐᖅ ᔫᑳᓐᒥᖓᖅ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖃᑦᑕᖅᓂᐊᓕᖅᒪᑦ ᑲᓇᑕᐅᑉ ᒐᕙᒪᑲᑯᖏᓐᓂ ᐱᓕᕆᕝᕕᖏᓐᓂᑦ.	ᑕᑯᒃᑲᓂᖅᑐᑎᒃᑯᓪᓗ, ᖁᔭᓐᓇᒦᕈᒪᑎᓪᓗᒍᓪᓗ ᒪᑖᒻ ᓴᐅᓪᕙᐃ ᐅᖁᒪᐃᑦᑐᓂᑦ ᐱᓕᕿᐊᖃᓚᐅᖁᒪᑦ ᐊᒻᒪᓗ ᑐᓱᔪᖓ ᓄᓇᕗᒻᒥᑦ ᐅᕙᓐᓂ ᑕᑯᓂᖅᓴᐅᒐᒥ ᑕᑯᓂᖅᓴᐅᒐᕕᑦ ᓄᓇᓖᑦ ᓈᐸᓗᑦᑖᓗᒋᒪᐅᕋᕕᒋᑦ, ᑕᑯᔭᑎᑦ ᑲᔾᔭᓇᖅᑐᓪᓗ ᑕᒪᑲᑯᐊᖑᔪᓴᐅᓚᐅᖅᐳᑦ. ᒥᓴ ᓴᐅᓪᕙᐃ, ᑭᖑᓪᓕᖅᐹᖅᓯᐅᐸᓪᓚᐃᓕᖅᑐᖅ ᔫᑳᓐᒥᖓᖅ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖃᑦᑕᖅᓂᐊᓕᖅᒪᑦ ᑲᓇᑕᐅᑉ ᒐᕙᒪᑲᑯᖏᓐᓂ ᐱᓕᕆᕝᕕᖏᓐᓂᑦ.
Ms. Salvail. has been working as part of our audit team responsible for Nunavut for six years as a Audit Principal for Nunavut and has lead numerous reviews in front of this Committee and other committees within our territorial government regarding human resources, procurement, education, safety in daycares and schools which we participated in April as well as this one and the original one in 2011 and then this one here now. Hopefully if a further review was done hopefully the Auditor General Mr. Ferguson will have the will to maybe to bring you back to work on that audit with the experience and with the level of understanding that you've gained with some of the challenges of Nunavut. I would like to personally thank you for all your hard work and the time and with the understanding that you've taken to work for Nunavummiut. Thank you.	6-ᓄᑦ ᐊᕐᕌᒍᓄᑦ ᑕᒪᐅᖓᖃᑦᑕᖅᓯᒪᓕᖅᑐᖅ ᐊᒻᒪᓗ ᓯᕗᒃᑲᖅᑕᖅᑎᒋᔭᐅᖃᑦᑕᖅᓯᒪᓪᓗᓂ ᐱᓕᕆᐊᒥᒍᑦ ᐊᖅᑯᑕᐅᓪᓗᑎ ᑲᑎᒪᔨᕋᓛᖏᑦ ᓂᐅᕕᕐᓂᖅ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ, ᐊᑦᑕᓇᕐᔭᐃᖅᓯᓯᒪᓂᖅ ᐸᐃᕆᕕᓐᓂ ᐃᓕᓐᓂᐊᕐᕕᓐᓂ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᒻᒪᓗ ᐅᑯᐊ 2011-ᒥᓗ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᕐᓂᐅᓚᐅᖅᑐᖅ ᑕᒪᒃᑯᐊᖑᒻᒪᑕ ᓯᕗᒃᑲᖅᑎᒋᔭᐅᓪᓗᓂ ᕿᒥᕐᕈᓇᑦᑕᐅᖃᑦᑕᖅᓯᒪᔪᑦ. ᒥᓴᑕ ᕗᒍᓴᓐ, ᐃᒻᒪᖃ ᐅᑎᖅᑎᑦᑎᓛᖅᐳᖅ ᐱᓕᒻᒪᖅᓯᒪᑦᑎᐊᕋᕕᑦ ᑐᑭᓯᐅᒪᑦᑎᐊᖅᑐᑎᓪᓗ ᑐᑭᓯᑦᑎᐊᖅᓯᒪᓪᓗᑎᓪᓗ ᓄᓇᕗᒻᒥ ᑭᓯᑦ ᐱᔭᕐᓂᖏᑦᑑᑕᐅᒻᒪᖓᑕ, ᖁᔭᓐᓇᒦᕐᕌᓗᒃ ᐊᔅᓱᕈᓴᑦᑐᑎᑦ ᐃᖅᑲᓇᐃᔭᖅᑲᑦᑕᓚᐅᕋᕕᑦ ᐊᒻᒪᓗ ᑐᑭᓯᐅᒪᑦᑎᐊᕋᕕᑦ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐃᖅᑲᓇᐃᔭᖅᓯᒪᓂᒃᑯᑦ. ᖁᔭᓐᓇᒦᒃ.	ᕿᓐᓇᐅᖅᑲᐅᑎᓪᓗᒍ ᒪᑐᓯᓂᐊᓕᕋᒪ ᑐᑦᑑᑉ ᑲᑎᒪᕕᖓᓂ ᑲᑎᒪᓂᐊᖅᑐᒍᑦ 4:00-ᒧᑦ ᐋᖅᑭᔅᓯᒪᔫᒐᓗᐊᖅ ᑭᓯᐊᓂ
>>Applause	ᐳᐳᐸᑦᑕᑐᖅᑐᑦ
With that I'd like to close and just to remind Members that we will be meeting in the Tuktu room. We are scheduled for	

4 o’clock. I am going to recommend that we take a 10-minute break and go directly to that briefing. Meeting is adjourned. Thank you everyone. *>>Committee adjourned at 15:19*	ᓄᖅᑲᖕᒐᓚᐅᑲᓪᓗᑕ 4:00-ᒧᐊᓚᐅᖅᑎᓐᓇᒍ ᑲᑎᓐᓂᐊᖅᐳᒍᑦ ᒫᓐᓇᕈᓘᓂᐊᖅᑐᖅ. ᕿᑯᔭᓐᓇᒦᑦ. *ᐳᐳᑲᑎᒪᓂᖅ ᓄᖅᑲᖅᑐᑦ 15:19*