Standing Committee on Oversight of Government Operations and Public Accounts Review of the 2019 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut on Support for High School Students and Adult Learners Iqaluit, Nunavut September 25, 2019

Members Present:

Tony Akoak Pat Angnakak Joelie Kaernerk Mila Kamingoak Pauloosie Keyootak Adam Lightstone John Main, Chair Margaret Nakashuk Emiliano Qirngnuq Paul Quassa Allan Rumbolt Cathy Towtongie, Co-Chair

Staff Members:

Alex Baldwin Stephen Innuksuk

Interpreters:

Andrew Dialla Mary Nashook Philip Paneak Blandina Tulugarjuk

Witnesses:

Terry DeJong, Assistant Auditor General Jim McKenzie, Principal Adrienne Scott, Senior Auditor Tracey MacMillan, Assistant Deputy Minister Arielle Stockdale, Director of Policy and Planning Melissa Alexander, Legislation Analyst Mary Kilabuk, Manager of Policy

Lcuc>%וֹי ><י>י

ΔιοβοωΔιοβιά

ᡩᡄᡃᡃ᠂ᡬ᠊ᠫᡘ ᠈᠋ᡣᢎ᠊᠘ᠴᡃ᠕

יללכ

⁽⁴°)ن ∩⊲د ۲⊲ر م√ ۸ر< <ح⊲^ی <د°∩م کےن≀ٹ

۹۷_۵۹/۹۵ ۹۷

ΝΡΛ ΛΥ^{*}, C'L[®]/L[®]/P[®]Λ'LΛP[<] Δb[%]Λ^{*}υ ^λ Γb^{*}λ, /⁹CΡΛλ 4DΛ4[°] /^b^c, C'L[®]/L[®]/P[®]Λ Dλ/ L^bΓc[°], Γσ⁵CP[<] D^c-4C Δb[%]Λ^{*}υ 4λP^c /²Cⁱ, 4Pc⁶Λ^λ 4D4υcΛσ⁵J^c <⁵αΔσ⁵J^c Lc⁵ 4c^{b⁵}, Lc⁵ ⁶P⁵² Γ4c⁶⁸, 4Pc⁶Λ^λ 4D4υcΛσ⁵J^c

| >>Committee commenced at 13:36 | <i>>></i> Ь∩L√Ր⊲™⊃ 13:36Г |
|--|---|
| >> Commune commencea ai 15.50 | |
| Chairman (Mr. Main)(interpretation): Good | ᠘᠈᠈ᡏᡐᡄ᠅ (᠘᠘ᢩ᠈᠄᠈᠂᠈᠆ᠴ᠋᠆ᡝ᠕᠋᠅᠂᠘᠘ᢣᢂ᠖ᡰ᠘ |
| day, my colleagues and guests. First of all, | ᠋᠈ᡃᠣ᠘ᡃᡆᢣ᠌ᠵ᠘ᢣᢞᡃᠴ, ᢂ᠋᠊ᠴ᠋᠋ᡗᠡ᠌ᡐ᠋᠋᠅᠕᠋᠉᠆ᠬᢦ |
| Mr. Quassa, can you say the opening prayer, | የዋፈን ጋ⊳ነዋፈው ለሆልጮሀ⊂⊳ጮሀገሪ |
| please. | |
| 1 | >> <u>></u> ⁶ |
| >>Prayer | |
| | ∆ﻩ४९०८°७ : L'ڡ, ˤd⊲५. Þᠲᠴᡐᠯ⊲ᠬ |
| Chairman (interpretation): Thank you, Mr. | Ხ∩Სᢣ▷ˤᲮ∩Ს॑. ᢣ᠀᠆ᢑᢩ᠆ᠺ᠂ᡬᢀ᠋ |
| Quassa. Good day, my colleagues. Firstly the | ᡖᡣ᠘ᢣᠯᡣ᠋᠉ᢣᢁ᠂᠕᠅ᡣ᠅ᡄᢄᡔ᠘᠄ᢣ |
| agenda needs to be agreed to. Do members | ঀ৽৸ৼ৾৾৾৾৻৾ |
| agree? | |
| | ∆_∿Րና ԵՈԼネና : ⊲∿Րና⊳>Jና. |
| Some Members: Agreed. | |
| | ᠘৽៸《ϷϹ· Ϸ;ͺͺLʹϥͺͺϧϞ៸ͺϽϹͺͺΛՐϤϨႶσϷ ϷʹϧϷϒͽϞʹϧϤϹͺͺϨϒϤϭͺͺϒϿʹϚϲ·ͽʹϚΓͽ |
| Chairman (interpretation): Thank you. Let's | ν '042'' '04L. |
| proceed. I have opening comments, but let | |
| me first remind you that if you have | ᡏ᠕᠈᠖᠆᠇᠂᠘ᠫ ᠣ᠕᠋᠋ᢄᡔᡩᢛᡝ᠘᠋ᡔᢩ᠙᠕᠔᠊᠋᠋᠋᠋ᡔ᠋ᢑᡃᠺ᠔ᠳᡏᢀᠫᡃᢛ |
| cellphones, it would be preferable if you put | |
| them on silent mode. | (ϽϞϟႶͿͼ) Ϸ°᠊᠋ᠴᡪᡃᡃ᠋ᡆᡄ᠋᠘᠊ᡱᡃ᠋᠋᠊ᡆᡗ᠂᠋᠋᠋᠋᠋ᢟᠳ᠘ᢞ᠋ᡁᡒ |
| | ₽₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩ |
| (interpretation ends) Good afternoon. I would | ᠋᠄ᡝ᠋᠋᠋ᡏ᠋᠄ᡝᢄ᠆ᡆ᠅ᠳ᠋ᠮ᠊᠖ᡧ᠘ᡃᡆ᠋ᡗ᠂ᠺ᠘ᢑᡆ᠋ᡬ |
| like to welcome everyone to this meeting of | <u></u> ᠙᠋ᡄᢂ᠋ᢞᠬᡆ᠋ᡣ᠋᠋᠈ᡥᡄᠴ᠋᠋ᡏ᠖᠋᠘᠘᠘᠘᠕᠉ |
| the Legislative Assembly's Standing | ᠕ᡣᡏᢀᡣᡄᠴᢗ᠊᠖ᡣ᠋᠋᠘ᢣᡪᡄ᠋᠋᠋᠄᠋ᠫ᠋᠋᠋᠋ᢆᢣᠺᡊ᠋ᠳᢘᢉᢛ᠋ᢍ |
| Committee on Oversight of Government | 2019-2020-F° Þơʰḇ⌒ᢣϷ⊀Fʰ |
| Operations and Public Accounts. | ᢗᡃ᠋᠋᠋᠋᠘ᢞᢛᢣ᠋᠋᠋ᢄᢞ᠋᠋᠆᠆᠘ᡊᢦ᠋᠂᠋᠘ᡔᢑ |
| | ᠔᠋᠋᠋ᡰᢣ᠋᠆᠆᠘᠆ᢞ᠆᠕᠆ᢞ᠆᠕᠆ᡁ᠘᠆᠆᠘ |
| We have convened today to begin the | ∆°ഘ⁵ᠳ ᠘᠆᠆ᠳᡏᡐᠫᠣᡟ. |
| Standing Committee's hearings on the 2019 | |
| Report of the Auditor General of Canada on | ᡬᢛᡆ᠊ᢂ᠋ᡔᢑ᠋ᡠᢛ᠈ᡷᢛ᠋᠋ᡗᢛ᠘ᢕᡄᢂ᠋᠉ᠫᢛ |
| Support for High School Students and Adult | ר-ר-⊳י&יר לס 1, 2019-ר ⊲יב |
| <i>Learners</i> . This report was tabled in the | |
| Legislative Assembly on June 4, 2019. | |
| I am very pleased to welcome the Assistant | ᢗ᠘᠌᠋ᠺ᠋᠋᠋ᠺ᠋᠅᠆ᠺ᠋ᡃᡌ᠘᠋᠋᠋᠋᠋᠘᠋᠋᠋᠋᠋᠋ᢐ᠘ᢣ᠋᠉᠋᠋᠋᠋᠋᠋᠋ ᢗᡃ᠋᠋᠋᠋᠘ᢞᢦ᠘ᢣ᠋᠉᠘᠋᠋᠋᠋ᢑ᠘᠆ᡁ᠘᠖᠆᠘᠘᠋᠋ |
| Auditor General of Canada, Mr. Terry | C'L "7 L 2 "7 Δ M I L L Δ Υ ΤΠ Γ Μ "Ο " Ο "Ο "")", Γ'C L Ρ Δ° - Δ «L Δ Γ' Ϋ́b. Δ ˤb Δ° Δ° |
| DeJong, and the officials from the Office of | () <li< td=""></li<> |
| the Auditor General, Mr. McKenzie and Ms. | דוזט בי בוס ווב). |
| Scott, to Iqaluit. (interpretation) Welcome. | (ᠵ᠋ݩᢣᠺ᠋᠋᠋ᠨ᠋ᡗ᠈᠋᠘ᡃ᠘ᡓᠻᠡᡏ᠆ᡄᡅ᠋<ᡔᡁ |
| seed, to iquidit. (interpretation) weredile. | |
| (interpretation ends) We are very fortunate to | |
| have officials from the Office of the Auditor | ϽΡϟՐϤʹϤʹϽϹ ʹϧϿϘ;ϽϘͱͺϥϹΓϧͽϽ;Ϸ;ͳ _ʹ ϳͽ |
| General here with us to help us to understand | ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| what kinds of gaps and barriers are faced by | ᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Nunavut's high school students and adult | ᠈ᡃᡆᡷᢦᢞ᠆᠘᠆᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᠘᠋᠋᠄ᡃᢦ᠘ᡃᢆᢣᡃ᠋᠋᠆ᠴᢄ |
| | |

| learners as they progress towards higher | |
|---|--|
| education and employment opportunities. | (ϽϞʹϞͽϥϧͺϧͺ;ͻ;;;ϥϨϤʹϧϽͽϘϲϹϷͺͽͺϷϥϥ |
| | ᡖᡣ᠋᠋᠘ᢣᡪ᠋ᡄ᠋᠋ᡷᡃ᠋᠘᠋ᢨᡆ᠋᠋᠋᠋ᢁᢑ᠘ᠴᢘ᠄᠋ᡃᢑ᠘᠆ᢑ᠖᠋ |
| (interpretation) I am also very pleased to | ₽ᡆᢂ᠆᠘ᡷᡠᢗ᠊ᡆ᠋ᠴᡆ᠘ᢣᡃ᠋ᢐ᠊ᢦᠺᢑ᠋᠋᠙. |
| introduce my Standing Committee | |
| colleagues: | |
| | |
| Pauloosie Keyootak, Member for | ₫ჼd⊲™, ▷™ぺჼჂ」Ⴗ L⊂Ⴑ⊂▷™∩▷๙™; ל∆⊂ ჼb∆ჼσ™, ┩ГႷჂჼ⅃Ⴗ L⊂Ⴑ⊂▷™∩▷๙™; ┥ႠႱ |
| Uqqummiut; | 102 0 m, 11 - 2 ユービ し レーオ コレ ベ, 10 - 4 イル 4 - ムイン・、 ム・b - ム - L σ ら ケット |
| Allan Rumbolt, Member for | |
| Hudson Bay; | ۵٬۹۳۵ع۲۰ مرام می این این این این این این این این این ای |
| Tony Akoak, Member for Gjoa | ᠈᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| - | ⊳⊲°ڡ°ٺڡ⊂–∆ٺے⊂ڶۥٝ؇لٵڎ; <` ،'d⊲٦, |
| Haven; | L୯୦୯୭୭∩ ଐ୳ୢୢୗ୳ୄୖ, ୮୦ ୭୮°୰ଏ୭, |
| Joelie Kaernerk, Member for | LCUCP®N 'd'jb'; ATCID 'P°U', |
| Amittuq; | $L \subset U \subset P^{\otimes} \cap \mathbb{Q}^{-L} $ |
| • Adam Arreak Lightstone, Member | LCUCP®N <°G [®] JJ. |
| for Iqaluit-Manirajak; | |
| • Pat Angnakak, Member for Iqaluit- | |
| Niaqunnguu; | |
| | |
| (interpretation ends) Cathy | ᠘᠆ᡩᠣᡏᡑ᠋ᡣᠣᢛ᠂ᢦᡃ᠋᠘ᠴ᠘ᡱᡆ᠋ᡗ |
| Towtongie, Member for Rankin | ᠔᠆᠆᠋ᠣᡏᢀᡣᠣ᠋ᢑ᠂᠔᠋ᢞ᠙ᢣᡄ᠋᠋ᡃᢛ᠆᠆᠆᠆ |
| Inlet North-Chesterfield Inlet; | ᠄ᡃ᠋ᡆᡗ᠋᠋᠋᠆᠃᠘᠆ᡨᠣᡐᠥ᠋᠋ᠮ᠉ |
| • Paul Quassa, Member for Aggu; | |
| Mila Kamingoak, Member for | ᠘ᢑ᠋ᡃᠣ᠋᠋᠋᠘ᡔᡲᠣ᠋᠋ᠮ᠋ |
| Kugluktuk; | ለዉረ⊲ዖረናበ⁰σ ᲮᲘLσჀᢣᢟና ርᡄᢤ\৽ď |
| _ | スロイマアド・1 0 01120 Cアメン CCのくの へんらくらアCDタい しくLbd PP4 のはように |
| Emiliano Qirngnuq, Member for | 4246/JC, 5626070707070700000000000000000000000000 |
| Netsilik; and | |
| Margaret Nakashuk, Member for | ᠕᠋᠋ᡝ᠋ᠴᡏ᠋ᢗ᠋ᠬᢣᢂ᠋ᢣᠣ᠋ᡃᡆᢑ᠂᠋᠋᠖ᢂᡔᢣᢂᡔᢋ |
| Pangnirtung. | ᡏ᠋᠘᠆᠙ᡊ᠕ᠴ᠘ᢋᡄ |
| | ᢗᡃ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠆᠘ᡧ᠋᠉᠆᠘ᢣᢑ᠘ᢋᢑ᠘ᢋᢛ᠘ᡔᢑ |
| The report of the Auditor General addresses | |
| the roles of the departments of Education, | |
| Family Services, and Nunavut Arctic College | ᠕᠆᠋ᡣᢣᠣᡃ ᠆ᢉᡃᢀ᠋ᡃ᠋ᡶ ᢂ᠋ᡃᢑ᠋ |
| in supporting Nunavut's students and adult | ᠕ᢗᡃ᠋ᡃ᠋ᡰᢐᡃ᠈ᡃ ᠘᠆ᡨᡆ᠋᠋ᠬ᠋ᠫᡄ᠋ᠬᢣᡃᡆᢪ᠊᠋᠋ᡠᢛ᠅᠋᠋ᡶ᠋ᡃᠰᡆᢑ᠂᠊ᠣᡆ᠌᠀ᡃ |
| learners to transition through high school to | ∠⊂⁻⊄<™J⊂∩2°0'0'0'-C+ |
| post-secondary education and the workforce. | |
| This week's televised hearing provides an | |
| opportunity for the government to publicly | |
| account for what policies, actions, and | ᠘ᡃ᠋ᡰᢞᠳ᠋ᡃᠣᠮ᠘ᢗ᠘ᢞᡅ᠋᠌ᡔᢩᢛ᠋ᡶ/ᡰᡅ᠋ᠬ᠆ᡣᡔ |
| strategies are being taken to address the | ለল∿ትዮጵዮ. |
| | |
| | |

issues, observations, and recommendations that are contained in the Auditor General's report. (interpretation) Consequently, witnesses from the Department of Education, Nunavut Arctic College, and the Department of Family Services have been invited to appear before the Standing Committee, and we welcome them here today.

(interpretation ends) In 2013 the Auditor General of Canada conducted an audit on education in Nunavut. That report contained a number of recommendations to the Department of Education. The department developed an *Education Act* implementation work plan and its progress in achieving some of the objectives listed in that work plan can be followed in its subsequent annual reports which were tabled in March 2018 for the 2014-15 and 2015-16 annual years and more recently the annual report for 2016-17 which was tabled on March 4, 2019.

I would like to stress that today's proceeding and tomorrow's proceeding will not be focusing on the implementation of Nunavut's current *Education Act* nor on Bill 25, which proposes a number of amendments to the *Education Act* as well as the *Inuit Language Protection Act* and is currently being reviewed by the Standing Committee on Legislation.

I would also like to note that following the cabinet retreat in my home community of beautiful Arviat a couple of weeks ago, it was recently announced that the funding for Nunavut students program, FANS, will be returned to the jurisdiction of the Department of Education. When the audit being considered today was conducted, the FANS program was under the jurisdiction of the Department of Family Services.

I will now briefly cover some logistical and housekeeping matters.

(כילאטר) 2013–טרביט C^լL‰۲L√‰۲▷‰Ո^լL∿[™] ₽ΦCL C^{L} ᠘ᡄᢩ᠂ᠳᡏ᠉᠑ᡄ᠋ᡅᠣ᠋᠋᠋ᡣᠮ᠉᠋ᠴᡆᢩᢀ᠋ᡏ. ᢗ᠘ᢩ᠂ᡆ᠈ᡔᠣᡃᢆᠥᡏ᠉ ٩٦<٢٠٩< ᠕᠆᠋ᠣ᠆ᡐᢑᠫᡄ᠋ᠬᢣᡃᡆᠲᠴᢈ. ᢗ᠘᠘ ᠘ᡄ᠋᠋ᠣ᠋ᠴ᠘ᡩᢧ᠘᠆ᡁ᠕᠕᠆᠕᠆᠕᠆᠕᠆᠕ רברףזה א⊃כיףטנעיזה ୵୭J⊲[ୢ]୴୵Lୢୢୢ๛ୄୖ୰ୢୖ୰୷୰୳ୢ୰ୢୖ ᠘ᡄ᠋᠋᠋᠈ᡥᠣ᠋ᡔ᠋᠆᠆ᡬ᠘ᡄᢦ᠋᠘᠘᠘᠘᠘᠘᠘᠘ ᡥ᠋ᢣᠣᢦ᠋ᠡᡃ᠋ᠴ᠂ᡏᡃᡬ᠋ᡃ᠋ᠠᢗ᠋᠋ᡶ᠋ᡗ᠈ᡔᢦᡃᡠᡄᡐᡃᢧᢣᠥᡃ ל™ף™חכ⊳ב⊳™רגלי 12018-ד 2014-15 סילטסס סיב_ 2015-16 סילטסי. ב°בליב סילטכבי ⊳סילי 2016-17. հኈዮኈ∩ርዾ⊂ዾኈጋኈ ፟፟፟፟፟፟፟፟፟፟፟ ፟፟፟ ג. 2019-୮.

| | L⊂U™ 91(5) ⊲CJˤ L⊂U⊂Þˤð< |
|---|--|
| In keeping with parliamentary practice, the | ᠘᠆᠋᠋᠋᠋ᡰ᠋᠋ᢆ᠆ᢨᠣ, ᠋᠋ᡰ᠙᠋᠘ᡃ᠋᠋ᡆ᠋ᡗ᠂᠋ᡗ᠋ᢣ᠘᠋᠋ᠮ᠖ᡃᠣ᠋᠋ᢙ᠋᠉ᠫᡗ |
| Standing Committee anticipates reporting its | ▷☞᠖ᡄᡏᡅ᠘ᢣᡃᢉᡥ᠋ᢩᠴ᠖ᢄ᠆ᠴ᠘᠋᠋ᠮ᠋᠐᠘ᠴᡐᠦ |
| findings and recommendations from this | ᢣ᠋᠋᠋᠋᠋ᢛ᠋᠙ᢗᠵᡄᢂ᠋᠂ᠳ᠋ |
| televised hearing to the Legislative Assembly | |
| during our upcoming fall sitting. | ᢄ᠋᠋᠄ᡋ᠘ᢣᡄ᠋᠘ᡕ |
| 888. | ᢀ᠕᠋᠋᠋᠉ᢞᡄ᠋᠋᠃ᢕ᠋ᠴ |
| Under Rule 91(5) of the Rules of the | ᢄ᠋ᡃ᠋ᡠᡄ᠌᠌ᠵᡣᡄ᠅ᡣᡄ᠂ᡆᡘ᠋᠉ᠳ᠕᠋᠋ᠮ᠋᠔᠘ᡁ |
| Legislative Assembly, the government will | م°ئاے¢⊃∆⁵ظم_۲ bNLتھر+۲ ص. ל⊌ظے |
| be required to provide a formal response to | |
| · · · | |
| our report within 120 days of its presentation. | |
| T911 / 1' / 1 T911 1 11 | <u> </u> |
| I'll repeat my earlier request and I'll ask all | |
| Members, witnesses, and visitors in the | (ጋኣኦኦፅጐቦናጋኈ) ርL°ዉ bበL°σჀታኈ>ና Űዉ |
| gallery to ensure that their cellphones and | C9/20/20/20/20/20/20/20/20/20/20/20/20/20/ |
| other electronic devices do not disrupt these | |
| proceedings. | Ciubolia Ciubolia Contractional Contractiona |
| | |
| In order to assist our excellent interpreters | |
| and technical staff, I ask that all Members | |
| and witnesses go through the Chair before | ᡣ᠋ᡅᢣ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| speaking. | |
| 1 0 | |
| (interpretation) This hearing is being | |
| televised live across Nunavut on community | |
| cable stations and the direct-to-home satellite | |
| services of both the Bell and Shaw networks. | ᡖ᠋ᡣ᠘ᢣᢅᡄ ᡆᠴᢩᡆᢩᡥᡳᡗᡟᡏ᠋ᢀᠫᡏᡃ᠈ᠫ᠋᠋ᡬᡲᡫᠳᡄᡃ᠋ᡏᡃᠴ |
| services of both the Den and Shaw networks. | ᢄ᠋᠋ᡃᢑᡄ᠋ᢆᡄᡪ᠘᠋᠕᠋᠉᠂ᡬᡃᢐᡆᢩ᠉᠋ᠾ᠋ᡗ᠋ᠬᢑ᠋ᠥᢛ |
| Transcripts of the hearing will be posted on | |
| the Legislative Assembly's website at a later | |
| date. | ∆Ხ≺∿∩∿Ს Ხ॒॒Ⴀ୮, ୮՝Ⴀ ∩▷ሲ በኑ∿ |
| date. | ⊃ڵܡ٩٩ڡ ⊲ڮڬ ڶٶ ٨۵،७٩٩٢٢٢ |
| | ᠘᠑᠘᠌᠌᠋᠋ᡗᡣ᠘᠄᠘᠘᠄ᠺ᠘ᢘᢥ᠖ᠴ᠘ |
| (interpretation ends) Members of the | $\mathfrak{C}^{\mathfrak{s}}$ ህረጉና. CLD ^{es} ህናLs, ለቦላP ^e $\mathfrak{C}^{\mathfrak{s}}$ ሥምበና. L' \mathfrak{C} . |
| Standing Committee have been provided | |
| with a number of reports and other | ᡣᢣ ᡐ (Ͻᡃᡪᢆᢣᢕ᠋᠋᠋᠋ᢣᢗ): ᠋᠂dᢣᢩᢁ᠋᠋᠋ᡏᡃ. ᢩᢂ᠆ᢩᠣ᠋ᢣᡃ᠋ᡃ᠋ᡆᡕ |
| documents for their ease of reference during | ᠘ᡃᠡᠯᢁᠴᠺᡬ |
| this hearing. For the benefit of our witnesses | ᠘᠋ᡃᡃᠣᠴ᠋᠆ᢄ᠆ᡔ᠆ᢂ᠆ᠴ᠆ᢂ᠆ᠴ᠘᠋ |
| and interpreters, I ask Members to be precise | ᠔᠋᠊᠋ᢍ᠈ᠹᡄ᠊᠕᠋᠋ᡔ᠋ᡬ᠘ᠳᢤᢕᠳ᠉᠂ᡆᡗ᠋ᢕᠳ᠉ᢣᠳ᠉ |
| when quoting from or making reference to | ᠕᠆ᡨᠣᡏᢁᡗᠴ᠘ᡩᠣᡗᠴ |
| specific documents. | ∆൳ഀ൳഻ഀഀ഻൨ഄഀ൛൧ഀ |
| | |
| I would again like to welcome the Assistant | ᢄᡔᠣᡃᡠ᠋᠋᠅᠖ᡩᡄ᠋᠋᠋ᢣ᠅᠋᠋᠙ᢗᠵᡄᢂ᠋᠅ᢄ᠆᠘᠆ᢕᠧᢂ᠋᠂ᡘ |
| Auditor General of Canada, Mr. Terry | לσ 4, 2019-Γ. Λ ⁶ bΩ ⁶ גים ד געי געי געי געי געי געי געי געי געי |
| DeJong, to our hearing and I now invite him | ᠕᠆᠋ᠬᢣ᠋ᠴᢦ᠋᠋᠖᠆᠘ᠴ᠘ᢆᠫ᠋ᢡ᠂ᢣᢩᡠᡕ |
| to deliver his opening remarks. | ᢗᡃ᠋᠘ᢞ᠋᠋ᢛᠡ᠘ᢞᢛ᠕ᡋ᠊᠋᠖᠂ᢅ᠔᠆ᡄ᠆ᡬ᠊᠋ᡷᢧᠯᡘᢛ ᠸᡝᢣ᠋᠋᠋ᡗᢞᠾ |
| | ᢗᡃ᠋᠋᠋᠋᠋᠘᠊᠋ᢞᢦ᠘ᡃ᠋᠊ᠺᢛᢣ᠋ᢂ᠋ᡔ᠋᠋ |
| | |

| (interpretation) Welcome to the Chamber and | C°ੴਗ਼ C ^v ੴਗ਼ C ^v [®] C ^v |
|--|--|
| you may now begin. Thank you. | ᠈ᠳ᠘ᢣᡣᢕᡏ᠕᠉ᡆᡆ᠈ᠧᠵᢛᡔ᠘ᡔ᠘ᢂ᠉ᡓ |
| | ᠘ᡄ᠋ᠳᠣᡏᡃᡃ᠑ᡄ᠋ᡅᢣᡃᡆᡃ, ᢣᡄᡗ᠋ᢣ᠋ᡝ᠋᠋ᢐᡃ᠈ᡃᠥ |
| Mr. DeJong: Thank you. Unnusakkut. Good | ᠘ᠴᡄ᠋ᠬᢣᡃᡆᡃ᠋ᠴ᠘᠋᠋᠋ᡰᢣ᠋᠂ᠴ᠘ᢣ᠋᠋᠂ᠳᢄᡔ᠋ |
| afternoon, Mr. Chairman. We are pleased to | ᠂ᡃ᠋ᡆ᠋ᡗᠣ᠋ᢛ᠋ᢣ᠋᠋ᡏ᠋᠉᠘ᠸᢩ᠂ᠳᡐ᠋᠉ᢕᠳ |
| be here in Iqaluit today to discuss our report | ᠂ᠡᡧᢁᢞ᠆᠆᠋᠆᠆᠋᠆᠆᠆᠆ |
| on support for high school students and adult | ᠘᠆᠆ᠳ᠕᠈ᡃᠯ᠋᠆᠆ᡣ᠕᠋᠃᠖᠋ᢂᡔᢣᡶ᠘ᡄᢂ᠋ᠮᡶ |
| learners in Nunavut. The report was tabled in | ᠋ᡃ᠋ᢣ᠋ᠴ᠘ᡃ᠋ᠫᠣ᠋ᢑ᠂ᡏ᠋ᠫᡘ᠆ᡆ᠋᠋᠋ᡃᢐ᠋ᡃᠥ᠋ᢕ᠘ᢞ᠋᠋᠘᠆ᡆ᠋᠂ᠳ |
| the Legislative Assembly of Nunavut on June | ᠘ᡄ᠋ᠳᠣᡏ᠋᠋ᡃ᠋ᡊᡄ᠋ᠴᡄ |
| 4, 2019. With me today are James McKenzie, | ᠂ᠡ᠋᠆ᡩ᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| Principal, and Adrienne Scott, senior auditor, | ᠘᠆᠋ᠳ᠋᠆ᠴ᠋ |
| who were responsible for this audit. | ᠂ᡠᡗ᠋᠋ᠣ᠋᠋᠋ᠳ᠋᠋ᢑ᠘᠆ᡱᠣ᠋᠋ᡏ |
| who were responsible for this addit. | ᠵ᠘᠋ᠵ᠋ᡬᢛ᠋ᡠᠺᢞᠣᡆ᠋᠄᠂ᠺ᠘ |
| Le this audit was wanted to be any how wall | ᠘᠆᠆ᠳᡐ᠋᠕᠈ᢣᡧ᠆᠆᠕᠆᠕᠂᠘᠘᠂᠘᠘ |
| In this audit, we wanted to know how well | |
| the Department of Education, Nunavut Arctic | ᠘᠆᠆ᠳᡏᡃ᠋ᡏ᠅᠕᠋᠋ᠵᠯᠿᡀ᠘᠋ᡗ |
| College, and the Department of Family | ᠄ᠳ᠘᠋ᡝ᠘ᢞᠾ᠊ᠴ᠋ᡄᢁ᠋᠘᠆᠋᠆᠆᠆᠆᠆ ᠖᠘᠒ᢕ᠋ᠮ᠘ᡷᡙ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| Services were supporting high school | <u>১০০</u> ৬০০০০০০০০০০০০০০০০০০০০০০০০০০০০০০০০০০ |
| students' transition through school to post- | ᢄ᠆᠃᠃᠃᠃᠃᠃᠃ |
| secondary education and employment. | Lʰdʰጋ̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣̣ |
| | ∠₽√2°0°7⊂°6′2°° 4°L2 |
| We also wanted to know what access adult | ∆ [™] ba∆y [™] C2°acU⊲idc⊃Cc |
| learners had to programs that would allow | /୬՟᠆₽∩₵₽/L୭ና Ს≪L๒d°ഛ ഛ๛୭୮. |
| them to upgrade core academic and literacy | |
| skills, obtain their High School Diploma, and | ∆ــن٩ڡ؞ ل 2٦٩ف٩٢), ﻣﺼィﺩ⊳٩٢)، |
| become eligible to enter post-secondary | <u>ح</u> <u>ک</u> |
| education programs. | ᠴᡆ᠋᠀᠋ᡏ᠘ᡄᢩ᠂᠋ᠳᡏ᠉᠋᠋ᡔᡄ᠋᠋᠇ᠳ᠋ᠮ |
| | ᠕ᢣᡅ᠋ᡏᠫᠺᡩ᠋᠕ᡩ᠕ᠸᠴ᠋᠉ᡩ᠘ᡄ᠈ᡆ᠋᠕ᡔ |
| Education is important to the well-being of | ᡧ᠋ᡃ᠋᠋᠋᠘᠋᠋ᠳᢩ᠘ᠺ᠋᠘᠆ᡱᠣᡏ᠋᠋ᠮᠴ᠋᠖᠘᠆ᡱᠥᡘᠮ᠋᠋ᠴ᠘᠋ᠳ |
| individuals and Nunavut as a whole. | ٨٧م ٩٤ ٩٤ ٩٤ ٩٤ ٩٢ ٩٦ ٩٢ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ ٩٤ |
| Education and training that prepare children, | ᠕᠆ᡨᠣᡏᡃᠣ᠋᠋ᠮ᠂ᡏ᠋᠋᠘᠉ᡃᡃ᠋ᠥ᠘ᡷᠣᡗ |
| youth, and adult learners to make positive | ᡏ᠆᠆᠂᠙᠆᠕᠆᠃᠕᠆᠃ |
| contributions to society and to enter into | AI ~* 0410 %AI * ΔC 04%J* Abadden Abad Abadden Abadden Abad |
| meaningful employment are priorities of the | |
| Government of Nunavut. | |
| | ᠆ᡣ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Overall we found a number of gaps and | ۵٫۳-۵٫۷ ۲۰۲۵ م. ۵٬۹۷ م. ۲۰۲۵ ک. ۲۰۲۵ م. |
| barriers in Nunavut's education system that | ᠈ᡃ᠋ᠣᡗᠣ᠋ᢛᡃᡪ᠋᠋ᡏᡑ᠘᠆ᡱᠣ᠋᠊᠋ᡏᡧ᠋᠕ᡄᡱᡆ᠋᠋ᡏᢤ᠋᠕ᡄ᠋ᢆᡱ |
| made it difficult for high school students and | ᠘᠆ᢣ᠘ᢣ᠋ᡃ᠋ᠣᡄᢂ᠋᠂᠋ᢄ᠂ᠺ᠆ᢣᢂ᠘ᢣᡆᡃ |
| adult learners to succeed academically and | |
| transition to post-secondary education and | |
| 1 V | ᠘᠆᠋ᠳᠣᡏ᠖᠆ᡆᢑ᠘᠂᠆᠘᠆ᠴ᠘ᢛ᠋ᢩᠥ᠘ᡷ᠘ᠺ ᠘᠆ᡨᡆᡧ᠋ᡤ᠂ᡏ᠘᠘᠆ᡆᠺ᠖ᢂ᠆᠘ |
| employment. | Δሮ-σላ፣ግ፦ |
| Mony high achool students face shaller | ⁶ ⁶ ⁶ ⁶ αd ₂ Δ ⁶ Δ ⁶ ⁶ ⁶ ⁶ αd ₂ Δ ⁶ Δ ⁶ ⁶ ⁶ ⁶ αd ₂ Δ ⁶ Δ ⁶ ⁶ ⁶ 00 ⁶ |
| Many high school students face challenges in | |
| completing high school. We found that | ٬۵۷۹ ۲۲۹۵ میکر بردیاروی در اور ۱۹۹۵ میل |
| guidance and career planning were not being | ᠈ᡃᡐ᠘ᡃᡄ᠋ᠴ᠋ᢙ᠉᠆᠕᠆᠘᠘᠅ᠫ᠙ᡩᠺ᠘᠉ᡩ᠘ |
| offered consistently to students. For example, | ᠘᠆᠋ᠳ᠋᠊᠋ᠳᡏᡑ᠋ᠫᠣ᠋᠋᠋᠊᠕᠆ᡱᠣ᠋ᠺ᠋ᠳ᠋ᠺᠺ᠋ᠳ |
| | |

only two of the seven high schools we examined had teachers assigned to help students navigate the challenging path to post-secondary education and employment. Students were being offered hands-on learning experiences, but few had work placements that would help them build on these learning experiences. We also found that Nunavut Arctic College did limited outreach to inform high school students of its programs.

We found that despite the many challenges students faced, the Department of Education did not have a strategy that outlined actions it and other partners could take to help students graduate and transition from high school. Furthermore, despite difficulties in hiring and keeping staff, the department did not have a recruitment and retention strategy to address its human resource needs.

We found that adult learners also faced barriers to furthering their education. For example, over the past five school years, Nunavut Arctic College did not offer its adult basic education program for adult learners who wanted to develop their literacy and academic skills in most of Nunavut's communities. Adult learners also struggled to access the territory's online adult high school program, and once they were accepted into the program, getting enough credits to obtain their high school diplomas was a further problem. Lack of access to adult basic education can prevent learners from earning their high school diplomas to enter the trades and other post-secondary programs, including those offered by the college.

In contrast the college did offer its Essential Skills program, which prepares learners for semi-skilled jobs, more frequently and in more communities.

᠈ᡣᢀᠣᠵ᠋ᠴ᠘᠂ᠺ᠘᠉ᠳ᠘᠅ᢕᢗ᠉ᡆᠴᡬᡆ᠋ ᢀ᠋᠘᠘ᡩ᠉ᠫᡆᢛ᠘ᡁᢙᢛᠫᡆᢛ ᡃ᠋ᢆᢣ᠌ᢨ᠋ᢕᡗ᠋᠊᠋ᢙ᠋ᡃᡉᠺᠴᢂ᠋ᡃᢛᢕᡄ᠋ᢕᢈ ∆⊂⁰σ⊲∿ጋ⊂ኪሥታ ∧⊂ኪል∿Ⴑና ᡆ᠋᠋ᠴᡆ᠘ᡃᢛᠠ᠘ᡪ᠘ᢋᢛ᠂ᠳ᠋᠘᠘᠉ ᠕ᡄᡅ᠋ᡗᢦᡝᠣᡅ᠋ᡗᢀᡄ᠋᠋᠈ᡩ᠋ᢥᢕ ᡖᠫ᠈ᢣ᠋᠋᠖᠋ᢕ᠋᠘᠋ᢆ᠆ᡎᢕᠧ᠂ᡐᢕᢓ᠆ᡆᠺᡃᢌ᠖ᢕᡶᠣᡃ Δbᢣᢐᠵ᠒ᡃ᠋᠋ᠴᡣᡃ ᠘ᠸᡨᠣᡏ᠋᠋ᡃ᠋ᡢᠥ ᠕ᢣ᠋᠋ᡬ᠂ᠳ᠋ᡗ. ᠘᠆᠋ᠳᠣᡐ᠋᠋ᡏ᠆᠋᠆᠆᠘᠘᠘ ᠕ᡃᡅ᠊ᡆ᠋᠋᠋ᠵᢎᢣ᠋ᢂ᠆ᡁ ᠕᠋᠉ᡃᠣ᠘ᢣ᠉ᡣᢗ᠋᠋᠋ᡬᡪ᠘᠕᠉᠘ᠴ ᠴ᠋᠋ᡥᡃ᠋ᡋᠵ᠘ᡃᡆᢣᡆᢉ᠋᠋᠉.᠘ᠸᡨᠣᡏ᠉ᠫᠧ᠇᠋ᡘᢣᡆᡃ ᡏᡄ᠈ᢣ᠘ᡗᡏᡏᢄ᠃ᠳᢄ᠂ᠳ᠘᠘ᡁ᠋ ᠘᠋᠋᠋᠋᠋᠋᠖᠆᠋᠘ᢣᢛ᠋ᢕᡄ᠋᠋᠕᠆ᡁ᠘

᠊ᢆᠯᡔᡃᢛᢗᢓ᠋ᡣ᠋᠋᠋᠋ᡃᡋᢛ᠆᠋᠘᠋᠋᠘᠆ᡨᡆᡐᡟ᠘ᠳᡗ᠋᠋᠋᠋ᠵᢑ ᠂ᠣᡬᡷᡆ᠕᠆ᠾ᠘᠆᠕᠖᠖᠊᠉ᢕ᠘᠉᠆᠕᠅ᡷᡣᡄ᠉ ᢗ᠋ᡄ᠘ᡄ᠋᠊᠘᠆᠋ᠳᠣᡐ᠋ᡝ᠋᠋᠋ᡆ᠋᠋᠂ᠳ᠖᠕ᠴ᠘ᢣᠥ ᠴᡆᢟ᠂᠘᠊᠋ᠫᢣ᠋ᡝ᠌ᢐ᠋᠌᠈᠊ᡆ᠋᠋᠘ᡱᡆᢄᡣᡗ᠘᠆ᡐ᠋᠋᠈᠆ᡣ ᠕ᠳ᠋ᢩᠣᡗ᠕᠆ᡥᠣ᠋᠕᠆ᢙᢌ᠖᠘᠆ᡩᠴ᠘᠆ᡁ᠘᠆ᡁ᠘ ᠫ᠋ᡬᡃ᠋᠋᠋᠋᠋᠅᠘᠆ᡆ᠋᠂᠘᠆ᠳᡔ᠋᠕᠆᠋ ᠴᡆᠧᡄ᠋᠋ᡶ<᠋᠋ᠴ᠈ᡥᠣ ᠴᡆᢀ᠋ᠮ. ᠘ᡨᡆ᠘᠋᠋ᡗ᠘᠆ᢣᡧ <u>᠕ᢣᡅ᠊ᡆ᠋᠋ᠵ᠅ᢣᢄ᠉᠆ᠵᢛᠵᡄᢄ᠉ᠫᡄ</u> 'd'∩σኈ፟፟፟፟∖୮° ∆ር፟∖⊳∩ഛ. ላ፟፟፟፟፟፟፟፟፟ <u>᠆᠆᠆᠆᠆᠆᠆᠆᠆</u> ۵٫۹۵۲۵۲ م^۱۳۵۲ ۵٬۹۲۵ م ݥᢣᢈ᠋ᠺᡬᠽᢉᢦᡄ᠋᠋᠅ᡗᢩᢛᡡ᠂ᡆᡗᡢᠣ᠋ᢛᡃᡪᠮᡃ ᠕ᡃ᠋ᢣ᠋ᡬ᠊᠌᠌᠌᠒᠖᠋ᢤ᠙ᢞᠣ᠋᠉᠘᠆᠋ᢗᠽᢣᢂ᠋ᢞᡟᢕᡗᡃ ᡏ᠋᠋ᠫ᠋᠋᠘᠆ᠳ᠙᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ ᠕ᡣ᠋᠋ᡏᠫᠾᢂ᠆ᡎᡓᢛ᠋᠋ᡓᢛᠹᢧᢕᢕᡕ᠋᠕ᡩᠥ᠘ᡕ ᠘᠆᠆ᠳ᠕᠋᠕᠘᠘᠕᠋᠕᠉ᢕ 'dengesher actored and the second se ᠘ᠠᢓᡣ᠋᠋ᡰᢣᢐ᠆ᡆᢣᢄᠴ ዾ፞ዾዾዸ ጘ፝፟፟፟፝ዸዀዀዾዾዀዾዀዀ ∆**⊂**°σ⊲ናෳ∖ና.

∧Cʻb™NC∿ʻb∿bc Jd_J, YeʻShin
⊲JA°aÞNſŊťFo™ ⊲Y⊲Jʻ&ʻbSN°
Δ
COP
4'5°
√C
4'5°
√C
4'5°
√C
4'5°
√C
√S
√S</

According to Nunavut Arctic College, many applicants required academic upgrading to be eligible to attend its programs. We found that the college offered preparatory programs, but because of funding constraints, it could offer them in only a few communities. As a result, many adult learners would be forced to leave their communities to access these programs.

Learners taking these programs are eligible for financial aid. However, the aid does not cover the expenses of dependants. We also found that financial aid was not available to adults taking high school courses, learners taking most adult basic education courses, or learners studying part time. This limited access to financial aid could be a further barrier for adult learners who wish to complete their education.

We made 12 recommendations to the three organizations involved in the audit and all agreed with our recommendations.

Nunavut's people are its greatest asset and education is critical their success and the future of Nunavut. It is important that the Department of Education, Nunavut Arctic College, and the Department of Family Services work together to overcome the gaps and barriers we noted in the audit to help high school students and adult learners get the support they need to succeed.

This concludes my opening statement. I am happy to answer any questions you may have.

Chairman (interpretation): Thank you. Following our agenda, the guests from the government departments also have comments to make. First will be the Department of Education, Ms. MacMillan.

Ms. MacMillan: *Ullukkut*. Good afternoon. Bonjour. Mr. Chairman and fellow Members ⊲Г≀⊲∿∩'ѻ∿∖⊳'⊃∩∘ ⊲⊦L⊃ ⊲Г≀҆ѻ∿∖ѻ ຉ൨⊂°ѻ.

Υ-C'D\Side District Direction of the provided and the

ΔΔ^{*} ΔΔ^{*} Γ΄ ^{**} Γ^{*} ΗΛΓ⁺ LΓ⁻ ⁴⁺ Δ Δ^{-°} σ⁴⁻ σ⁴ Λ⁻ Λ⁻ ⁵ Λ⁻

C[«]& Δ/ϲ⁻>⁻ LጋΔ^ιν[†]לበⁱb ϷⁱbϷ/ⁱኣ⁻. ⁱdል⊲/⁻>^{*}ሁ ΡϷՐϤⁱኣⁱ ⁱbםΔ^cጋጋΔ^eαⁱσⁱ ⊲Λ^ιⁱdበⁱኣⁱ^bⁱσ²ⁱ</sub>. of the Committee, I am pleased to appear today before the Standing Committee on Oversight of Government Operations and Public Accounts.

We thank you for the invitation to respond to the findings and recommendations contained in the Office of the Auditor General's (OAG) report on support for high school students and adult learners.

We also thank the Office of the Auditor General for their report and for their valuable work, ensuring that the Government of Nunavut delivers the highest quality education and training to Nunavummiut needed to make positive contributions to society and to find meaningful employment.

Mr. Chairman, we take the OAG's concerns, work, and recommendations seriously. We recognize the efforts that have to be made by all stakeholders, including the Department of Education, to address the issues identified in this report.

Mr. Chairman, we would like to introduce Arielle Stockdale, Director of Policy and Planning, and Mary Kilabuk, Manager of Policy and Planning, who are accompanying me today.

Every child, from the first day they enter early childhood education programming to the day they graduate either as a high school student or as an adult learner, is directly impacted by the programs, resources, and services the Department of Education provides. Delivering quality education and training is the primary mandate of the department. Following the principle of *Pijitsirniq*, the Department of Education wants to ensure that all of Nunavut's children, youth and young adults receive the necessary education to contribute to the territory in a positive and meaningful way.

᠘᠆᠆ᠳᡏ᠋ᢐ᠋ᡃᢐ᠖᠋ᡗᡊ᠆᠋᠋᠋᠋᠋᠆ᡘ ᠕᠆ᡃ᠋᠋᠋᠋᠋᠆᠘᠋᠆᠋᠋᠖᠂ᡦ᠆᠋᠋᠋ᠴ ᠕ᡔᡃ᠋᠋᠋᠋᠋ᢣ᠋ᠴᡆᢗ᠌᠌ᡅ᠌᠌ᠵ᠖᠘᠆᠆ᡆᠮ᠉᠋ᢕᡄ᠋᠕᠈᠋᠉᠂᠘ As part of this mandate, the department teaches children, youth, and adult learners foundational skills in subjects such as literacy, mathematics, and science. However, we also provide a wide range of programs and services that encourages and supports the principle of Pilimmaksarniq/Pijariuqsarniq, whether that is through the Aulajaaqtut curriculum strand and its career and program planning or through the various career camps that give students information and hands-on experience for a variety of career options. The department is providing students with opportunities to learn through mentorships, observation and experience, and assisting them with their future post-secondary and career planning. These programs and services ensure young people will have the ability to make meaningful decisions that will not only affect themselves positively but also their communities and Nunavut.

Offering Nunavut's high school students and adult learners programs and services that develop their ability to find meaningful employment as well as providing them with the necessary skills needed for a fulfilling future is additionally reflected in the *Sivummuaqpalliajjutivut* priority stated in the Government of Nunavut's mandate, *Turaaqtavut*.

This report by the OAG is both significant and instructive because it aligns with the Department of Education's and the Government of Nunavut's mandated priority of delivering quality education that results in satisfying and meaningful employment for Nunavummiut. The report also identifies key areas that the Department of Education needs to address in order to fulfill its mandate and offer its high school students and adult learners the programs and services necessary to improve their ability to pursue postsecondary education and find employment. Lc^bDN^b Λ۶^b\Ρσ⁴J^c ΛcPPCP4σ^b, Δc^aσd^bDcnλ^bd^c α_αΔ5Δ4L^{gc} ΔαφcL^cNd^c /Pr^jc, L^bd^bDΔ^c Δ^aαPc^j\^bDΔ^c Δc^aσd^bCnd⁶b^bCFσ^b Λυμd⁶L^bUC Δb4⁶bCP4^aα^br⁶d^cμ^c ΔαφΓ ΛΡ4Γ^b dDnc^LΓ^cμ.

 CLDJ%U Δ
 Δ
 C
 Δ
 C
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ

᠘᠋᠋᠋᠉᠊ᠣ᠅᠘᠘ᢣᢓ᠋ᡣᠣ᠋᠊᠉᠆᠘᠆᠈ᡆᢆᢣ᠘ᠴ᠋᠉᠆ᡠ᠂ ⊲ځکڼ⊶۲د⊃ۍ ۵۹۵م۵۶،۵۰ Ͻ**Ϟ**Ⴧርኦ**ペ**ჼጋσჼ ᠘<u>Ⴀ</u>ჼσ⊲ჼჼႶ<u></u>ϼና ᡏᠫᢛᢄ᠘ᡓ ⊲۶−℃−۹۲۲۵۰۵۰۲۵ ᠘᠆᠆᠋᠊ᠣᢦ᠋᠋ᠺ᠋ᡃ᠋ᢣ᠋᠖᠋᠉᠆᠘᠘᠘᠘᠘᠘ ᠘ᠸ᠋ᡨᠣᢦᡅ᠌ᢦ᠋ᡃᢛ᠋᠒ᡊᠣᡊ᠋᠋᠋ᢖ᠋᠂ᡆᡃ᠘ ᠘ᡃ᠋ᢛ᠋᠋ᢣᡆ᠘ᡃᢑ᠋ᠺᡊᡊ᠋ᠳᡄ᠒ᡁ᠋᠘᠉ᡃᠣᡆ᠘ᡃᢆᠴᡄ ᠆ᡣ᠘᠆᠘᠆᠘᠆᠘ ᢀᡔᡄ᠋᠋᠋ᢛᢣ᠘᠋᠋᠋᠋᠖᠘ᢑᡆᢁᠴᢕᡄ ᢕᢩᡆᢙ ᠘ᢛᠹᡆ᠋᠋᠋᠋ᢙᢛᠵᡄᠧᠵ᠋ᢕᢕ᠘ᡩᡵ᠂ᠵᢒ᠆ᡕ ᠘᠋᠋᠋᠉ᡃᠣ᠘᠋ᡃᢆᢧ᠋᠘᠊᠖᠆ᡧᡆ᠋ᢕᡆ᠋᠍ᡆᢕᢙ᠋᠋᠁

CL⁶d4 Λ²·Cl⁵C²·Cl⁶·Sb²L²Cl²·Cl

Of the nine recommendations the OAG made that were specific to the Department of Education, the department would like to highlight the actions the department has taken on five of them since the report was made public in June 2019. However, we would like to state that these actions are not the only actions the department has taken. The Department of Education has been working hard to ensure that all the recommendations found in this report will be fulfilled in a timely manner, with key coordination and collaboration with other departments as needed.

Firstly, we draw your attention to paragraph 87 of the report, which states the department should "review the requirements needed to obtain a high school diploma through the Pathway to Adult Secondary School Graduation program (PASS) and determine whether alternative requirements for obtaining a Nunavut high school diploma should be established for adult learners."

In the report the department stated that it would be reviewing the PASS program requirements to obtain a High School Diploma, particularly looking to resolve a policy gap so that all graduates of the PASS program can be issued high school diplomas.

Since the release of the report, a request for ministerial decision formalizing a sevencourse graduation requirement for the PASS program was approved in July 2019. An operational directive is currently being developed to support these changes.

The Department of Education is now collaborating with Nunavut Arctic College to design and implement a directive that will outline the procedures for staff to follow when issuing secondary school diplomas to those who complete the program's seven>σ•
>σ•
>σ
>σ
>
>
<</p>

9
9
4)

9
4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

4)

Ϸϫ ϹϭჼჼႦჼϭͰ;Ϸͼ ϧႶჼჼႱϷჼͽϽΔͼ 87-Γ ά、ϷႶϲჼ ϷჼႦჼͼϟͿͺϟʹჼ Δϲ՞ϭϭჼͽϽϲͺϷͽϭ ΔLΔΓϭჼႦჼ、ႱϹ ჼϷΓϳϿϤϽϭჼͻϽϾ Ϸϟϭ ΛΓϭჼႦჼႱჼႱႠ ჼϭናႶϭჼჼႽϚ ΔϲʹϞϐϞΓ Λϧά ͼϭʹ϶ͻϭ PASS-Γ ϹΔ;ϷͽʹϐϲϲϳΓͼ ϭϞ ͼϷϷ;Ϟʹ϶Ͻϐ ϭϟϭͿͽʹႱჼͼ ϫͼϫϷϲΓ ʹϭͼϽϭͼϧϚ ΔϲʹϞϐϞϚ ΛϧάϨϽϭͼ ʹϐϷϟ;ͽϽͼ

course graduation requirement, which includes the graduation-level course from each of the five general strands and two additional courses at the grade 12 level.

As of September 2019, 79 adult learners are currently enrolled in PASS. The program is active in 15 communities: Arviat, Baker Lake, Cambridge Bay, Cape Dorset, Clyde River, Coral Harbour, Hall Beach, Iqaluit, Kugluktuk, Pond Inlet, Rankin Inlet, Resolute Bay, Sanikiluaq, Taloyoak, and Whale Cove.

Mr. Chairman, the second recommendation the department will address can be found in paragraph 59 of the report, stating the department should, "in collaboration with other departments and partners, increase students' access to opportunities for handson learning, including work placements or cooperative education options.

Several actions have taken place since the release of this report. One is that the Department of Education is currently assessing the policies and processes associated with work experience and special projects courses to determine the feasibility of their incorporation into the PASS program as a framework for offering work placements and cooperative education opportunities to more learners.

The department's Curriculum Develop Division Transition Team has also been tasked with reviewing the factors affecting the ability of schools to offer hands-on learning opportunities, such as work experience and cooperative learning. Some examples include:

• The second Nunavut Health Careers Camp held in Iqaluit in May 2019, partnering with Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ
Δ

 Δ^{b} / $\ll Dc^{b}$, $\Delta\Delta^{c}$, $\Delta -c^{b}$ $\Delta^{c}\sigma - \Delta^{b}$ $\Delta^{c}\sigma - \Delta^{b}$ $\Delta^{c}\sigma - \Delta^{c}\sigma - \Delta^{c$

ርኮሰላ Δლ[®]σላዖበ[\]\ლϷჼሰና bጋኦትሩ የbPት\ናዕታP7L4Fሩ የፖታ® ላናጋላናbናርናL∿iC የፖና Δლ\ልና የፖJና ላናጋጭርP&L[®]iC \[®]P0Jና Δ[®]baΔታሲϷჼኣታምናΓ[®]

| Nunavut Arctic College, the | ⊲۲۲۹۲۵ ۵۲۹ ۵۲۹۹۵ ۵۲۹ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ |
|-------------------------------|---|
| Department of Health, Nunavut | ᡏ᠋᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠘᠆ᢣ᠋᠋᠋᠋ᡊ᠆᠋᠃᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Tunngavik Inc., and the | ᠕᠋᠋ᡃᢐ᠘ᡍ᠖ᡩᡄᠣ᠂ᡄ᠑ᡪ᠉᠖᠖ ᠕᠋ᡃᠣ᠋ᠬ᠋ᡃᢑᠫᢕᡰ᠂ᡩᠦ᠋ᡏ᠋ᡃ᠋ᠮ᠖ᢩᢝᢇᡗᠫᡄᡅᢣᡃᡥᠥ᠊ |
| Northern Ontario School of | ᠫᡃ᠋᠋᠋ᢆᡰ᠕ᡃᡃᡆᡄᡃ᠋ᠴ᠂᠋᠋᠋᠆᠘᠂ᡤᢆ᠋ᠲ᠋᠕ᡕ᠌᠌᠌ᢂ᠆᠘᠋᠋ |
| Medicine; and, | ᡩᡃᠣ᠋᠊ᢦ᠋᠋᠋ᡃᢑ᠋ᡄᢩᢝᡗᡗ᠋ᡔ᠋᠋ᡄ᠋ᡘᢣᡃᡆ᠋ᢥᡥ᠋᠆ᠳ᠋᠘ |
| | ᠈ᢞᡄ᠆᠋ᡝᡗ᠋᠆ᡧᠾᠣ᠘ᠴ᠘ᡨᠥ᠘᠋᠋᠉ᡃᠥ᠘᠋᠉᠆ |

• The first annual Iniuniit Career Fair in Baker Lake in May 2019, collaborating with the Department of Family Services, Agnico-Eagle, the Hamlet of Baker Lake, as well as several businesses, service organization and education institutions.

We are continuing to develop more hands-on learning opportunities for high school students as supporting the development of a STEM (science, technology, engineering, math) Careers Camp that will be held in Cambridge Bay in September 2020. Partners for this camp[include Nunavut Arctic College, Makigiaqta Corporation, the Kitikmeot Inuit Association and Polar Knowledge Canada.

The department is hoping to develop more work experience and career planning activities and opportunities for students like these to ensure that they can find employment that is fulfilling and meaningful.

The third recommendation we would like to note, Mr. Chairman, is found in paragraph 32, stating that the department "...should take steps to improve the quality of attendance data." Since the report's release there are two actions the department has taken to address this recommendation.

The first action took place over the summer of 2019, where the Department of Education Information Technology division added two

JC ᠘᠋᠉ᡃᠣ᠘ᡃᠵ᠋ᢛ᠘᠅᠋ᡢ᠋᠉᠋᠆᠃᠉᠋᠉᠆᠃᠉᠆᠉᠉᠂ ᠘ᠴᡄᡣᢣᡃᡃᡥᠣ᠊ᠣ᠂ᡩᡃ᠋ᡠᡃ᠋ᡥᠣᡰᡆ᠋᠋ᠣ᠆᠋ᠴ᠋᠋᠋᠋᠖᠘ᠳ᠑ᡏ᠋᠋᠋᠋ ℍⅆ℄⅃ℂℙⅆ⅌Ր℉ℊ՟⅃ℳ

᠆᠋᠕ᢞ᠋᠋ᡖ᠆ᢑ᠘᠘᠘ᠫᠴ ᢣ᠋ᢛᡃᡠ᠘᠕ᡃᢐ᠘ᡆᢐ ᠘᠋᠋᠋ᢣᠵᢛ᠘᠆ᡎ᠕᠆᠃᠕᠆᠃᠕᠆᠃᠕᠆᠃᠕᠆᠃᠕᠆᠃ ᠈ᡃ᠋ᡃᠣᢄᢣ᠋᠂ᠳᠮᡅ᠂ᡣ᠘᠘᠘᠘᠘ Ldo%62فه ف۲۵۲۵۵۲ <u>ረርርጋአነልውም, LPቦላኈር dd>ሲኣዮ, Δ_Δ</u> >PP>%C%DF %DP>L>CΔ

᠘᠆᠆ᠳ᠕᠉ᠫᡄ᠋᠋᠕ᡔᡌᢦ᠖᠘᠘ᢞ ᠘᠋᠋᠋᠉ᡃᠣ᠘ᢣᡅᢂ᠋᠖᠋᠈ᡔ᠋᠕ᢕᢄ᠋᠕᠘ Δͽϧσͽγουυσειάς ᠕᠆᠆ᠳᡆ᠋ᢛ᠋ᠠᡄ᠘᠄ᢣᠣ᠋ ᡆᠳᢞ᠋ᡣᢀ᠋ᠣᢛᡃ᠋ᠺ᠖ᡃ᠖ᡄ᠋ᢓ᠆ᡆ᠋ᡄ᠋᠖᠋ᡔᢣᢂ᠘᠘

Δ⁶γ«νĊ⁶, 32-Γ ሲ\ν∩ς⁶ ኦኄ⁶⁶γL⊀⁶ ᠘ᠸ᠋ᡨᠣᡏ᠉᠋᠋ᡔᡄᡅᢣᡃ᠋ᡆ᠂ᢂ᠋ᢣᠵ᠅᠆ᢕᡗ᠕᠆ᡎ ᡣᡣ᠋᠋ᡪ᠋ᡝᠣ᠋ᡄ᠋᠋ᡃ᠋ᢛᡄ᠋᠅ᢕᢩ᠂ᠣ᠉᠋ᠵ᠋᠋ ᠘᠋ᡄᢩ᠂ᠳᡐ᠋᠉ᡤ᠂᠘ᢣ᠋᠉᠊᠘᠋᠉᠆᠘᠆᠋᠉᠆᠆᠆᠆ $\Lambda \$ Ċ[、]~⅃℠Ⴑ、ィ⅋՟℺℠ 2019-⅌⅃Ո՟_J ᠘᠆°ᠣᡏᡃ᠋᠑᠆ᡣᢣᡃᡏ᠋᠘᠆᠆᠕᠆᠉᠆᠖ ᠘ᡄ᠋᠘ᢣ᠋ᢤ᠘᠄ᡷᢩ᠂᠊ᠣ᠋ᡃ᠕ᢛ᠋ᡃᠥ᠘ᡷᢛᢕᢉᠺ᠖᠂᠋᠆᠆ ᠘᠆᠋ᠳᠣᡏᢛ᠋ᢕᡄ᠉᠋᠆᠘ᢣᢣ᠘ᢣᢋᡣᡄᡅᡆᡆ᠉ᡃᢆᠫ᠆ᠳ ⊲C>√™ ነbら>C>√™ ib مدلت محرج טנסגע ᠘᠋᠋᠋᠋ᡰᢣᢛ᠘᠋᠋᠘᠘ᢋᢛ᠘ᡓᢘᢕ

ᡏ᠋᠘ᠵ᠋ᡬ᠋ᢆ᠕ᢛᠹᡆᢣᢛ᠋ᢕᡄᢩᡏᠧᢕᡐ 2019-ᲐᲘ՟_Ა ᲐᲮᲐᲑഺ๛ᲐᲑᲫ σϷልϲϷ·ΓϞΔ· Ϲ·ʹͺϧσ· ΔϲʹϒϷႶ·ϒϷϞσ·

| new staff members to the Student Ifo System | Ċ ^ϧ ϤϤ ᠈ϧϤϒϧϧϥϲ ϹͼͲϳϞ _ϒ Ϙϲ |
|--|--|
| Team operations. One staff member is an | ᠘᠆᠋᠋᠋ᢣ᠈ᢣᡣ᠋ᢉᢣ᠌ᢂ᠋᠆ᠴᢁ᠋ᢆᡆᢄ |
| experienced database expert, while the other | ᠘ᡄ᠋ᠳᠣᡏ᠋ᠴᡣ᠋᠌᠈᠋᠘᠋᠋᠋᠋ᢑ᠋᠘ᢑ᠋ᢐ᠘ᢣᢛ᠋ᡤᢆᡄ᠘ᡄᡃ᠋᠕ᢂ᠋ |
| is providing much needed organization | ᡧ᠋ᢉ᠊ᢣᡃ᠋ᡃᢥ᠋᠊᠘᠊᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| support to the team. | ᠘᠋ᡄᡃ᠋᠘᠋᠋᠋ᡗ᠆ᠴ᠄ᡃᠣ᠋᠋᠋ᠲ᠋ᢣᢦᡃᡆ᠋ᡗ |
| * * | |

The second action involves improving training to staff at all levels. In July 2019, the Information Technology division purchased an online video training subscription software called GoToTraining. This software allows the Student Info System Team to provide directed, specific and targeted video training sessions for staff, such as principals, vice-principals, secretaries and teachers, in short online sessions. These sessions can be 10 to 15 minutes in length and can also be recorded and hosted online so they cvan be viewed anytime by staff.

Since this software was acquired, the Student Information System Team have been able to host several training sessions – both scheduled and on-demand - to school staff when time has been made available. The software is easy to use and training sessions can be quickly started and delivered by the Student Information System Team to school staff so they can gain a better visual sense of the tasks being presented.

The Student Information System Team will be offering these training sessions with the GoToTraining software between now and the Christmas break, addressing key issues such as reviewing the administrative side of attendance tasks and requirement to ensure overall school attendance tasks and requirements to ensure overall school attendance data accuracy, reviewing how classroom attendance is done, and focusing on how teachers can ensure attendance data is recorded accurately.

The Student Information System Team is confident that with the increased staff, the Δ ር ° σ \triangleleft % በC > b Δ ° α 'b C ? ° α \triangleleft \flat > 5. 10 ▷°<</p>
>°
'<</p>
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'
'</ Cd৮▷ʰbʰʊˤbˤCʔʰལʕদˤ∿UC.

Ċ°௳᠂ᡃᡃ᠋ᠳ᠋ᠺᢂᡔ᠋ᡃ᠅ᢕ᠋᠉ᢕ᠘᠉᠘᠘ ᠘ᡄᢩ᠂ᠣ᠋᠋ᡏᢛ᠋ᢕᢑ᠋᠘᠆᠆᠘᠆᠉᠆᠃ ᠕ᡄᡃ᠘᠋᠋᠋ᡪᡝ᠋᠕ᡗᢣᡅᢀ᠆ᡥ᠋᠋᠃᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ⁶6552546 বেদ্য C°&CDUL ᠘᠆᠆᠋ᠣᡏᡑᠫᡝ᠋ᡰᢄ᠆᠋ᡅ᠖᠆ᡁ᠘᠆ᢣᢐᡌ ᠋ᠫᢣ᠌᠌ᢂ᠘᠈ᢣ᠘ᡔᠴᢕᢄ <u>ለሩኪፈነትነው፤ የሰር. Երգጋርኮው የ</u>ይረንሥል። ᠘᠆᠋ᠳᠣ᠋ᠺᡊ᠋᠋᠂᠋ᢑᡄ ᠵ᠋ᢉ᠋᠋᠖᠆᠃᠘᠆᠘᠆᠘᠆᠘ CΔĹ^Ϸ ΛΛ^{¹⁶}C⁴¹⁶C⁴¹ ᠈ᡃᠣ᠌᠌ᢣ᠘᠈ᢣ᠘᠕ᢕ᠘᠕ᡩ᠘᠕᠘᠕᠘ فـ246،00،200،200،200،

ᡤ᠖᠆᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ٩٢/^ن٥، ٩٢/ ٩٢/ ٩٢/ ٩٢/ ٩٢/ ٩٢/ ٩٢/ ር᠘ᡃ᠔ᡏ᠘ᠴ᠂ᠴᡆᢀ᠂᠋᠕ᠺᠫᢛ᠘᠋ᠸ᠆ᢧ ᠘᠆᠋ᡨᢦᢂ᠋᠆ᠴ᠘ᡩᡆ᠋᠆᠘᠆᠆᠘ <u>᠊</u>ᡬᡃᢛ᠙ᡣᡅ᠘᠘ᡄ᠉ᠫᡄ᠋᠕᠉᠋᠊ᡨᠣ᠘᠘᠘ ᠘ᡃ᠋ᡰᠵᢛᡃᡗ᠋᠕ᢣ᠋ᠴᢛ᠘ᡄᢩ᠂ᠳᢙᢛ᠒ᠳ ᠫᢣ᠌᠌᠌ᢂ᠘᠋ᢣᢣᢕᡄ᠋ᡅ᠋ᠣ᠋ᠮ᠋ ᠕᠌ᢂᢞᡩ᠊ᡄᡅ᠌᠍ᡏᢛᢗᡐᠴ᠒ ᠋᠄ᡃ᠋᠔᠋᠆᠋ᢣᢄᡩ᠘᠆ᡁ᠘᠆ᡁ᠘᠆ᡁ᠘᠆ᡁ᠘᠘᠘

ᡐᡃ᠘ ᡥᡃᢧᡃ᠊ᡄᡃ᠋ᢛ᠊ᡬ᠋ᠮ᠘ᡄᢩ᠂ᠳᡐ᠉Ͻᡄᡅᢣᡃ᠋᠍ᢦ ۹^ـ۲ Δ^ωδαΔ^ϳ^ωΩ^cΩυ^λα⁶σ^ω. «Γλ^β^cα²σ^ω ᠘᠆ᢣ᠘ᢣᡬ᠋᠋᠕᠄ᢑ᠕᠖ᠴᡆᢁ᠂᠄᠋᠖ᠵ᠘ᢣ᠋᠘ᡄ ᡬᢛᡆᡆ 38-39-Γ. ∆⊂°σ⊲∿ጋ⊂∿ሥď

| new video training software and assistance |
|--|
| provided by other divisions, such as the |
| Regional School Operations, a better |
| foundation is being laid to provide staff with |
| support and training in the Student |
| Information System, all with the goal of |
| improving the quality of attendance data |
| from Nunavut's schools. |
| |

Mr. Chairman, the final actions of the Department of Education we highlight are in regard to educator retention and recruitment. It is well known that Nunavut needs to recruit a significant number of educators. To slow this annual need to recruit educators, the Office of the Auditor General recommends, in paragraphs 38 and 39 of the report, that the department should:

- Develop and carry out a strategy to recruit and retain staff in schools and throughout the department;
- Periodically assess the effectiveness of its strategy and take corrective actions as required; and finally
- Develop specific actions to encourage students to enrol in post-secondary education programs that would lead to positions in the department.

Over the past year the department has been developing a 10-year educator retention and recruitment strategy. We will be collaborating with stakeholders, including Nunavut Tunngavik Incorporated, Coalition of Nunavut District Education Authorities, Nunavut Teachers Association, and the Commission scolaire francophone du Nunavut, to develop this comprehensive

strategy to address the growing educator vacancies in the territory.

The initial intent of the department is for the strategy to take a three-pronged, integrated approach with each item developed at the same time. This means actions from all three approaches will occur simultaneously rather than deploying one approach at a time.

One of the three approaches focuses on the short-term needs of the department to recruit and retain educators, ensuring schools are fully staffed. The second approach focuses on the long-term goal of the sustainable development of Inuit and Inuktut-speaking educators. Finally, the third approach will be developing sustainable retention tactics to keep Nunavut educators in teaching roles, significantly reducing the number of annual departures and the need to recruit a high number of educators.

Mr. Chairman, while this 10-year educator retention and recruitment strategic plan is being developed, the Department of Education has been taking steps to improve the actions it takes to retain and recruit educators. To retain educators and build capacity from within, the department has been building on the work developed in our Inuit Employment Plan.

The department has been promoting existing Government of Nunavut-wide training and mentorship programs, such as the Sivuliqtiksat program. This program is designed to increase Nunavut Inuit representation in management-level positions by providing an on-the-job internship. The department currently has an Inuit staff member interning as a superintendent of schools. This internship means the department now has for the first time an Inuk superintendent of schools in each of the three regional school operations. ϤʹͼϷϲϹϷϟͰͺϷͼͽͺΔͻΔͼ
ΡυϽͽϲϷσͼϧϷͼͿϫϫϫϫϫ
Αͼνομανομα
Αντισματικο διαμο διομο διαμο διαμο

CAL Δ[®]baΔ^j bNLⁱdof[®] CdⁱDNCÞσ[®][°] ΔcPcP[®]^s CL[®]a Δc⁵Δ2Pσ[®] Δ[®]baΔ^jσ[®] ^{j[®]}ada The department has also been taking action to retain educators by listening and acting on their requests for more training and resources. Through the various conferences and during the annual professional development week, educators have been receiving timely and current training in best practices. For example, this school year all principals, *Ilinniarvimmi Inuusilirijiit*, student support teachers, and student support assistants will be receiving training based on the safe and caring schools initiative, which will enhance the safety and well-being of students, staff, and community members.

The department also has continued with its efforts to develop Inuktut resources for our educators by producing over 650 Inuktut and 250 Inuinnaqtun books as well as creating two new language applications, one for vocabulary and one for writing Inuktut syllabics.

Finally, the department this year has more educators in indeterminate positions as opposed to term positions, providing greater job stability and the potential for higher retention.

As for the department's efforts to recruit educators, there have been many improvements this past year, which has ensured that all Nunavut schools opened on time. For example, the department has expanded its efforts to recruit educators online by enabling potential candidates to apply for available positions through two educator-based job [portals], ApplicationtoEducation.com and EducationCanada.com. Both of these websites are also linked to the Department of Education's website.

The department attended several career fairs and northern trade shows to promote the

Δ¹/₂¹/2

Λϲኪ«ል<> b
b
Δς\Δσ
Δς\Δσ
CLbd
b
5
δ
5
δ
5
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
<

| [and] May 2017 department starr visited | |
|--|---|
| university campus job fairs at 37 post- | ᠕᠆᠋ᡣᠣᡅᡄᢂ᠋᠋᠉᠋ᢗᡃ᠋ᡅᢄᡔᢑ᠘ᡔ |
| secondary institutions across Canada. In | ᡖᡣ᠘ᢣᡪ᠋ᡄ᠋᠉᠋᠆ᠮ᠂᠋ᡔᢟᠾᡔᡃᢈᢗᡣ᠌ᢂᡔ᠋᠋ᠮᢄ |
| April and May these staff members were | ᠫ᠋᠋᠋᠋᠆᠋᠘ᡩ᠆᠕᠉ᠳ᠘᠘ᡔᢑ |
| joined by a member of the coalition of | ⊳ۥە⊳كىكى ە∪لىدد. بىلەھرلە، بىلمەت ە |
| district education authorities at job fairs in | ᠂ᢅdᢣ᠋ᠳ᠋ᡄᡤᢆᢐᠫ᠋᠋᠋ᠮ |
| Toronto and at Memorial University in St. | |
| • | Δﻪ/≪ϷϹና Ϸ: L'ϥ. ϷናϧϷΗΔͽΗϤͽϧϹϷϚʹϹ |
| John's, Newfoundland. | |
| | |
| Staff from the Department of Education and | |
| the Department of Human Resources also | |
| attended trade shows and career fairs in | $H\Delta c^{b}$)% Hd^{s} acabed. Γ^{b} C /au%, |
| Clyde River and Iqaluit in March 2019. They | ∧Ր⊲₽°血 ^ւ ⁰ℍ∆୭Ոና Ű血. |
| also attended the Nunavut Trade Show here | |
| in Iqaluit earlier this month. | /ልႱኈ : 'd۶⁰Ⴍ广ʰ, ∆ና⁄᠙ϷĊ᠅, Ხ∩Lኦናᡄᡝ᠊ <i>_</i> . |
| | ჼᲮϷᢣ᠋ᡪ᠋ᡃ᠋ᡖᡄᡄ᠋ᢞᠧᢨᠣᢛ᠂᠐᠊᠙᠋᠋᠘ᢛᡆ |
| Mr. Chairman, in an effort to promote | ᡏᢄ᠆ᡆ᠘ᡒᡁ᠖᠕᠘ᢑᡆᠧ |
| professions in education to students in grades | ᢆ᠋᠌ᡰᡄᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | |
| 10 to 12, the department sent information | ᠆ᡣ᠘᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| packages about the Nunavut Teacher | ዾኄዾዾጘ፼ዺ፧ጋር ዾፚ፟፟፟ዾዀዾጚዾዾኯ |
| Education Program to every Nunavut high | ለካታላഛ በበናነልላው ነውኦትነውበተፈሌኦ |
| school in May 2019. These packages | لمەدך ⊳حەڧ ∿لەد ∆لە⊀∞ىكەح⊸ ‹طە∩خحە |
| included a video and a pamphlet. In | ᠘᠆᠆ᠳᡏ᠋᠖᠆᠘᠋᠂᠘᠆ᠳᠴ᠘᠆᠆᠆᠘ |
| collaboration with Nunavut Arctic College, | |
| plans are underway to produce a new | <ዾጔጘ ሖልႱዾኆኈႱ ዻኈቦኆኈ፞፞ጜዀጏዀጔዾዾዾГ |
| promotional video, refresh the information | ረርጋ\ናልዛር C [®] ዊታናbበቦታና ሲለይ j ^e ', |
| package, and provide them to schools again | ጋ°ጦርና, Δ°bo Δ۶°ΓίδίΓίδις |
| during the 2019-2020 school year. | JisbCÞσ⊲%JF° d°Jr.d ł∧sł, |
| 8 | |
| The department continued its "Teach in | |
| Nunavut" online advertisement campaign, | ϽϞʹϧϹ⊳ϹϝʹϽϢ |
| focusing many of these online ads in Ontario | |
| č | ΔϹʹϞͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺ |
| and Saskatchewan this spring where there | ᠵᡃ᠋᠄ᢅ᠆ᢣ᠋᠕ᡃᡟ᠙᠋᠈ᢄ᠘ᢣᡐ᠋ᡗ᠂᠘᠋ᠴᢓ᠆᠘ |
| was a significant number of educator | ᡖᡣ᠘ᡷ᠋᠅ᡥᠴ᠋᠋ᠴ᠆ᡏᠳᡃᢗ᠘ᡃ᠕ᢉᢣ᠋ᡃᢐ᠉ᠫ᠉ |
| positions cut. Also, because of these cuts to | ወএዎዛር ረርንነነልዛር, |
| education in these provinces, the | |
| Communications Division directly contacted | ᠴᡆ᠌᠌ᢁᢣ᠋ᡏ᠂ᢣᡄᡗ᠋᠋ᡪ᠋ᡝᢐ᠋᠋᠋᠋᠈᠋᠋᠄ᢑ᠙ᡃᢆᢣᢐ᠋᠋᠘ᡅ᠌᠌ᢂᡷ |
| 220 educators in these provinces via Twitter, | ᠴᡆ᠌᠀ᡃ᠋ᡏ. ᠴᡆ᠀ᡃ᠋ᠮ ᡣᡟᡆ᠋᠋ᠬ᠅ᢗ᠌᠌ᠵ᠘ᢣᠫᡃᠴᠦ |
| encouraging them to apply to teach in | ᠘ᡄᡃ᠋ᠬᢣᢂ᠋ᢣ᠘ᡃ᠋ᠫᡃᠴᠣᠴ᠂᠘ᡄᡗ᠋ᢣ᠋᠋᠋᠖ᡷᡧᡏ᠋ᡃᠣᠮ᠋ᡗ |
| Nunavut. | ᡏ᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᡏᡃ᠕᠆᠋ᡅ᠋᠕᠆᠋᠘᠆ᡘ᠆᠘᠆ᠺ᠆ᡁ᠘᠆ᡁ |
| Mr. Chairman, these actions the Department | ᠘᠋᠋᠄ᡃ᠘᠋ᠴ᠘᠋᠋ᡃᠣ᠆ᠥ |
| of Education has taken since the release of | 22-σ⁵ גערי, גערי, געבי ביערי, 22-σ⁵ געריק געריק געבי ביעריק געריק גערי |
| the OAG's report are only a sampling of the | |
| | |
| work that is happening to ensure that | ᠘᠆ᠳᠣᡏ᠖᠒ᢗᢂᢞᡆ᠋᠋᠋ᢛᢄ᠋᠆᠘ᠺ᠋ᠴ ᠘᠆ᡨᠣᡏ᠖᠒ᢗᢂᢞᡆ᠋᠋ᢛᠫᠴᡄ᠂᠘ᡄᡗ᠋ᢣᡝ᠖ᡨᠦ. |
| | |

᠘ᠸᢩ᠂ᠳ᠋ᡏ᠉᠑ᡄᡅᢣᡃᡆ᠋ᡗ᠂᠋᠔ᡃᠧ᠀ᡃ

ᢗᡃ᠋᠘ᢞᢦ᠘ᢣᢛᢣ᠌᠌ᢂ᠆ᠳ᠘ᡩ᠕᠅ᢕ᠈᠊ᠣ

teaching profession. Between January 2018

[and] May 2019 department staff visited

Nunavut's high school students and adult learners are able to receive the education and training needed to pursue post-secondary education and find meaningful employment. Nunavummiut deserve the ability to attain the careers they wish. It is the department's job, in collaboration with its Government of Nunavut colleagues and other stakeholders, to make sure this continues to happen.

Again, the Department of Education thanks the Office of the Auditor General for their work in developing this report and the standing committee's invitation to speak and respond accordingly. We welcome questions and comments from committee members. *Qujannamiik, Koana*, thank you, *merci*.

Chairman (interpretation): Thank you. Members will have a lot of questions. According to the agenda, Nunavut Arctic College, Mr. Suvega, you can start right now.

Mr. Suvega (interpretation): Thank you, Mr. Chairman and Members of the Committee of **Government Operations and Public** Accounts. It is our pleasure to be here to discuss the Nunavut Arctic College responses to the Office of the Auditor General of Canada's Report on Support for High School students and Adult Learners. My name is Pauloosie Suvega, and I am the President of Nunavut Arctic College. Here with me is Rebecca Mearns, Vice President of Nunavut Arctic College. I also want to acknowledge two people that we have the privilege of working with. The Chairperson of the Nunavut Arctic College Board of Governors, Sue Ball, and the Minister responsible for the Nunavut Arctic College, the Hon. Patterk Netser.

Nunavut Arctic College has a significant presence in our territory. As Nunavut's only designated and accredited post-secondary institution, we offer many learning Δα≫·Γ ϟϲ·ϽϞʹϐϷ Λϲͺ·ͽϽ·ͽ;ͳϫͼ Ϳ≪Ϳͺ·Ϛϫ ΔϚ·ͼϭʹͼϲͺϫϷϭ· ΔϿϲͺϫϷϭ·Ͽ. ΔϚ·ͼϭʹͼϲͺϫϷϭ· ΔϿϲͺϫϷϭ·Ͽ. ϤϹϷ·ϟ·ϭ· Λϲͺ·ͽϽͼϷϲͼ·ϟͿϫ ΛϷ;ϟϚϷϽʹ·Γ·Ͽ Δϲ·ͼϭϤͼϽϲϳ Δϲ·ͼϭϨͿͿ;ͽʹΓ·ͼϧ ΛϤͼϧϟϞͼ;ϭϳ·ϿΓ ΔϲϷʹϿϽϚϿ ϿαϿͼ Λ≪ϲϤϭͺϧϧϧ

ϤϲϤϫΔͿͰʹ>Ϳ· ϽϞͽႶ·ႶϞʹϫϚ·Ϲ ϧႶͰϒ;ϳϭ ;ͺͼ·ϽϞʹϐϷ ΔʹͽϧϫΔ;ͽͶϹʹͽϾϲͽϟϹϲ·ΓϹϾϷͽ ϽϞϷϹϞϲϲϭ·ϳʹ·ႱϞϭͽ ΛϟΓϞϷͶϭ·ϫ ΔϲʹͼϭϤͽͶϹϚϟϤͽϽϲϲϭ·ʹͿʹͻ ϞϫϷϹʹͽϟϹϲϲʹͻϹ. ϽϞႱϾϞϲϲϭ·ͿϚ ϤϷϲ·ͶϟʹͽϲʹͽϹϿ ϤͰϹͻ Δϲʹ·ϭϤͽͶϟϲϫͼϿϽͼʹϧϫϳϧϲϲͼ;Ϲ;ϤϾ. opportunities through our seven program streams. Along with our three campuses in Cambridge Bay, Rankin Inlet, and Iqaluit, we have 22 community learning centres across the territory. These learning centers and campuses represent our reach into the communities, and our invitation to individuals to become learners with us.

I am proud to state that Nunavut Arctic College continues to reach beyond Nunavut, extending our hand to develop partnerships with different institutions. Most recently the college entered a partnership with Memorial University in Newfoundland and Labrador. This partnership will enhance the college's development in terms of administration, northern research opportunities, and program expansion. This is in addition to the partnerships we continue to have with other institutions, including the University of Saskatchewan and Dalhousie University.

Nunavut Arctic College is also committed to working with our Government of Nunavut partners, especially the departments of Education and Family Services. Together we are able to provide the necessary programs and services for all learners, both young and mature, in achieving their academic objectives and participating in the territory's growing economy.

As identified in the report, the college understands its role in ensuring that learners are aware of the many courses and programs available to them, as well as requirements for admission. I am pleased to be able to inform the Committee that the college has recruited staff in our Communications, Marketing and Recruitment Division. We now have a communications manager, a promotional material specialist, and a recruitment specialist. The main goal of this division is to utilize marketing campaigns and recruitment outreach activities to increase awareness and Δυθνλεφτικά Αυλαίστος Αυλαίτος Αυλαίτος Αναγγίας Αναγγία

רביטליטרש אאלטישאיטי ᡏ᠋ᠫᢛᢗᢂᢞᡆᢩ᠂ᡆ᠋ᢞᡗᡱᠣᢘ᠘ᠹᢋᢛ᠋ᢓ᠕ᡆᢏᢕᢛᠥᡃᠴ ᠕ᠳᡅ᠋ᡗᠴᡄ᠘ᠸ᠆ᠣᡏ᠋᠋᠖ᡣ᠘ᡄ᠋᠈᠆᠕᠘ ᠂ᡃᠣ᠘᠆ᢕ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ᠵᡶᠫ᠘ᡄᠴ᠂ᢣᡐ᠋ᡐᡗᡐᢑ᠖CLϽ᠘ᠣ לאיטחליטחיטיבר. ליש אבי⊃אימס< ᠋᠋ᡃ᠋᠋᠋ᡃᢑ᠘ᡄᢑᡆᠫ᠘ᠣᡄ᠊᠗ᠴᢄᢂ᠋ ᢄᡃ᠋᠔᠆ᡩ᠕᠘᠘᠘ᡩ᠕᠘᠘᠕᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ᠕᠊᠋᠊᠘᠘ᢣ᠋᠋᠈ᢉ᠊ᠳᢧ᠘ᡄ᠋᠋᠉ᢕᢩᠣ ᠂᠋᠋ᡗᠣ᠋᠋᠋᠋ᡏᡄ᠋᠆ᠴ᠘᠆ᡱᡆ᠘ᡔ᠋ᡱᠣ᠋ᢓ ᠌ᠫᡃᠠᡗᠺᢂ᠋ᡥᢉᢪᠣᡸᠴ᠂ᠴᡆ᠋᠋᠈᠘ᡆ ᠴ᠋᠋Ċᢟᡃ᠋᠋ᡰᢛ᠋ᠺᡊᠠ᠈ᢆᠳ᠋ᠴ᠖ᡔ᠋ᠴ᠘ᡃ᠋ᢣᠴᠣᡃ <u>ዾዸዻ፨ዸልዹበጏዸ ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ይኯ፟ኇኯ፟፟</u> ₽∆Ѧ҅∩ჂჼჂ ∆₽⊲Ⴊ₽&⊲∩Ⴐ Ċ°๔ ᢣᡆᢣᢂ᠋ᢟᡄ᠆᠋᠕᠋᠋᠅ᢕᠲ᠋ᠴ᠋᠄᠘

Ϸᡃ᠕᠌ᡒ᠋ᢣᡃᠫ᠍᠍ᢣ ᡬᡃᢐᡆ᠕ᡔᡅ᠋ᡐ ᠕ᡃᡔᡅ᠊᠋ᡐᢪᡄ᠋ᠬᠻ᠋ᠬᠦᡆ᠋᠋᠋ᡝ᠋᠋᠋ᢐᢞ᠋ᢩᡥ᠋ᠥ ᠕ᡄᡅᢞ᠊ᡅ᠋᠋ᡝᠦ᠋ᡥᠦ᠉᠋᠋᠋᠋᠋᠆ᢣ᠋᠋᠋᠋ᢆᢞᢗ᠌᠌᠌᠌ᠺ᠋ᠬ᠌ᢍ understanding of available programs support, as well as increase levels of enrolment throughout the territory. This team will work closely with the community learning centres, campuses, faculty, frontline staff, and interested stakeholders to help increase our reach to Nunavummiut across the territory.

In speaking to the second recommendation for the college, which focuses on access and support for adult learners, again, we agree with the auditor's recommendation and we continue to make strides in this area on different fronts. For example, our college and distance learning program continues to engage Nunavummiut in conversations about learner needs in their community. They have streamlined the process for community feedback on program requests through their community needs assessment.

The college continues to update its website with up-to-date information and material and are working to have information also available in Inuktut and French on the website. We are also working to improve our Student Information System (SIS). The college has recently hired an IT strategic advisor and systems analyst to help lead the finalization of the SIS project as well as manage a digitization and reporting project. We believe this work will vastly improve our ability in sharing relevant data to stakeholders, thereby allowing for informed decisions to be made on the strategic direction in academic upgrading, adult literacy, and long-term program planning.

In closing, I would like to stress that Nunavut Arctic College is well aware it has an important role to play in preparing Nunavummiut for careers in the territory's economy. Our goal is to continue to strive for excellence in supporting learners to become engaged citizens, living in healthy communities with strong economies that they ჼdታ°ዉ፫፟ዀ<ዎና በበናჼልላ ჼbϷኦኣዀበ፟፟፟፟፞፞፞ኯኯ bዉር୮ Δዀ፟፟፟፟፟፟፟፟፟፟፟፟ይዺ፟፝፝፝፝፝፝ኯዀዀዀ ዾ፞፟ኇዀ፟፟፟፝፝፟፝፝፝፝፟፝፝፟፝፟፟፟፟፟፟፟ ዾኇዀ፞፞፝፝፟፝፝፝፝፝፝፝፝፟፝፝፟፝፝፝፟፝፝፝ የዾጚLና፞፞፞፞ዻጏፚ°፞፞፞፞ዾዀ、፞፞፞፞፞፞፞፞፞፞፞፞ኇዺ፫፟፟፟፟፟፟, ፚ፟ኯ፞፞፞፞፞፞፞፞፞፞፞፞ዾዽ፟ዀ

Δ•/ペÞርጭ: የሪት°ዺቮኑ, L'ዉ. bበLነላበካዘላዎና Lඌሩንቦና, Δወሮሲትያሪና ላልኦጋ፣ካዘልLσዮቦና. ለቦላዖ°ዉ፣ካዘልዎ፣ኑ L፞°ዉ Γነ ዉልJ.

ΦΔJ: L'α, Δ^ϧイペϷĊ^ͼ. ΔϘʹ^ͼ αΔJ[•]ህ⊀[•]υ. (ϽϞλΠϳϲ⁻⁶Ͻ⁶) Δϼϲͺͺλ^ϧϐ^c ϔ C[«]Ϙϭ⁻⁶DΓ⁻⁶ Δϼϲͺλ^ϧϐ^c ϽΡ⅃Ϥ^cΠ^cΠ^λ^{*}υ, ΔϷͺͺ⊲ϥ ΗΔL[°] >ἐ⁻⁶δ⁴Γⁱ^cϽ⁶.

(ϽʹϞϒϹͿϳϘͼʹͼ·Ͻʹͽ) ʹͼͿϒͽϥϮͼ, ϧϹͿϹͶϚͶ; ΔϲϹϒϷϘʹ·ͻͺϷϹʹͼϘͼʹϽϭͼͺϧϹͿϒϷ;ͼϲͼ ͶϲͺͺϭͿ·;ͿϒͺϫϲʹϿϫ ϤϷϲϭϲͺϘͼϹʹͼϹͼͺϷͼͿϽϪͼϲʹͽϲʹͻ ϷͻϷ;ϧ;ͽϗϲϧϫϲͼͼ ΔϿϲϲϫϧϐͼϭͺͺ;ͼϷ;ͼͿϲϿϲϛ ϷʹϿϹ.

(ጋኣ፞ኦበЈ፞፝፝፝፦ዀጋኈ) ነ፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፞፞፝፝ ነୈଧନ୍ୟ ଦେଇ ዾ፟ዀዾኯዹጚ፟፝፞ዾኯ ዾዾጚዀ፝፝፝፝ዾፚዹዀኇ ዾኇኇዻኈበኄጏዮ ለ፝፝፝፝፝፝፝፝ዾጚኈ፞፞ጜዻኈበኄጏዮ፟ጏ

| help to build. We are continuously | ⅆ୳Lℶ ₽Ďᡟ┽Ⴖ୭Ⴝ ႠႱႱჾჄႱ┽ჾჄĎჼჼႶႦ< |
|---|--|
| examining our programs and services to | በበናነልኈሆ-ጔና ለኦረበረና Δ৮ረኈረΔσኈ |
| ensure that they are meeting the needs of our | ᠘᠆᠋ᠳᡆ᠋ᡝ᠗ᡏ᠋ᠴ᠋ᡰᠮ᠘᠆ᡨᡆᠬᡃ᠋᠈ᠣ᠘ᠳᡅᠴ |
| clients. | $\Delta C^{\circ} \sigma < \delta L$ |
| chefts. | |
| | |
| We thank the Office of the Auditor General | ᠘ᠴᡄ᠋ᠬᢣᡃᡆ᠋ᡝ᠂᠋᠋᠆ᡧ᠃᠋᠉ᢣ᠘ᠺ᠕ᡧ᠉ᡔ᠘᠋᠘ᢋ |
| of Canada and their team for their work on | ΔϲϞჼስσჼ |
| this report. I welcome any questions that | ᠫ᠋᠋᠋᠋᠋ᡃ᠋᠋᠋᠋ᢆᠫ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Members may have. Thank you, Mr. | ᠈ᢞᠳᡃᢣ᠋ᠴ᠋᠊᠈᠆ᢣ᠘ᢣᢛᢗᠵ᠋ᠣ᠋᠊ᡆ᠋᠋᠘ |
| Chairman. | ᠕᠋᠋᠋ᢛ᠋ᡰᠣᠴ᠘ᡃᢛᢗ᠋᠅ᠫ᠋᠋ᠶ᠋ᡗ᠋᠉ᡣᡅ |
| Chairman. | |
| | ᡬᡆ᠋᠌Ďᡃᡔᢛᢕ᠋᠋᠘᠋᠘ᡩ᠖ᡃ᠋ᢗ᠅ᢕᢟᡄ᠄ᡆ᠋ᢞ᠙ᢞᠦᢛᡃ᠋ᠵᠥ |
| Chairman (interpretation): Thank you. | |
| Following our agenda, the Department of | |
| Family Services can now begin. Ms. Niego. | ͺͺͺϫͽϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫ ͺ |
| | ᠙᠋ᢩᡄᢂ᠋ᢣ᠋᠋᠉᠋᠘ᢣ᠅᠘᠋ᢄ᠈᠋᠖᠘᠘᠘᠁᠘ |
| Ms. Niego (interpretation): Thank you, Mr. | ᠔ᠳ᠋᠋ᠺᡥᢗᢂᢣ᠋᠖᠕ᡔ᠋᠋᠘ᢣ᠅᠘᠕ᡔ᠋᠋᠘᠘ᢞᠬ᠉ᠫᡗ |
| | ᠕᠋ᠳ᠋ᢩᡆ᠋ᡗ᠊᠘᠆᠋ᠳᠣᡏᢠ᠋ᠫᠴ᠋ᡗ᠂᠋᠕᠋᠋ᢂᢣ᠋᠋᠋᠋ᢥᡀ |
| Chairman. I am Yvonne Niego. | |
| (interpretation ends) Here with me today are | ᠕ᠴᡄᠬᢣᡃᡆ᠋ᡗ᠋᠊ᢗ᠘᠘ᡃ᠋᠋᠋᠋᠋ᢆ᠆ᡁᡄ᠋ᢆ᠘᠋ |
| Family Services Director of Career | ᠈ᠳᠣ᠖᠆᠉᠆᠙᠆᠙᠆᠙᠆᠙᠆᠙ |
| Development Robert Clift as well as Family | <u>አት አት አ</u> |
| Services Executive Director Arieanna | |
| Herimensik in the gallery. | Δ ^e c ⁱ σ ^b CL ^b dσ [*] b Λλ ^c Πρησ ^b |
| | ᠕ᡅᢞᠬᡝ᠋᠋ᠴᡥ᠘᠋᠋᠘ᢣ᠋᠍ᢛᢗ᠌᠌᠌ᡔᢣᡅ᠍᠍᠆ᡷᡆᢉ |
| (interpretation) Thank you Mr. Chairmon | ∆۲۷ ۹۰۲⊃ ۵۰۲ |
| (interpretation) Thank you, Mr. Chairman | ᢄᡃᡆ᠘ᢨᡆᢩᢝᡥ᠋ᢁ᠋ᡦᢛᡃᡪᢂ᠋ᠣ᠋ᡏ᠋ᠺᡗ᠘ᡩᡆ |
| and Members of the Standing Committee on | ᢄ᠂ᡃ᠋ᠯ᠘ᢨᢩᡅ᠋᠋᠋ᠫ᠈᠋ᢥᡃᡁᡃ᠘᠋ᡗ᠘᠆ᡨᠣ᠊᠋ᡏ᠖ᡃᠵᠥ. |
| Oversight of Government Operations and | |
| Public Accounts, for inviting the Department | ᠕ᠴᡄᠬᢣᢦᡆ᠂ᡧᢣᡃᢣ᠒᠈ᡍ᠘ᢣ᠆ᡐ᠕᠆ᡐ᠕᠆ᡐ᠕ |
| of Family Services to appear before you | ᠘᠆᠋᠘᠂᠋ᠴᢄ᠋᠉᠆ᡩ᠉᠙᠘ᠴᢉ᠉᠂᠘ᡔ᠕᠆᠂᠆ |
| today. (interpretation ends) I am pleased to | 5 ⁶ ⁶ ⁵ ⁶ ⁻¹ ⁶ ⁻¹ |
| be here discuss the department's | |
| commitment to supporting Nunavummiut | |
| 11 0 | ᢀ᠋᠙᠆᠋᠋᠋᠋᠋᠋ᢛ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠘ᡃ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋ |
| obtain quality education and training and to | |
| discuss the department's response to the | CLbqd 400°05, CD4T4c bpq 600400 |
| Office of the Auditor General of Canada's | ᠔᠋᠋᠋ᡰᢣᢛᢗᢂᢞᡆᢩ᠂ᠳᡏ᠘᠅ᢆᠾᢄ᠘᠋ᠴ᠒ᡣᢛᡉ |
| report on support for high school students | ϽჼσჼჼⅆϹϷϧႢ⊲ϲϲͺϹℾℯϥ⊲ |
| and adult learners. | ላጋΔ°ዉዖኈበር⊳ነ୮ሩ ወግር ሆኑሳር |
| | ᠘᠙ᠫ᠋᠋᠉᠊᠘ᡣ᠋᠘᠆ᡨ᠋ᠴᠴᠴᠴᠴ ᠘᠙ᠫ᠋᠉᠊᠙᠕᠅᠘ᡣ᠋᠘᠆ᡩᠣ᠋ᠫ᠋᠋᠄᠕᠆᠆᠆ |
| The Department of Family Services is | |
| 1 V | |
| committed to helping students and adult | ∧፫∿Გ°Ნ ଐ∟⊃ ଐଶସିଟ୍ UU2፥୫୬୯° ଜ |
| learners achieve their goals and prepare them | ⊲L⊃ Þˤb⊂Ĺปˤʰ∩Jˤ. |
| for future employment opportunities. We do | |
| this by offering financial assistance to help | ᢗᡃ᠋᠘ᢞᢦ᠘ᡃ᠋ᢣᢛᡝᢂᡔ᠋᠈᠋ᢄ᠆ᡁ᠖᠆᠖᠘ᢄ᠘᠘ |
| offset the costs associated with pursuing | ᡏ᠋ᠫᡄᡝᡆᡃᡄ᠌᠋ᠵ᠘ᡧ᠂᠘ᠴᡄ᠋᠕ᢣᡃᡆᠲᠴᢉ᠂ᠺ᠋᠋ᡔᢐ |
| post-secondary education or training. | ᠄᠙ᡏ᠋᠄᠌ᡔᡆ᠋᠂ᠳ᠘ᡃ᠘᠋ᡬ᠘ᡃ᠘᠘ |
| post secondary education of training. | |
| | Δυ(11770°C) Δυ(11770°C) Δυ(11770°C) |
| | |

᠘᠆᠋ᠳᡆ᠌᠌᠌ᡔᡄᢄ᠆ᠴ

The Career Development Division within the department provides two different types of student funding: Financial Assistance for Nunavut Students, known as FANS, and Adult Learning and Training Supports, known as ALTS. The department is continuously looking for ways to ensure students and adult learners are accessing these services and receiving the assistance they require, and has made concerted efforts to improve upon the delivery and content of the financial aid programs and reduce the amount of personal financial burden that students incur.

The department has also made efforts to develop necessary guidelines and procedures to enable transparent and efficient collection of outstanding student loan debts. To ensure students are aware of the various programs that are offered, the eligibility requirements, and necessary documentation to submit, FANS information and application forms are available from the department's webpage, secondary schools, Nunavut Arctic College, career development officers, the FANS office in Arviat, and the *Nunavut Student Funding Handbook*.

The Auditor General's report provided one direct recommendation for the Department of Family Services, which was for the department to review the financial aid programs to ensure there are no unintended barriers to adult learners wishing to upgrade their education.

As stated in the report, the department agrees with this recommendation and is currently reviewing its financial aid programs. To date the department has prepared an analysis of the gaps in financial aid programs. From the administrative data review, the department has identified specific areas of concern and is currently reviewing options for addressing these issues.

C[®]& ÞʻbÞፖ^ֈኣጐ Δፖላ ለቦላ፝፝፝፝፝፝፝፝፝፝፝፝፝፝፞፞ላ፦ ጋር. bበLትና ፟፟፟፟፟፟፟፟፟፟ ነውጋΔ[®] ዉ[™] ላለ፟ውታትናውንም የቅንኪላ፦ኣዀ ነፅልላቦታላጐርና. (ጋኣትበJና) ነፅኦሮዊዎና ርዛሬ።ፖሬኆኮዮውስዛቢሲውና በበናነልላ ለሮሲፖሬታርጐቦ ወና. (ጋኣትቃፅኈቦናጋ።) L'ዉ՟ ጋላል, Δッፖዴኮር።.

(ϽϞϷϭϳͼʹϒ·Ͻͽ) Ϲ·ϭ ϤΛͽϲϨ϶ϲͽϲ;ϥϲͻϭͼ ϷϽϹ;ϲ. Ϲ; ϹϷϽͼͼϹ. (interpretation) The department is committed to strengthening our support for Nunavut students and adult learners and ensuring that a lack of finances does not pose a barrier to post-secondary education.

This concludes my opening comments. I would be pleased to answer questions that Members may have. (interpretation ends) Thank you also to the Office of the Auditor General for all of their work. (interpretation) Thank you very much, Mr. Chairman.

Chairman (interpretation): Thank you. Following in our agenda, as we're done with the opening comments, obviously my colleagues are eager to ask their questions and have many questions to ask. We will deal with the report in three parts. (interpretation ends) We have divided the report up into kind of three chunks for the purposes of our discussions today. The first section will be paragraphs 1 to 15 located on pages 1 to 4 of the report, and the other two sections are, the second section is based around the high school students and that goes from pages 5 to 15, and the third section is based around the adult learner topic, pages 15 to 25. (interpretation) You can now ask questions, Members. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. My question is regarding the Office of the Auditor General's review of Yukon's education system from kindergarten to grade 12. My question is: what did you find during that review and are the services better over there or can we learn something from it? Thank you, Mr. Chairman.

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

Mr. DeJong: Thank you, Mr. Chairman. I think I will divert this one to Mr. McKenzie.

በታኈ (ጋ፟ኣትበJና): Γ^ւር LP°ትJና.

ΔϧϞ≪ϷϹͽͱ: L'α. ΓνϽ LP°ϟ.

LP° (ϽϞϷϽͿϚ): ͽʹͿϫͽϫϹϷ, ΔͽϒϘϷϹʹͽ. ϷʹͽϷϷϷͿϫϳϫϷ ͶϽϚͽϫ ϚͽϷϽϚͿϫϿϫ ϹϤϫͽϒͿϫͼϫϷϿϲ ΔϲϐϭϤͽϿϲͺϭͼͳϷͺϟϳͽϭͳ. ϹͿϐϫ ϹϤͼͽϒͿϫͼϒϷͽϭͼ ϿϛͽͿϭͼͿϿϲϿͼ ϭ;ϷϿͼ ϒ϶ϷͽϲϿϲϧͼ Ϛ;ϤϤϲϷϲ Ϲ; Ϥͼϧϲ ϲ

۵۵[%]۵۰ مـعمـ۵۵۵[%]۵۰ ۲۵^۲۵۰ ۱۹۵۶ م ۱۹۵۶

Δ.ΔΔϚϧͼΓϧϚ ϞϐσΓ ΔϲͼσϤͼϽϲͺϳͼ ϽϞϨͶσͼ ϐͶͼϟΔϟͿϲϾϷͼͿϹ ΔϟϲͼʹϚͼϲϤσͺϧϷϟϭͽ, ϹΔͿͼϫϿ ϽϷϟϤϭͼϐͼϿͼ ΔϟϲͼϭͺϷϷϟͼ ΔͼϷϲͼ ϤϤ ΔͼϷϲϷͼͼϲϛͼͼϿͶϹ ϤͽϟϔͼͼϒͶϹͰͺͽϳͼϲ Ϸϟϭͼϫ ΔϟϲͼϟͼϐϲϾͼͼϹϿϤͼϭ ϹΔͿͼϫϷϲϷͼϟͿ;ͿϤ.

| Chairman (interpretation): Thank you. Mr. | |
|---|--|
| McKenzie. | |

Mr. McKenzie: Thank you, Mr. Chairman. Our office, as you had mentioned, did table an audit on education in the Yukon as well. The scope of the audit was different. It looked at specific issues; different issues that the audit team had identified.

One of the things that I would note was that one of the conclusions from the audit was that they were also struggling with respect to understanding the gaps, particularly between I would say, the gap or the difference between student outcomes between First Nations students and non-First Nations students. Some of our recommendations were very directed at the department to better understand what those root causes were and to put in efforts to close those gaps.

There is one thing that I would note that they were able to, and my understanding is the Department of Education in the Yukon has been collecting information on graduation rates, so they have an understanding of graduation rates between First Nations students and non-First Nations students. So that is a positive, but at the same time our office found that there had been little effort to understand what those root causes were, as I had mentioned earlier. One of our recommendations was that the department do more analysis and put in place actions to, on the one hand, understand why are those differences occurring and to take actions to close those gaps.

On the one hand, I think that the similarities would be that they are also facing challenges in terms of ensuring that all students, in this case, whether they were First Nations or non-First Nations, are succeeding at school and

ϽΡϟϷͺͰϧϚͺͺͺͺͺϫϿͺͿͺͺϤϞϷϔ·ͺͻͺϺͼͺϹΔͼϭϤ ΔϚ^ͼϭϤʹϷϹϷϧͺͺϤʹϷϹϲͺϚϽϚͺΔϲϫϔ· ϫͺϲ·ϚϨϹϷͺϞ·ͽͺͻϲʹϚʹϒͺͿͺͺΔϲϧʹͼϦϷϚ ΔϚͼϭϤϨͺͰϫͼϧϿͼͺϤ; ϹͺͰʹͼͺͺϽϧϨΓͼͺͼͻϿͼͺϤͰͺͻ ϷϭͼϸϺͼϭͼϷϹϷ;ͼͺϹͺͰͼϭϥͺϫϲϲϲ; Δϛͼϭϥ;ϗͱϔϧϾͼͺ;ϭʹϛͺϽϻϭϳ·ͻ

ά, ϼͼϚϟϤͽͳͺϹΔͰϪϲ·Ϸͽ·ϽϚͺϹΔͰͼϫͺͺά, ϤͽϷϳͼͼͽϲͼͺͺϪ;ϲͼͽϳϭͼͽϲϲͺϭϫ ϹϭϲϷͽϲϿͼ;ͺϥϽϲ·ϭϭϲϥϿϚϿ ϤͽϷϚϿͼϧϲϲϲϷͼϽϲͼ;ͺ; ϭϳͽϷϲϹϷϲϷͽ·Ͻϲͼͺͺ;ϭϭϫͼϹϷͺͺϪͼϟϭϷϹͼͼͺ that they are taking the appropriate action to try to address those challenges.

So I don't know if I have any specific best practices to draw from that. I would note that I'm somewhat familiar with some of the initiatives based on discussions we've had also with the Education department in the Northwest Territories. More recently, earlier this year we haven't looked at it from an audit perspective, but they were introducing career and academic advisors. There was a team that was put in place. If I'm not mistaken, it's a team of six individuals that are meant to cover the whole territory, and they are to reach out to students both in person; so going to communities to meet with students, but also to maintain connection with them after the fact, either through online or through the telephone.

So they are introducing some interesting, what I thought were some interesting, alternatives or good practices potentially, in terms of that world of providing students with advice, both in terms of career and academic advice. From what I understand based on the department's business plan, they are also introducing this notion of alternative graduation options for students and it's to be introduced, I believe, this year for grade nine students. So my understanding is that they are offering the traditional diploma, but also another diploma that contains the same core academic requirements that you would need for a regular diploma, but where some of the optional courses are more tailored to the interests of the student in terms of the workforce. It's an interesting approach and it's something that we've talked about in our report in terms of providing these types of alternative options to students as a means of motivating them and also keeping them in school potentially.

△▹ィ⋞⊳сᢑ: L'o. Γ^៶ כ⊳⊃▫▫Ր.

Δ^b/«ÞC^{sb}: L'α, Γ' CÞጋ^e^sΓ. Ρ/4σ_dd Ͻኣነ⊀Π≫^c ά^LL^{as}Γ^cΣ^{ib}C^sb_CÞⁱL^c Ͻኣ^j Ͻኣ^{ib}CÞ_CÞ^c₋Δ^{d^{ib}}₂σ Δ^b^j^b^j^LJ^{ib}^c Δ^{L^j} Ͻኣ^{ib}\P^{as}Γ^c^Dd^{ig}σ^{ib} Ͻኣ^{ib}\P^LC^sL^c. (ϽኣλΠJ^c) ϽኣλϷ^j²Π_Dd4 C^{ia}^c^bΔ 4Λ^{ib}dΠ^b^b^cσ²^cⁿ^bd^c. Γ' CÞ^{2^s}Γ.

ΔϧϞͺϭϷϹͺͱϧ: Γ,σ. L,σ. L,σ.

୮b°ት (ጋኣትበJና): 'ፅታ° ሲቮኑ, ፊኑሃ 《ኦር'ኑ. ር፡L^ነት/Lሩነት ኦድዶ ዮርንጋና ወሲሮ ም Δሮ° σ ላጭጋር ሲትፅና bበLት ዮሮ ው ወሲሮ ም መንጻኈር ኦቴናርና ም ዮና ለነረበቦ ጋቦና. ሁ «Lነፅና ር ለር ሲላ ኢት ቦ ም ር፡Lነት/L ‹የንሪ ኦናር. ር Δነፅ ላር ወሲሮ ውና ምንላ የኦር ኦቴናር የኦንና. Then again, that is in the Northwest Territories, and that's not something we specifically audited, but coming back to your question about the Yukon though, I think there were some similarities that we noticed in terms of the challenges that the department there is facing, and some of our recommendations are similar to what we've made here in Nunavut about putting in place strategies to help close those gaps in terms of student outcomes. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. The last question I would like to ask is on page 3 of the Auditor General's report. You note that your audit did not examine opinions of the district education authorities. Given the legislative role of Nunavut's elected district education authorities in developing such policies as registration, attendance, and the Inuuqatigiitsiarniq Code of Conduct, my question is: why were the activities of district education authorities not included in the audit? Thank you, Mr. Chairman. That's my last question.

Chairman (interpretation): Thank you, Ms. Towtongie. There was an issue with the audio system. The interpreter was audible, but it was on the Inuktitut channel. (interpretation ends) We had an issue there with the translation. Just for clarity, if you could repeat your question, please, Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. (interpretation ends) On page 3 of your report you noted that your audit did not examine activities of the district education authorities. Given the legislated role of Nunavut's elected district education authorities, they develop policies such as Խכֹחישישטטמי מספטעי דילישי, ג', אכר סירטרעביילנאסי בריספעתפיטיכיסיי ליפרטעישיטיטיטי סירטררלישסילי שעריס מריספיטרתאיפי שעריס מסמישטרתאיפי שרניטרסיטי מסמישטיליעיכ פרנש מריספי שערישפליעיכ פינש מריספי טרנאירכ שטיאישרולירי. יפשיערי, בילפטליי.

Δ⁶/«ϷϹ·⁶: L'α. (ϽϞϷϹͿϭ) α_αΔϚΩϤʹσϤϚLϚ ΡϞͿʹϹϚϳϲϘͼϞϒϭʹϭͼ ϤΛͺͺͺͿϲͿϤ; αͺϹϤϭͼͿϤ ϫαͺϲʹϚ >ϲͺͺͺϤϛϭʹͼϷϒϒϷ ϹၬͺϫϒϲϒͼϒϷʹͽϽϒ? ʹϤϒͼϥϹϷ. ϹʹϹ ϹϷͼϷ.

᠘᠄᠌ᢪ᠔ᢨᡠᡃᡃ᠔᠆᠋ᢣᢤ᠋ᡬ᠂ᡆᠴᡆ᠘ᡃ᠋᠉ᢣ᠘ᢞ᠋᠋᠆ᠮᢣᡪᠴᢀ᠋᠀ ᡔᡄ᠋ᠬᡆ᠌ᠯᡄ᠋ᠴᡣ᠋ᠡ᠍᠍ᡆᢗᢣᢣ᠉ᡣᠻ᠑᠋ᠮ ᠕᠈᠊᠍᠊ᡘᠬ᠋ᡃᢐ᠉᠋ᠧ᠘᠋᠍᠉ᡷᠥ᠘ᢣ᠉ᡣ᠙ᠴᡆᡃᠥᡆ᠍᠋ᠴᡱᡠ ᡏ ᠘᠂ᠴᡆᡄ᠊᠋᠋᠋ᠳ᠘᠖᠋ᢂ᠋ᢄ᠘᠈ᢤ᠘᠊ ᡔᡄᠬᡆᢪᡆᢞᢩᠬᡆᡗᡙ᠘᠘᠈ᡠ᠘᠘᠄ᡬᡃ

>ἐͺͺϤʹϷʹϚʹϷϽϹ ϷͶͺͰʹϷͶʹϷʹϷϾϹϞϞͿͼ ΔϿΓϤϨϿϳϞϿ°ϭϷ. Δϲ·ϞͺϫϚϤʹϷͺϤϞͼʹϷʹϒϲ, Δϲ·ϞΔϳ϶ϛͺϤϪ;ϽʹϷϟͺϹϭʹϒϾʹϭͺϤʹϷϽϲ·ͺϧϷͼͿͼ Δϲ·ͼϿϤʹϷϽϲ·ͺϧϷͼͿϐ·ϼϚͺΔϲ·ͼϭϤʹϷϽϲ·ͺϧϷͼͿͼ ϷͶͺͰ;ϫʹϒͼͺϤͰͺΔʹϷϷͽͺΔϳ϶ϚͺϤʹͰͺͻ ϫͱΓϭ·ϷϷͶϲͼʹϤͰͺϷͶͺͰϳ϶ʹͻͺϪϲ·ϞϪϳ϶ʹͻ Δϟͺͺϲͺϧϫ·ϧͽͼͶϹϷϟͺͰϪͼʹϪϲϲϧϪʹϧͺϭϲ

△৬૮९०८°: L'a. ୮^៶ ⊲ˤᡆʰbˤʰ.

| · · · · · · · · | |
|--|---|
| registration, attendance, and the | ⊲₅₽₽₽₽ : פּקאָפֿרָף. (כָלָאַרְטָרָ) פּּקאַפּברָף, |
| Inuuqatigiitsiarniq Code of Conduct, why | ₽°ב\ילי, ⊃°∿טריריל גרטר⊳יאיםי י |
| were the activities of district education | ۵ܡ٬ܝܡܠ಼ֹ་ۥ ܠܒۿٰ،،،،، ﺩﺩﻩ،،، |
| authorities not included in the audit? That's | ൎ <u>ձ</u> _ [⊾] ⊃∆ [_] ⊃ ⊃ ^₂ ∿ႱィՐነϟ. Ͻ∖ <mark></mark> ၣՐჲ℠⊃⊲_ᆜ ℾષ |
| my final question. Thank you, Mr. Chairman. | L°ص فدهه۲. |
| | |
| Chairman (interpretation): Thank you. Mr. | ᠈᠀᠆᠆᠋᠅᠆᠕᠉᠂ᠳ᠘ᢕᢄᡔᢑᡄ᠆᠆ |
| McKenzie. | ᠋᠂ᡃᠣᠴ᠋᠋᠋᠉᠊᠋᠔ᡔ᠋᠉ᡷ᠘ᡃ᠋᠘᠘᠆ᡩᠣ᠊᠋᠆᠋᠋ |
| | ᠕᠋᠉ᡃᠣ᠘ᡃᠮᠴ᠄ᡃ᠖ᢂ᠋ᢣ᠅᠋᠘ᡃ᠘᠘᠘᠂ᠺ᠅ᡄᠺᡬᠣ |
| Mr. McKenzie: Thank you, Mr. Chairman. | ᠕᠈ᡃᠯᡣ᠋ᡃ᠋ᢐᡃᢛ᠋᠋᠌ᡔᡟ᠂᠘᠘ᡘᠫᠣ᠋ᢩ᠉᠄ᡃᡉ᠌᠌᠌ᢄᢣᡪᢓ᠘ᠸ᠋᠋᠂ᠳᢛ᠕ᢣ |
| You're correct. As we state in our audit, we | ʿdᡗ∩ᠣ᠋ᢛᡃᡪᡡ᠔᠋ᡄ᠋ᢣ᠋᠕ᡨᠥ᠖᠕ᡃ᠋᠘᠘ᡨᠣᡗᠴ |
| did not specifically audit the activities of the | ∆ር∽ል°ው ⊲ር⊳ንሥው . |
| district education authorities. As they were | ᡄ᠋᠘ᢞᢦ᠘ᡃ᠋ᠺ᠋᠄ᢙᢄ᠆ᠳ᠖᠕ᡝᢂ᠈᠄᠂ᠿᢣᢩᢁᡏᡃ᠈ |
| locally elected officials, we felt that it was | ∆ [⊾] ୵≪⊳C ^{୕ଋ} . |
| more appropriate to focus on the Government | |
| of Nunavut departments, in this case in | Ճຩ୵≪ϷϹ ና ၑ : L'௳. (Ͻ ^ϳ ϡϷႶͿϚ) LΓ⊲Ⴍ ^{ႽႱ} Γ ^៶ Ϲ |
| particular the Department of Education. | ۲۵۹۶. |
| Particular are Department of Education. | |
| You had mentioned, for example, they do | ୮bᅆት (ጋኣትበJና): ኀd৮°ዺ广ካ, ΔካረペϷርናኈ. |
| have a role with respect to attendance | ᡏᡄᢂ᠆᠕ᡷᠺ᠕᠈ᡩᢕᢑ᠘ᢋ᠕ᡷ |
| policies, and we do note some comments in | ᡬ᠋°ᡅ᠕ᡃ᠘ᡣ᠌᠌᠈ᡔ᠋᠋᠈᠘ᡄ᠋°᠊᠋᠋ᡔ᠋᠋ᡘᡆ᠋᠉᠘ᡄ᠋᠉᠋ᡔ᠋ᡘ |
| the report around attendance with respect to | ᠆ᡧ᠋᠘᠆ᡨᠣᢦ᠋ᡣ᠋ᡗ᠋ᡣᡗᡏ᠋᠋ᡩ᠖᠆ᡘ᠘ᠴ |
| the Department of Education that were | ᠘ᡃᠣ᠋ᡰᠫᠴ᠋ᡗ᠘ᡩᡆ᠋ᡗᢁᡩ᠋ᠴ᠘᠅ᡆ᠘᠀ᡷ᠆ᠸ᠋᠋ᡃᢛᡬ᠉ |
| discussed also in the department's opening | ᠕ᡣᡐᢩ᠉ᡃᠾᠳᢘ᠋ᡶ᠈ᡔᡆᡃᡠᡄ᠌᠈᠋ᡏ |
| statement. | ᠔᠙᠘ᡃᡆᠯ᠘ᢋᠴ᠋᠅ᡒᠣ᠋ᠺᢕᡱ᠘ᡩ᠘ᡷ᠘ᡶᠴ |
| statement. | ᠈ᢞ᠆᠆᠌ᡔ᠋᠊ᠳ᠋᠋ᠮ᠖᠆ᢗᢛᡃ᠘ᡃ᠘᠘ |
| I would note, however, that we did make an | |
| effort to meet with the district education | |
| authority representatives when they were | |
| available in the communities that we were at | |
| as well as the coalition representing the | |
| district education authorities. We certainly | |
| tried to get their input where we could. | |
| Thank you. | ᠊᠌ᢞ᠋᠀᠊ᠦᡄ᠋᠋ᡄᡃᢛᢗ᠋ᠬᠲᠦ᠘᠋᠋᠋ᠬ᠋ᢐ᠋᠘ᡩ᠋᠖᠘ᡷᢛ᠋ᢕ᠅᠋᠘ᡷᡃᡁᢣ᠘᠋ ᠘᠙᠘ᡃᡆᠲ᠋ᠴᡄ᠄᠋ᢐ᠋᠌ᡅᢣ᠔ᡬᢪᡁᡄᢂ᠋᠋ᠮᢄ᠆ᡬ᠘᠋ᠮ |
| | Δ6⊀™2™CP≪L°ŪC < |
| Chairman (interpretation): Thank you. | Δ6ኛ™7™CP&L~UC <ip~cs211-ji~ የďናበσ‰\Γ Δσ\Δלσ゛Λታሲ2በርዀርናጋበჼ</ip~cs211-ji~ |
| (interpretation ends) Just to clarify that | 4 ^L Δ ^ω bαΔ ^j 4 ^D ⁻ ^c ⁻ ⁻ ⁻ ⁻ ⁻ ⁻ ⁻ ⁻ |
| before we go to the next name on the list, | |
| which communities in particular did you visit | ^ና ኮንትሬር እስካት የሳይ የሰን |
| as part of this audit and which schools? | ማድረር እስ የሚያስ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ |
| 1 | <p><p><p><p><p><p><p><p><p><p><p><p><p></p></p></p></p></p></p></p></p></p></p></p></p></p> |
| Thank you. Mr. McKenzie. | ᠕ᡔ᠋᠋ᠧ᠉᠊ᠴᠫᡪᠴᡐ᠉᠊᠋᠉ ᠘᠆ᡨᠣ᠌ᢦᡌᢩ᠂ᡔᡆᠮᢐ᠘ᡃᢆᡃᡶ᠘᠋᠋᠘᠂ᡏ᠙ᡣᠳ᠋᠋᠉ᢣ᠋ |
| Mr. McKenzie : We visited seven schools. | ∠⊂⁻∽∢Ϸ⁻ϭႢ∢ͽϚͺႸ·LϹͺͺϭϞͰͰϭͺͽ៶ ∠⊂∖°°ᡤୣ∆՟ͽϹΓ°ϭ. |
| | ᠘ᢗ᠊ᠵ᠂ᠳ᠊ᡅ᠉᠊ᡄᡣ᠂᠐᠂ ᠈᠘ᡄᠫ᠋᠋ᢣ᠋ᠻ᠗ᡃ᠘᠌᠋ᢓᢪ᠊ᡅ᠋᠋᠋᠋ᢛᡟᡄᢂ᠆᠋᠉ᠻ᠆ᢁᢞᢉ᠂᠋ᢁᡦᠮ᠊ᠦ |
| We made an effort to visit schools in all three | ረድንጎነፅሩግራግራንግ ምርጉግ ም ልሮኣዕዮምሲላናዕናዕናርጭረደчር. የዕነረካቲሲኮዖላጭ |
| regions. We visited the school in Arctic Bay, | ϪϹʹʹϒϿʹʹϭʹʹϪϤʹϿʹϿʹϹͺʹʹϒϹ·ϹϹͺͺʹϭ·ϒ·ϲϪͼϓϤʹͽ ͶϧϟϽͶϹʹͽϟϹ ^ͺ ͽϟϹͱϟϪͼͺϧϥϹϹ |
| Kimmirut, Iqaluit, Rankin Inlet, Chesterfield | |
| | |

| Inlet, Baker Lake, and Kugluktuk. We also | ዮ∽ረ∽⊲ኈ∩ժ℉ ∩∩ናኈረ∟չъՐና ∟∽ናጋቦና. |
|---|--|
| visited Cambridge Bay, but that was more to | ᠋᠂ᡃ᠋᠋᠋᠋ᡃ᠋᠋᠋ᡃᢣ᠘ᠧᡨᠣ᠙ᡏ᠋᠉᠕ᢣ᠋ᡃᢣ᠋᠋᠋ᢉ᠋᠋᠋᠋᠋ |
| speak to the college given they had a campus | |
| there. I should note as well that in Rankin | ∆ċષḋ∿Ს∩⊃⊲Ġ⊃JL⊂▷°∿Ր௳∽∩J |
| Inlet we met with college officials in Rankin | ۲29°&ص ^ب ۷۵°ف ^ی ک۲۵۶۶ک۹۱۲ ۲۵۶ ۲۵ |
| Inlet. | 'dናበσኈኻΓ ΔርኻጘΔና ላኑL ΔርኻJ°፞፞፞፞፞፞፞፞፞፞፞፞፞ፚኈኯ፝፝፝፝፝፝፞፞ |
| | ᢗ᠘᠋᠋᠋᠋᠋᠋᠋᠋᠘ᡩᡆ᠄᠋᠉᠘ᡃ᠋ᡗ᠊᠋᠋᠋ᠴ᠉ |
| There were a couple of other schools that we | ϽϚʹႱჼႦჼ᠈ႶႱ <i>Ⴡ</i> ჼႱჂ┥ჼ᠈ϽႶჼ ᠕ዾ፞፞፞፞፞፞፞៷ᢤᡃ᠆Ⴚᡪᢪᠳ᠋ᡗ |
| had identified that we wanted to visit, but for | ᠔᠆᠆᠋ᠣᡏᡧ᠘ᢣ᠋᠋᠅ᡗ᠆᠋ᠥ᠕ᡃ᠘᠋᠘ᢂ᠋᠆᠘ |
| a variety of reasons, whether it was lack of | ᢗ᠘ᡃ᠔᠊ᡆ᠘᠊᠋ᡷ᠊ᢩ᠋᠋ᢁ᠅ᡣᡕ᠄᠋᠋᠋᠋᠋ᠻᠮ᠄᠋᠋᠋᠋᠋ᡘᢓ᠋᠆ᡘ᠆ᠰ᠋᠔ᡩᢕ᠋᠋ |
| staff or a situation involving the community, | ᠔ᡄ᠋᠋ᠣ᠋᠊ᠳᡏ᠅᠋ᡗ᠅᠋ᡗᡷ᠋᠆ᡘ᠉ᡩᡄ᠋᠌ᠥ |
| made it difficult for us to visit those two | ᠘᠆ᢣ᠉ᢞ᠋ᠴᢗᠴᢗ᠘ᡃᢐᡰᡏ᠘᠋ᠴ᠘ᡩ᠙ᡃᢐᠯ᠋᠋᠘ᡱᡆ᠘ᡩ |
| communities, so we were unable to visit with | ᢣ᠀᠊᠋ᠳᡗᡥᠣ᠘᠋ᡃᢛ᠋᠋ᡔᢑ᠋᠘ᢄ᠘ᡧᢐᠣᠴᡄ |
| them. | ⊲୳∟ے ڡ୳ᠵᢐ᠔ᠵ∩⊂°ے۹ ᢗᠬᡠᠣ |
| | ▷ፇና፣σ⊲ኈ∩ຼຼຼ⊃ ⊲ィ∿Ր°ຼຼຼ୦. |
| I should note as well that during those visits, | |
| we met with a wide range of individuals that | |
| included, for example, school leaders, so | ᠋᠈᠋ᡗᡄᡩᢧ᠘᠘ᡩ᠉᠘ᠧ᠅᠘ᠸ᠆ᡷ᠘᠘᠅ᢣᡬ᠅ᠰ᠅᠘ᠵ᠅ᠴ |
| principals and vice-principals, teachers, | ^ና ፅታ° ௨ 广⁰. |
| regional executive directors, DEA | ∆৬/≪⊳⊂∿ : L'௳. ℾ ^៶ ⊲₅௳ъნ₅. |
| representatives; I had it mentioned. We also | |
| met with career development officers who | ⊲₅⊄₽₽₽₽ (ϽϯϒϽϤϲ): פּקאפּסֹרָ _פ ַ |
| work for the Department of Family Services, | ነ ር ነ |
| adult educators, private sector | Δ^{1} |
| representatives, as well as counsellors or | |
| teachers who had been assigned that role in | |
| certain schools. | ᠖ᢂᡔ᠘᠕᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| | ᠘ᡃ᠋ᡋᠵ᠋ᢛᡝ᠍᠍᠍᠆ᡆᠺᠴᡐ᠋ᡗ᠋᠋᠆ᢤ᠋ᡝᢗ᠘᠆᠆ᠳ᠋ᡏ᠖᠋ᠬᠥᡃ |
| I should note that we may have contacted | ᢣᡄ᠋ᠺ᠋ᠫᡪ᠋ᡃ᠋᠋᠕ᠸ᠊᠋᠋᠋᠋ᠺ᠋ᠮ |
| some of those representatives over the phone | <u>۵٫۲-۲۵٫۷۵ م</u> ٬۹۰ |
| because they were not necessarily in the | ᠔ᠸᢩ᠆ᠣᢀ᠋ᡃᠵ᠘ᡩᡰᠴ᠘ᡧᢘ᠕ᠼ᠉ᢋ᠘ᡩᡆ᠘᠘᠘᠉ᢋ᠘᠕᠉ᡩ᠘᠘᠉ |
| communities that we visited, but we reached | ᠄᠋᠋᠋᠋ᠻᠮ᠄᠋᠌᠋ᡔᢣ᠌᠌ᢂ᠆ᢞ᠋᠆ᡘ᠆ᡘ᠆ᡘ᠆ᡘ᠆ᡘ᠆ᡘ᠆ᡘ |
| out to them via telephone. Thank you. | ᠕ᢗ᠋᠋᠋ᡝ᠋᠋᠋᠋ᡃ᠋ᢐᡃᠣᡄ᠙᠈᠄dᡃᢣ᠋ᠳ᠋᠋᠘ᡃᡟ᠙᠋ᢂᡬ |
| | |
| Chairman (interpretation): Thank you. Ms. | Δ•/ペÞር ⁰፡ L'ዉ. ℾ ^ኣ Lና୮ሬ°. |
| Angnakak. | |
| | |
| Ms. Angnakak (interpretation): Thank you. | |
| (interpretation ends) I was wondering if we | |
| have to Good afternoon. Welcome to the | |
| House today for everybody who is looking at | L᠆᠋ᡃ᠋ᢣ᠋ ^ᢑ ᠵᡩ᠆ᠴ᠒᠋J. ᠋᠄ᢅᡆᡏᡃ᠖᠘᠋ᡟᢞ᠙ᢂ᠋ᡬ |
| TV, radio, and who are present here. It's a | |
| very interesting topic and an important one. | Δ৽/ペϷር· ፦: L'፞፞፞፞ዹ. (ጋ፟ኣትበJና) Γነ ፝፞ ጘ፞፞፞፞፞፞፞ዹ ^៲ ፟፟፟፟፟፟፟፟፟፟ ዾናb፟፟፟፟፟፟፟፟፟፟፟ጛ፟፟፟፟፟፟፟፟፟፟፟፟፟፟ |
| Lange and first and the state of CC . I | ריטיט טר עראד אויסוד. די קיעיס". |
| I guess my first question to start off is: I | ⊲₅⊾₽₽₽ (ϽϳϞϽͶϽϲ): ΔΓ∇⊂ΓΩ⊂Ω°Ω. |
| noted that your report is focused on some of | √.ω~6. C ^L L%/L⊀%/D%/D< Dσb⊂ |
| | CLILV FR THR PUTULNIU IT |

| the links between education and employment | ᢂ᠋᠋ᢄ᠂᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
|--|--|
| in Nunavut, but what specific factors | ᠘᠆᠆ᠳ᠕᠉Ͻ᠆ᡣᢣᡃᡆ᠋ᡗ᠂᠘᠋ᢣᢞ᠋᠈᠋᠘᠆ᡁ᠘ |
| prompted your office to focus both on the | ᠘ᡄ᠋ᡨᠣᢦ᠋᠕᠈ᢣ᠋ᡏ᠋ᡏ᠘ᡄᡃ᠘ᢣᠣ᠋ᡗ |
| high school students and adult learners in the | ᠵᡄᡄ᠋ᠫᢣ᠋᠋᠋ᡃ᠋ᠺᢞ᠋᠕ᡩ᠋ᠴ᠋ᡗᡄ |
| same audit? Thank you, Mr. Chairman. | |
| 5 | ᠘᠆᠆ᠳᡏᡑᠫ᠆᠋ᡣᡘᢣ᠋ᡆ᠋ᡩ᠘᠘᠋ᡃ᠘᠖᠉᠆ᡬ |
| Chairman (interpretation): Thank you. | ᠊᠋ᢦᢞ᠋ᡥᠣ᠊ᡄᡄᢂ᠋᠉ᢣ᠋ᠿ᠋᠋ᢣ᠋᠋᠉᠆ᠺ᠉ᢣ᠋ |
| (interpretation ends) MrI'm sorry. Mr. | ᠋᠄ᡃ᠋᠔᠋ᢂ᠆᠋᠉᠆ᡩᢂ᠆᠉᠆ᡩᢂ᠆᠋᠉᠆ᡩᢂ᠆᠋᠉᠆ᡩᢂ᠆᠋᠉᠆ᡩᢂ᠆᠋᠉ |
| McKenzie. | ᢗᡃ᠋᠘᠄ᢦ᠘ᡩᢦ᠘ᡔᢛᢕᠴᡄ᠂ᠻ᠋᠌ᡋᡔᢣᡧᢛᢕᠵ᠋ᠥ᠆ᡷᢕ |
| | ᠈ᡃᡃᡆ᠋ᡏᡃ᠋᠈,᠘ᡃᢣ᠙᠋᠌ᠵ᠋Ċ᠋᠋᠋᠉ |
| Mr. McKenzie: Thank you, Mr. Chairman. | |
| There are a number of factors. One, I think, | ΔϷϟ≪ϷϹ· Ϸ: L'ϥ. (ϽϞϞႶͿϚ) |
| was just the overall importance or | ጋየ ∤ ᡅ᠋ ^ᢑ ᢞᡃ᠋ᡃ᠋ᡖᠳᢛᡃ᠋ᠯ᠋ᡃᢛ. ᡏᡃ᠋᠘ᡃ᠋ᠮ᠋ᡄᢩᠲ. |
| significance of the topic and the fact that it | |
| has the notion of providing education to | L୭୮<u>֊</u>ଵ. [୍]ଗ୵_ିଇ୮୕୭, ∆୭୵≪⊳୯⁻୯୭. (୦^៲ኣ≻∩୰) |
| children, youth and adult learners, as we note | ᡧ᠋᠈ᡥ᠘ᡄᢣᢛᢞᠴᢗ᠋ᠴ |
| in the first paragraph of our report, is a | ᠕᠆ᡨ᠋᠊ᠳ᠋᠊᠋᠆ᠴᢗ᠘᠋᠋᠋ᡰᢣᢛ᠋ᡝᠶ᠋᠆ᡘ᠆᠕᠆᠆᠘ |
| priority of the current government and has | ᢀᡔ᠋ᡄ᠋ᢆᡃᡧ᠆ᡩ᠘᠆ᡱ᠕ᡩ᠘᠘᠆ᡩ᠕᠋ᢆᢧ |
| been the priority of previous governments as | ᠂ᡠᡣᠣᢛᡃᡪᡏᡃ᠘ᡄᢪᠣ᠋᠋ᢀᡧᡆᡏᡃᠫ᠘᠋ᢩ᠂᠕᠋ᢩ᠆᠕᠋᠁᠁ |
| well. | ᡤ᠆ᡆ᠂᠑᠆᠋ᡝᡆᡃᠵ᠆ᠺ᠋᠋᠉᠂ᡬ᠆ᠴ᠋᠋᠕᠅᠉ᡬ᠘ᢣᠿ᠋ᠴᡬ᠋ᠮ |
| | ᠕᠆ᡨᠣᡏ᠋᠖᠆᠕᠆ᡬ᠊᠅᠋ᢂ᠆᠘ |
| We also recognized the close link between | |
| the government's obligation to achieve a | |
| representative workforce as part of the | |
| Nunavut Land Claims Agreement, and we | |
| saw that there was still a ways to go there in | ل ۲۰۵ مژل کو ۵۲ مرتفر کردی کرد. کو کرد کر کرد کر کرد کر کرد کر کرد. کرد کر |
| terms of achieving that goal and we saw that | |
| high school students were essentially that | ᡃ᠋ᡃ᠋ᡋ᠋᠌ᢄᢣ᠋᠅᠖᠘ᡩᡄ᠘᠄᠘ᢞ᠌᠋᠘᠆ ᠘ᡃᡟ᠙ᡐ᠋᠋ᡬ᠅ |
| future supply of employees in the | |
| government, and we wanted to know what | Δ৬/≪ϷϹ· Ϸ: L'ϥ. (ϽϞϞ∩Jና) Γ ^៶ ͺϤ·ϥͺϷϧ·ϧ |
| support was being provided to them to help | Δ^{*} Δ^{* |
| them transition through high school, achieve | νη η το 00° γ/γι_σ 00Δ. ο το νοδλάτος σφαίστος το |
| their High School Diploma, and move on | 50277 CVCV JA CO U JI C CO 502256C019776 |
| either into the workforce directly or into | ٨٢ ٨٢ ٨٢ ٨٢ ٨٢ ٨٢ ٨٢ |
| post-secondary. | <u>Δ</u> |
| post secondary. | ۵۹ ک ² ۵۹ کر ۲۵ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۹ ک ² ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ |
| We were also conscious of the fact that a | 4° Δ° Δ° Δ° Δ° Δ° Δ° Δ° Δ° Δ° |
| number of individuals were leaving school | |
| without getting a High School Diploma or | ᠘᠆᠋ᠳᠣᡐ᠋ᡐ᠋ᡔᡊᢣᡃ᠋ᡆᡃᡄ ᢗᠿᢩᡠ᠋᠉ᢗ᠋᠋᠂᠋᠘ᡕ |
| they may have graduated from high school | |
| and still required some additional education | ᢗ᠍ᠿ᠋᠋ᢨᠧᡃᠡ᠋᠋᠊᠋ᠺ᠋᠋ᠫ᠆᠅᠋᠕ᠺ᠘᠋᠆᠃ |
| either, for example, to get courses they may | ᠘᠆᠆ᠳᡏ᠋᠖᠆ᡣᠣ᠋ᠮᡗ᠄᠂ᡏ᠋ᢣ᠆ᡆᡏᡃ᠖᠋᠋ᡏ᠋᠋᠘ᡃ᠋ᡏᡄᠲ |
| not have taken in high school in order to get | |
| into a post-secondary education program, and | L୭୮<u>֊</u> |
| also the number of individuals who do not | ᠈ᠳ᠔᠆᠈᠆᠕᠂᠆᠈᠆᠕᠆᠆᠕᠆᠆᠆᠕᠆᠆᠆ |
| have a High School Diploma according to | ᢣᢛ᠋᠋᠋₽ᢗᠵ᠋ᡃᡆᡄ᠘ᡪ᠆᠕ᡷ᠋᠘ᡁ |
| | ᢀ᠆᠆᠕᠕᠕᠕᠕᠕ |

| Statistics Canada, as we note in our report. I | ᠕᠋ᡃ᠋ᡃ᠋ᡰᡄᢄ᠆ᠴ᠒᠊᠂ᠴᡆᡄᡱᠣ᠘ᡄ᠋᠂ᠳᡐᠫᡄᡅᢣᡃᠥ |
|--|---|
| think it's in paragraph 60. | ᲮᲘLᢣ∿ᡣᡕ, ᠘ᠸᡨᠣ⊲ᢛ᠋ᠺ᠋᠋ᡝᡆᠺᡤᢏ, ᠻ᠋ᠫᠬ᠋᠍ᢑᡫᡄᡃᡕ ⊲ၬ᠘ |
| | γςΩγιαιτροας. |
| There were a number of factors and we | |
| didn't want to really treat them as separate; | Cᢞ᠋ᡷᡆ᠋᠋᠋ᡃᢐ᠘᠄᠋᠋᠋᠋᠋᠋᠋᠋᠋ᠻᠮ᠋᠈ᡔᢩᢂ᠋᠋᠋ᡗ |
| we saw them actually as very much the same | ᠘᠆᠆ᠳᡏ᠖᠆᠕᠆᠘᠂᠘᠆᠘᠆᠘ |
| part of a continuum. There are people who | ᠘᠆᠆᠋ᠳᡆ᠙᠘᠋᠋᠅᠘ᠺ᠋ᡬ᠖ᢆᡆᢂ᠋ᢣ᠋᠈ᢕ᠋ |
| are in high school now. There are people who | ኣኈዖኈር⊳ኑሊ⊲፦ና ∆ሖLՐ՟_ጋቦና |
| are outside of high school but still have goals | ᠘᠆᠋ᠳᠣᡏ᠋᠋᠋ᢐᠫᡄ᠋ᠬᢣᡃᡆᠲᠴᢈ.᠂ᡃᡆᡰᢣᢩᡆ᠋ᡏᡃᡃ |
| or objectives for themselves to improve or | |
| ladder up, if you will, in terms of their | ∆⊳୵⋞⋗⊂ ⁰•: L'௳. ℾ՝ ⊲⁵௳╘Ხ⁵৬. |
| academics. We thought it would be important | ····· |
| to try to look at both together, again, because | |
| of the priority that has been given to | |
| education and also recognizing that these | |
| individuals are very much potential future | ᠕᠋᠋ᢩᡥ᠈᠆᠅᠘ᢗᢦᢞᢩᠣ᠋᠄ᡃ᠖᠋ᢄᡷ᠋ᢣᠺᡃ᠋ᢣᡪ᠋ᠥᡃ ᠕ᢗ᠋᠋᠄ᡋᢦ᠖᠊ᠳ᠋ᠴ᠋ᠫ᠋᠄ᢛ᠋ᡬ᠋᠋᠋᠄᠋ᡦ |
| employees for both the government but also | ᠕ᢗ᠂ᡂ᠊ᠣ᠂ᠣᡪ᠋ᢩᠴᡆ᠉᠆ᡣᡂ ᠘᠋ᡃᢦᢞ᠈᠋ᠡ᠋᠋᠋᠋ᠠ᠋᠋᠋ᡃᢣ᠘ᠳᠳᢁᠫᠣᢩ᠆ᡘᠴ᠋ᢩ᠘᠆ᢣ᠘ᠴ |
| the private sector, for example, in the mining | 20<~γ01112000~2002 Δ Δ 2 2 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 |
| sector here in Nunavut. We thought it was | |
| valuable to look at both of them together as | |
| part of a continuum, if you will. Thank you. | Δ•/ペÞርና •: L'α. Γ ^ւ ጋ ፖልሁ ^ւ •. |
| | |
| Chairman (interpretation): Thank you. Ms. | /ልしኈ : ^ና d۶°ዺ广ካ, ፚና/ペϷር፞ዀ. ርLካd⊲ |
| Angnakak. | CA7PibCiTiLC 4/%CCDi |
| | bጋኦኦኄበቦቦペናርዎና ረርር፞፞፝ፚ፝፞፞፞ኯ፟፝፟፝፝፝ |
| Ms. Angnakak: Thank you. Thank you for | ⊳°≪غ⁰خ⊂ ∪≪∠⊎ط°ס. ∆خ°ס⊌d⊂⊃ |
| your response. My next question is to the | ᡧᡃ᠋ᠫ᠋ᡣᡃ᠋ᡃ᠋ᡰ᠋ᡃ᠖ᢣᡄ᠋᠕᠆᠋᠕᠆ᠬ᠕᠋᠋᠅ᢕ᠋ᢄᢞᡇᡱᢩ᠂ᡠᡃ |
| Department of Education. | ᠕᠆᠋ᡣ᠋᠊᠕᠆᠋ᡄ᠋ᢦᡄ᠋᠆ᢞ᠋ᡗᡄ |
| | ᠘᠍᠘᠘᠘ᢣ᠋᠈ᡔ᠋᠖᠊ᡆᢄᡷᢛ᠋᠋ᡔᢛ᠘ᢣᢘ᠋ᡔᢑ᠘ᡔ᠋ |
| The Auditor General's report focused on a | ۵،۲۲۵ ک ^ړ ۲۰۵۰ ک ^ړ ۲۰۵۰ ک |
| number of factors that impact the | ᠋᠂ᡃ᠋᠋ᠣᢛᠫ᠋᠄᠋ᡖ᠋ᡎ᠋ᡔ᠋᠃ |
| department's ability to support high school | ᡃᡬᠯ᠋ᡃᢛ᠋᠋᠋᠋᠋᠙᠆᠋ᠴᢗ, |
| students in transitioning to post-secondary | ᡝᡄᡗ᠋ᠫ᠋ᡃᡝ᠋᠔᠋ᡏ᠘ᡄᠲ᠋ᠣᡧ᠋ᠳᡄᡅᢣᡃ᠋ᡥᠥ |
| education. Does the department feel if there | ᠘ᠴᡄᡅᢣᡃᡆᡃ᠊ᠴ. ᡏ᠋ᢗᢦ᠂ᡏᢗᠵ |
| were any factors that weren't addressed in | |
| the Auditor General's report that you feel | ᠙᠌ᢂ᠆ᡏ᠆᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| should have been? Thank you, Mr. | |
| Chairman. | $\dot{C}^{e} \Delta^{e} b \Delta^{e} P F^{e} D^{b} b^{e} \sigma P^{e} \Delta^{e} D F \sigma D \dot{Q},$ |
| Chairman (interpretation): Thenk you Ma | ᠘ᡄᡃ᠋ᡃ᠋ᢨᠣ᠌᠌ᡔᡗᡤ᠋ᡗ᠘᠋᠆᠆᠋᠄ᡃᢑᢄ᠆ᢘ᠅᠋ᡗᠻ᠋ᡗ᠅᠋ᡗ᠅ᡘ᠅ᡘ᠅ᡘ᠅ᡘ᠅ᡘ᠅ᡘ᠋ᢆᡆ᠋᠅᠘᠆᠋ ᠘᠘ᡃ᠘᠋᠋᠋᠋ᢣ᠋᠅᠘ᢄᡩᡆ᠋᠋᠅᠘᠘᠂᠘᠂᠘᠂᠘ |
| Chairman (interpretation): Thank you. Ms. MacMillan. | ፚዸዸ፞፞፞፝ጟኯ፟ኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ ፟፟፟፟፟፟፟፟፟፟፟፟፟፟ |
| | ᠔ᠴᡐ᠐᠂ᠣ᠉᠂ᠺ᠉ᠻ᠋᠈ᠺᢪ᠆ᡅᠺᡔ᠈ᠣ᠉ᡋ᠅ ᡬᡃᢛ᠋᠙ᢉᢦᠺᢣᢂᡣ᠙᠅ᡄᡐᡄ᠘᠉ᡄ |
| Mr. MacMillan: Thank you Mr. Chairman | 2 |
| Ms. MacMillan : Thank you, Mr. Chairman. It was comprehensive and, as we prepared in | PPQ/4701% <cn°~c.< td=""></cn°~c.<> |
| our opening, we are moving forward with | ٢٢ |
| our opening, we are moving forward with | |

| addressing the recommendations. | ᠘ᢑᠡ᠙ᠺᢄ᠄ ᠘᠂ᢆᡆ. ᠋᠋᠋ᡗᡃ᠂ᢩ᠕᠋ᠳᡆᢑ᠋᠋ᠪᡓ᠋ |
|---|---|
| Qujannamiik, Mr. Chairman. | |
| | √¹∿Ხ¹₺ : Ⴢ₽łՐ⊲Ხ∆°Ⴍ₽L⊀∿Ⴑ: ⊲୮୷ଋĊ |
| Chairman (interpretation): Thank you. | ᠕᠋᠋᠅ᢣ᠌᠘ᢣᡃᡗ᠈᠋᠘ᡶ᠖᠘ᡱ᠘᠆ᡆ᠉ᠫ᠅᠋᠐ |
| (interpretation ends) Ms. Angnakak, maybe | ᢗ᠘ᢆ᠋᠋ᡶ᠋ᡃ᠋᠘ᢨᡆ <i>ᡄ</i> ᠋᠂ᡄ᠅᠋ᡶ. |
| you want to rephrase the question. Ms. | |
| Angnakak. | Δ୭イ≪ϷϹና Ϸ: L'ϥ. ለልናϷϷ°σʹσ⊲ኈጋ∩ና |
| | مےم $^{\circ}$ ۲'C ج i ۲'C ج i ۲'C |
| Ms. Angnakak : I guess what I was trying to get at is: in the Auditor General's report they focus on a number of factors, and those which impact the Department of Education's ability to support high school students in transitioning to a post-secondary education. Does the department feel there were maybe other factors that might not have been addressed in the Auditor General's report that you feel should have been? Thank you, Mr. Chairman. | Ϛͱʹ>· (ϽʹϧϟͶͿϚ): ʹϭͿϧʹϿͺΓʹϷ, ΔϷϒϘϷϹʹͽ, Ϸ°_ϼͺϧϧϐʹͺϿ. ϒϿʹ·ϹʹͽϚʹͽ ϤΛʹͽϭͶϽ ϽϚʹͽϽʹͽ ΔϹ°σϤʹͽϽϲͺϧϷϐ·ϼϚ. ϷϤϚͶϥʹϷʹͽϷϷϒ ʹϐϷϷϞϛͽͶ;ϞϤϚ ͶͶϚʹϐʹϞυ ϷϚͽϾϷϷͰϹ >ϲϚϲϷϚͰϹ ͶϛͰϷ;ͼʹ·ΓυʹͽϽσϷ ϼαͺϹʹϐ ͼ ϷϷϟͰ;ϫͺͶͺ25-ʹϞͿͱͰϹ ϼαͺϲʹϲ ϼαϿΓ 40 ϷʹϞͿϲϲ ΔϲʹͼσϤʹϐϚϷϐϿͶϷ. ΔλͰϐϚ ʹϐϷϷϞϛͽͶ;ϞϤϚ ϷσϷʹͽʹͰ ϼαϿϲͺͰΓ Ϲϐ·ϼͼʹϞͿϤʹͽʹϽϷʹͼϪϛ ϼαͺϲʹͼ ϤʹϞϔϚϚ ϼϥϿϲͺͰΓ? ʹϭͿϧͼϥϲϧ, ΔϷϒϘϷϹʹͽ. |
| Chairman (interpretation): Thank you. (interpretation ends) I hope that is a bit | ∆⊳୵⋞⊳⊂∘ ₀: L'௳. ℾ ^៶ ⅃ၑℾ௨ ^ൟ . |
| clearer. Ms. MacMillan. Ms. MacMillan : <i>Qujannamiik</i> . Thank you, Mr. Chairman. We acknowledged that, and the department recognizes the need to support transition for all of our learners, in particular at the high school level. For this recommendation we have established a new curriculum transition program team and they will look at supporting all of our high school students' transition into areas of work, | L⁶Γ₋ ⁶ (Ͻ ¹ , ²) ¹ ² ³ ⁴ ⁴ ¹ ⁶ ³ ⁴ ⁴ ¹ ⁶ ³ ⁴ |
| including cooperative experiences, hands-on learning, and continuing to expand in that | Δ•/ペÞርˤۥ : L'a. Γ'C Ϛ ^ͱ ʹ> ^ϲ . |
| area. So it was a valid area to be examined. <i>Qujannamiik</i> , Mr. Chairman. | ݮᡃݢ ݚ (ϽϞᢣᠺᠠ᠋᠋᠋᠋ᢣ᠋᠄᠂dᢣᠲᡅᡏᡃ, ᠘ᡟᠡ᠙ᠵᢗ᠅. ᡆ᠋ᡏ᠋ᠫ᠘ᠲᡆ᠋᠋᠋᠋ᠬ᠅᠖ᢂᡷᠺᠴ᠌᠌ᡐᡝᠴᠦ ᠴᡆ᠌᠀ᡔ᠋᠋᠋ᡶᡪ᠋ᠴ᠋᠋᠋ᠮ᠋ᠴᡆᡄᠧ᠋᠋ᡶᡪᠴᠰᠶ᠋ᡗ᠈ᢣᡄᡪᢅᢊᡆᡧᠶᠬ |
| Chairman (interpretation): Thank you. | ∧ᢣᡅ⊲⊃ᢣ⊲ᠴᡃ᠈▷∿ᡁᠠᡤᡪᠴᡃ᠘ᢗ. ᠴᡆᠧᡄ᠋ᡫᠦᡄᡃ |
| (interpretation ends) Ms. Angnakak, I will | ᠖᠋ᢂᡔ᠋ᢣ᠋ᢁ᠘ᠴᡐᡗ |
| just try and phrase this a bit different. The | |
| things that were included in the scope of the | C°≪σ b∩⁰∿ሁ⊀σ 89 ፟ዾ∖⊳∩፞⊂⊦୮⊵ . |
| audit, is there anything that maybe should | ᡆ᠋ᠴᡆᢩ᠘᠋᠋᠋ᢛᠡ᠘ᡁ᠋ᠺᡄ᠘᠋᠄ᡷᢪᠣᢛ᠂ᡠᡗᡥᠳ᠋᠋᠉ᡩᠴ |
| have been included that wasn't; say for | ᠘᠆ᢣ᠋ᡬ°᠊᠋ᠣᡃ᠋᠋᠋᠋᠋ᡃᡋ᠋᠌ᢄᢣ᠋᠅᠖᠘᠅᠖᠘ |
| example, the DEA function or maybe the | Δσ'bኈበናበኆ Δ°உ'ഛ Δϲʹᡪᢣᢩᠴ. |
| effects of language in the school, or language | ₺⊳ኦኣኈበኁጔ፞፞፝፝፝፝፝ጏኯ፟፟፟፝፝ ∆፝፞፞፞፝፝ ዾፚጜ፞፞፟፟፟ፚጜኯ፟ዀዀ |

| vib°C ຳbvib°C ຳbMr. Suvega (interpretation): Thank you, Mr.ປະລາຍປະລາຍປະລາຍບາລາຍ <th></th> <th></th> | | |
|--|--|---|
| would have provided a more complete picture of these issues? Ms. MacMillan. Ms. MacMillan : <i>Qujannamiik</i> , Mr. Chairman. As we know, the education of our students is relying on a number of individuals, stakeholders, and partners, which include our DEAs, our parents in communities, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation): Thank you. Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to bale to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman (interpretation): Thank you. Mr. Suvega . Mr. Suvega (interpretation): Thank you. Mr. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Chairman (| use? Is there anything that from the | , |
| picture of these issues? Ms. MacMillan. Ms. MacMillan: Qujannamiik, Mr. Chairman. As we know, the education of our students is relying on a number of individuals, stakeholders, and partners, which include our DEAs, our parents in communities, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation): Thank you. Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Chairman (interpretation): Thank you. Mr. Suvega (interpretation): Thank you. Mr. Suvega (interpretation): Thank you. Mr. Suvega (interpretation): Thank you. Mr. Suvega (interpretation): Thank you. Mr. Chairman (interpretation): Thank you. Mr. Suvega (interpr | Department of Education's perspective that | ᠴᡆᡄᢩᡨᠣᠻ᠄᠂ᡰ᠋ᢣ᠆ᡆᡤᡃ᠋᠈᠕ᢣᠡ᠙ᠵᡬ᠅ |
| Here a construction of the second systems in the equation of the performanties, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. Ms. Angnakak. Chairman (interpretation): Okay. Thank you. Ms. Angnakak (interpretation): Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | would have provided a more complete | |
| Chairman. As we know, the education of our students is relying on a number of individuals, stakeholders, and partners, which include our DEAs, our parents in communities, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. Ms. Angnakak. Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the asme questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Chairman (interpretation): Thank you. Mr. Suvega (interpretation): Thank you. Mr. Chairman. Chairman (interpretation): Thank you. Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into mismatter. Today, when we're trying to make decisions, the three group; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | picture of these issues? Ms. MacMillan. | Δካ/≪Ϸርና Ϸ: L'ϥ. Γ ^៶ Ϲ LP°ץ. |
| Chairman. As we know, the education of our students is relying on a number of individuals, stakeholders, and partners, which include our DEAs, our parents in communities, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. Ms. Angnakak. Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Chairman (interpretation): Thank you. Mr. Chairman. they were already mentioned. We atter with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three group; college, education, and Family Services, are collaborating more closely and better whene we're trying to answer certain things. | Ma MacMillon, Quiann amiik Ma | |
| Students is relying on a number of individuals, stakeholders, and partners, which include our DEAs, our parents in communities, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. St. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Suvega (interpretation): Thank you. Mr. Suvega (interpretation): Thank you | ~ * | |
| and the problemindividuals, stakeholders, and partners, which include our DEAs, our parents in communities, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation): Thank you. $\Delta c^{+} \Delta^{+} \delta^{+} \alpha^{-} \Gamma^{+} L^{+} S < S^{+} \Delta^{-} \Delta^{-}$ | | |
| Intrivious, state backs, our parents in communities, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. $$P(FP) \cdot ^{S})^{S})^{C} (L^{S} \oplus D^{L} - C \wedge ^{S})^{C} \oplus C^{L} \otimes D^{L} + C \wedge ^{S})^{C} \oplus D^{L} $ | | |
| which include out DLA: is, our partners with Nunavut Arctic College. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. $\Delta c^+ \Delta ^{+} b ^{+} c^- b ^{+} c^- A^{+} c^{+} c^{+} b ^{+} b ^{+} c^- A^{+} c^{+} c^{+} b ^{+} b ^{+} c^- A^{+} c^{+} b ^{+} c^{+} c^{+} c^{+} b ^{+} b ^{+} c^- A^{+} c^{+} b ^{+} c^{+} c^{+} c^{+} b ^{+} c^{+} c^{+} c^{+} b ^{+} c^{+} c^{+} c^{+} c^{+} b ^{+} c^{+} c^{+} c^{+} c^{+} c^{+} b ^{+} c^{+} $ | | |
| control to lege. So that would have perhaps provided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman (interpretation): Thank you, Mr. Chairman They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | · • | |
| Alter Conceptionprovided more detailed information when you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you.CAbdσ~L Δ°ΔΔ° Δ Δ Δ C'L_Δ°Δ° Δ°Δ°Δ Δ C'L_Δ°Δ° Δ°Δ°Δ <br< td=""><td>-</td><td></td></br<> | - | |
| μουίαται durant anton mationΔ< $-\sqrt{4^{k}}$ you're looking at our learners as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you.Δ< $-\sqrt{4^{k}}$ Chairman (interpretation): Okay. Thank you. Ms. Angnakak.Δ< $-\sqrt{4^{k}}$ $-\sqrt{4^{k}}$ Chairman (interpretation): Okay. Thank you. Ms. Angnakak. $-\sqrt{4^{k}}$ $-\sqrt{4^{k}}$ Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. $-\sqrt{4^{k}}$ $-\sqrt{4^{k}}$ Chairman (interpretation): Thank you. Mr. Suvega.CALAL ^k 5 (Joho L ^k) Solution or employment. Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $-\sqrt{4^{k}}$ $-\sqrt{4^{k}}$ CAL $-\sqrt{4^{k}}$ $-\sqrt{4^{k}}$ | U I I | |
| you le looking at our rearrers as well as the resources and funding that is available to support the work and the program of the Department of Education. (interpretation) Thank you. Chairman (interpretation): Okay. Thank you. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Suvega (interpretation): Thank you. Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | ÷ | |
| Testorices and running that is available to support the work and the program of the Department of Education. (interpretation) Thank you. $C^{a}_{\Delta} ~^{j}_{\Delta} ~^{a}_{\Delta} ~^{b}_{\Delta} ~^{c}_{\Delta} $ | | |
| Support the work and the program of the Department of Education. (interpretation) Thank you. Thank you. (interpretation): Okay. Thank you. Ms. Angnakak. Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to make verter trying to make we closely and better when we're trying to answer certain things. | • | |
| Department of Education. (interpretation) Thank you.Pradic Δσ ⁻¹ / ₂ ⁻¹ C ⁻¹ Cd ΔΔ ² Δσ ⁻¹ / ₂ ⁻¹ C ⁻¹ Cd ΔΔ ² Δσ ⁻¹ / ₂ ⁻¹ C ⁻¹ Cd ΔΔ ² Δσ ⁻¹ / ₂ ⁻¹ Cd | | , |
| Thank you. Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you. Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | | · · · · · · · · · · · · · · · · · · · |
| Chairman (interpretation): Okay. Thank you. Ms. Angnakak. $\Delta c^{-\circ} \sigma \sqrt{c} \sqrt{c} \sqrt{c} \sqrt{d} \sqrt{c} (1 < A > D < D < D < D < D < D < D < D < D < D$ | Thank you. | |
| Chairman (interpretation): Okay. Thank you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | | |
| you. Ms. Angnakak. Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. b : Angra Ada Ada Ada Ada Ada Ada Ada Ada Ada Ad | | |
| Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman.Cd/stable college (adt: sd/sa_fb, $\Delta b/QDC^{cb}$. $/P^{c}-sbChairman (interpretation): Thank you. Mr.Suvega.Cd/stable college(adt: sd/sa_fb, \Delta b/QDC^{cb}. /P^{c}-sbMr. Suvega (interpretation): Thank you, Mr.Chairman. They were already mentioned. Wepartner with other groups, with universities,or the government. They affect our work, aswell as other things that need to be done. Ithis matter. Today, when we're trying tomake decisions, the three groups; college,education, and Family Services, arecollaborating more closely and better whenwe're trying to answer certain things.Cd/stable collaborating more closely and better whenwe're trying to answer certain things.Ms. Angnakak (interpretation): Thank you.partner with other groups, with universities,or the government. They affect our work, aswell as other things that need to be done. Ithis matter. Today, when we're trying tomake decisions, the three groups; college,education, and Family Services, arecollaborating more closely and better whenwe're trying to answer certain things.Cd/stable collaborating more closely and better whenwe're trying to answer certain things.$ | you. Ms. Angnakak. | |
| Ms. Angnakak (interpretation): Thank you. (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman $\Delta b/\langle \Phi \rangle^{c_b} _ (\Delta \Box \land \Box $ | | |
| (interpretation ends) I would like to ask the Nunavut Arctic College as well, basically the same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | | , |
| same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | | |
| same questions; if they feel that there might have been factors missing that did not address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | | △৬/≪⊳<% : L'a. ⊲∩₅d∩₅b L⊂₅⊃℃, L'C |
| address their situation and their ability to be able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | | • |
| able to support adult learners in transitioning to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | • | |
| to a post-secondary education or employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. CALACE CLACE CLACE CLACE CLACE CALACE CLACE CLACE CALACE CLACE CLACE CALACE C | • | ᠈ᡃ᠔᠋᠆ ᢣ᠄᠂᠔ᡃᢞ᠋᠋᠋᠘ᡃ᠈᠈ᡐᢄ᠋ᡬ᠉᠂᠘᠉ᢣᢁ᠘᠘ |
| employment. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $C\Delta L \Delta L = \Delta L = \Delta L^{-1} L^{$ | | ϽჼჼႱϟჼႶ⊲ႢჾႮႠႠႨჃჾႮჃ |
| Chairman (interpretation): Thank you. Mr. Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $C\Delta L \Delta c^{b} CL \sigma \Box \sigma S^{c} 5b > L L^{c} C > \sigma \sigma \delta^{c} b > L^{c} C > L^{c} c > \sigma \delta^{c} b > L^{c} C > L^{c} c > \sigma \delta^{c} b > L^{c} C >$ | 1 . | C°≪♂℃℃₽∆°⊃° Ċ७d⊲ CLĩ୮⁰. |
| Chairman (interpretation): Thank you. Mr. Suvega. $\forall \flat \triangleright^{\circ} \cap \flat \lor^{\varsigma} \Gamma^{\diamond} L^{\varsigma} \ \Box \sigma \supset \Delta^{\circ} \Box^{\varsigma_{\flat}}$. $L \subset U \subset \triangleright^{\varsigma} \cap D \land^{\varsigma} \cup D \circ^{\varsigma} \cup D \circ^{\varsigma}$ | employment. Thank you, Mr. Chairman. | |
| Suvega. Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $L \subset U \subset P^{sb} \cap P^{sb} \cap U < d^{sb} d \cap s = D^{sb} O^{sb} O^{s$ | | د∆∟∆ذ ^ه ۮڶσ 교۹≫٬ ℅⊳≯⅃レ‹∩J |
| Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $\dot{d}^{+}C^{-\varsigma}b_{-}\Delta C^{-b}L_{-}L_{-}L_{-}\Delta L^{-}\Delta C^{-}L_{-}L_{-}L_{-}L_{-}L_{-}L_{-}L_{-}L_$ | | ᠌᠕ᡃᢣ᠌ᢄᢞᡳᡗᠵᡃᠮ᠋᠆᠘ᢏ᠊᠋ᠴ᠋᠋ᠴ᠘ᢩ᠂ᠳ |
| Mr. Suvega (interpretation): Thank you, Mr. Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $\langle \dot{\gamma} \wedge \uparrow^{\circ} \wedge \uparrow^{\circ} \wedge \neg \langle \dot{\gamma} \wedge \downarrow^{\circ} \wedge \neg \langle \dot{\gamma} \wedge \neg \land \vee \vee$ | Suvega. | ᠘᠆᠘᠆ᡔ᠋᠉᠆ᠬ᠉᠂᠖᠕᠅᠔᠕᠅᠔᠕᠅᠘ |
| Chairman. They were already mentioned. We partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $\begin{subarray}{llllllllllllllllllllllllllllllllllll$ | | √6°⊂ [،] 6⊃∆⊂∿ل⊂⊳۲L∿ڶ ^۲ |
| partner with other groups, with universities, or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $\Box = \Delta c^{\circ} \Box \Delta c^{\circ} $ | | |
| or the government. They affect our work, as well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $d^{\lambda}h^{\circ} \ (A^{\varsigma} \ (A^$ | | |
| well as other things that need to be done. I think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $\Delta C \Delta L < A \black b \ D^{-} \ S^{+} \ S^{-} \ S^{+} \ S$ | | |
| think more thought should have been put into this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $C\Delta L < 4 \wedge {}^{\circ}d \cap - {}^{\circ}\Delta {}^{\circ}C \wedge {}^{\circ}L \circ {}^{\circ}$ | | ፟ጞጛኯ፟ኇኇዀፙዸጞዀዀ |
| this matter. Today, when we're trying to make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $P^{\downarrow} \subset \gamma \sigma \triangleleft^{\varsigma_0} \cap \Box^{\varsigma} b \supseteq C \Gamma \Delta L^{\varsigma} \Box \Delta C^{\sim} \cup \forall \Gamma^{\flat}$ | e | |
| make decisions, the three groups; college, education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. | think more thought should have been put into | |
| education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. $()^{+} \cap J^{\circ} = 0 \rightarrow 0$ | this matter. Today, when we're trying to | |
| collaborating more closely and better when we're trying to answer certain things. | make decisions, the three groups; college, | |
| we're trying to answer certain things. $\Delta \subset \Delta $ | education, and Family Services, are | |
| | collaborating more closely and better when | |
| | we're trying to answer certain things. | |
| | | >™⊃σ™\F<⊃∆< L▷∿৳ イニ<⊇™*&∿_I< |

| | ᡃᠣᡗᠰ᠋ᠣᢛᡃ᠘ᡄᢩ᠂ᠣ᠋᠋ᡏᢠᠦ ᢗ᠋᠋᠘᠋᠋ᠥ |
|---|---|
| We try to respond in a tripartite way. Maybe | ᡃ᠙᠋ᠴ᠋᠈᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| that could have been better looked at on how | ᡃ᠋ᡃᠣ᠘ᡃ᠋᠘᠋᠋ᡗ᠂ᡬᠣ᠋ᢩᡔ᠋ᠶ᠋ᠮ |
| the three parties could work together more. | ᢄ᠋ᡃᢐ᠘᠆ᢐ᠆᠙᠆ᡧ᠘ᠵᢛ᠘ᠵ᠋ |
| We can think of all sorts of things together. | ϹͺϷϥϫͼϧͺϽ;;ϧϤϽϹϷϞͼͺϪϷϞ;ϧϥͲͼ |
| Maybe there is a way to make it so that we | |
| • | ۵٬۹۵٬۰۰۲ مدا ۵٬۰۰۶ مول ۵٬۰۰۶ مول ۵٬۰۰۶ مول ۵٬۹۶۰ مدا ۵٬۰۰۶ مول ۵٬۰۰۶ مول ۵٬۰۰۶ مول |
| work more closely together. It's better now | ب حال کا کو کا کو کا کا کو کا کو کا کو کا ک |
| where we can basically give out the same | |
| answer on a topic. | |
| | (ϽϞᅪႶႱᠯჇ᠊ᡠ᠊᠋᠋᠋᠈᠊ᢒᢣ᠈᠂ݸᢣ᠌᠈᠊ᡆᡤᡃ᠋᠈,᠘ᡃᡟ᠙᠋᠌ᠺᡬ᠉ |
| Chairman (interpretation): Thank you. Ms. | |
| Angnakak. | Δ^ϧィペϷር ' ^ϧ : L'α. Γ ^៶ Ϲ LP ^α イ. |
| | |
| Ms. Angnakak (interpretation): Many of us | LP°7 (ጋኣትበJ°): ^ና dታ°ዺ广፞ ^ኈ , Δ ዮረኞኦር፞ ^ና ^ኈ . |
| want to ask questions, so I'll take a break for | CLጋ⅃ჼႱႠ CLჼd< ჽჼํํํํฅႶჼႶႱႵჼႦჂჼ |
| now and ask another question later. | ᠔ᠭ᠆᠋ᠣᡏᡐ᠋ᡃᠴ᠋ᡗ᠘᠆ᡥᡆᠯ᠋ᠫᡝ᠋᠋ᢐ᠋᠋ᠴ |
| now and ask another question fater. | ᠙᠋ᠴᢄᢣᡄ᠋ᢂᡩ᠆ᢘ᠖ᡩ᠕᠖᠘᠘᠘᠕᠆ᢆᡆᢄ᠘ᡔ |
| Chairman (interpretation): I'm sure you will | Cdᠲ᠋ᡈ᠋ᡝ᠋ᠴ᠋᠋ᠠ᠘᠆᠆ᠳᡆᠲᡄᡊ᠋ᡬᡃᡝᠳ᠋ᡃᢛ, Cᢀ᠙ᠳ |
| have another opportunity. Mr. Rumbolt. | ձհ⊳Ո∿Ს 56-୮ Cd൨ጋ⊲൞ՈJฯ |
| nave another opportunity. Mr. Kunbolt. | ᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᠘᠆᠋ᠳ᠋᠊᠋᠆ᡏ᠖᠘᠋ᡩ᠋᠋ᡏ᠖᠘ᡩ᠋ᡄᡄᢂ᠋᠖᠖ |
| Mr. Rumbolt: Thank you, Mr. Chairman | CL២dd ᠘ᠸᡨᠣ᠋᠊ᡆᠺᢛᢣ᠘᠋᠋ᠺ᠋᠊᠋ᠫ᠋ᡬ᠋᠅᠋ᡶᢣᢈ |
| and good afternoon. My first question is for | ᠘᠆᠆ᠳᡏᡐ᠋ᡅᠴ᠋ᡗ᠕᠋᠋᠋᠋᠖᠘ᡁᢄ᠘᠘ᡁ |
| the Department of Education. | |
| | $Cdc P^{b}JJ \Delta C^{c} \sigma 4^{c} \delta^{c} \sigma C\Delta L\Delta^{c} J\sigma^{b}$ |
| Earlier the auditor's department stated that | ΔCCCCCCCCCC |
| they visited seven communities and I know | |
| we have 25 communities in Nunavut with | Δ^{L} |
| over 40 schools. Do you feel that the | Δ Δ C C C , 07 C C C , Δ 0 Δ 0 , 0 , Π ι ι ⁶ σ ⊲ς ζ ⁶ σ ⁵ ⁶ , Γ ⁵ ζ ⁶ σ ⁵ ⁶ , CΔL |
| auditor's report was representative of | ۲۱۲۵ Ο ۹۹٬ Ο ۵٬, ۲ ۳٬ Ο ۵٬, CΔL ۹٬%ρ°σCD% Δς°σσυνδ%ος6cDsLs λίς |
| Nunavut as a whole? Like the findings that | |
| they found in these seven communities, is | $\geq \zeta^{b}$ |
| this common throughout Nunavut? Thank | ᠕᠋᠋᠋᠋ᢛ᠋ᡃᠣ᠋ᡄ᠊᠋᠋ᠫ᠋ᡬ᠋᠋᠋᠅ᡁᢣᢈ |
| 0 | |
| you, Mr. Chairman. | |
| | |
| Chairman (interpretation): Thank you. Ms. | ᡬᡃᢆᠣᡰᡆ᠕ᡃ᠘ᡊᢂ᠋᠋ᡔ᠋ᡐᠬᡗ᠂᠋ᡆᠧ᠋᠋᠋᠋᠋᠋ᠴ᠋ᢕ᠋᠋᠋᠘ᢨᡆ᠋᠋᠋᠋ᡗ᠘ |
| MacMillan. | ᠘᠆᠆ᠳᡏ᠖᠆ᠴᢗ᠘᠆ᡆ᠕᠆ᡗᢣᢂ᠋ᠴ᠕᠉ |
| | Δμ°αΔ |
| Ms. MacMillan: Qujannamiik, Mr. | ᠔᠆᠋᠋᠅ᠳᢣ᠉ᠫ᠋ᡃᢐ᠅᠋ᢕ᠋ᢩᡔ᠘ᠴᡐᢩ᠅ᡥ᠋ᡬᢓᡰᠴᢂ᠋᠅,᠙ᢣᢂ᠋ᠥ |
| Chairman. Nunavut communities are very | ᢄ᠆ᠺ᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| diverse. There are some commonalities, | ᡏ᠈ᢣᡤᢨᡙ᠋ᠣᡆᡄᢞᠣ᠕ᠸᡅ᠍᠍ᠿ᠋ᡃᢤ᠘ |
| however of course it would have been | ᡔᡄ᠋᠋ᡪᡃᡃ᠋᠑ᡄ᠋᠋ᠬᢞᡆᢩ᠘ᡱᡆ᠋᠋ᡃᠳ᠋ᡃ᠋᠖ᠿᡄᢂ᠋ᠮ᠘ᡃᢈ |
| beneficial to be able to visit each one of our | ᠘ᢣ᠋ᡰᡆ᠘ᡄᢩᠣᢦᢛᢕᠴ᠋᠂᠂᠋᠕ᡔᢐ᠘ᢑᡆ᠘ᡁ |
| schools and communities given the language | Δς ^ۥ δηνικοι το |
| dialect differences, our communities and our | ᡃᡪᢛ᠋᠋ᡗᡃᢣ᠋᠖ᢉ᠋ᠫ᠋᠋᠘ᢞᡆᢩᢨᡊᡄ᠋ᠴᢉᢄᡔ᠋᠋᠉ᠫᠦᢛᡃᡪ᠋᠋ᡏ᠋᠄᠋ᠴ |
| learners and the differentiation. So yes, it | ᠘᠆᠆᠋ᠳᡆ᠋ᡬ᠊᠌᠌ᡔᡗ᠋᠂᠋ᢑ᠋ᢣ᠘᠂᠘᠋᠆ᡆ᠋᠋᠉᠋᠆᠆ |
| would have been beneficial to visit all of our | ᠈᠘᠆ᡐ᠈᠕᠈ᡐ᠈ᡯ᠉᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| would have been beneficial to visit all of our | ϽϚ ¹ ¹ ² ¹ ² |

| communities and our schools. Qujannamiik, | ۵۲۹۵۵۵۹۵۵۵۵۵ |
|---|--|
| Mr. Chairman. | ᠘᠋᠋᠋᠋᠋᠋ᢐ᠋ᡄ᠋ᠵᢣ᠋᠅ᢆ᠋ᡋᡪ᠘ᢞᠣ᠋ᡗ᠘᠋᠋ᡨ᠋ᡄᢘᢄ᠆᠅ᢕᡗ᠋᠉ᡃ, ᠙ᡝᡧᠥ |
| | ᠘᠆᠋᠋᠋᠋ᢛᡆᡃᠫ᠋᠋ᡃᢑ᠋᠘᠆ᢕ᠉᠂ᢕ᠘᠆ᠳᡕ᠐᠕᠉᠂ᠳ᠘ᡔ᠘ |
| Chairman (interpretation): Thank you. Mr. | ᠕ᡃ᠘ᡅᢂᡃᠯ᠋᠋᠂᠕ᡄᠲ᠋᠋ᠴ᠕᠆᠆ᡆ᠋᠋᠕᠆ᡁ᠘᠘᠘ |
| Rumbolt. | ᠘᠘ᡨᡆ᠂ᡏ᠋ᠫ᠋᠋᠋᠋ᡬ᠙᠂᠕ᡩ᠖ᡔ᠖᠄᠘᠆ᠴᢉ |
| | Ċ°ᡅ ᠘᠆᠋°ᠣ᠋ᠫ᠋᠋᠋ᡝ᠋᠋᠋᠕᠋ᠳᡅᡬ᠅᠋᠐ᢕ |
| Mr. Rumbolt: Thank you. I think in any | ᠈ᡃᡃᡆᡄᡏᡃᡃ,᠘ᡃᠡᠡ᠙ᠵ᠋Ċ᠋᠅ |
| audit it would be very difficult to visit every | |
| community in Nunavut. We are very spread | Δ°7ኆ⊳ር° ፦: L'α. Γ'ር [°] d⊲հ. |
| out and it would be very difficult for the | |
| Auditor General's office to visit every | ᠈ᡃᠡᡆ᠋᠋᠋ᢣ ᠄᠂ᡃᡆᡰᢞ᠌ᢩᡆᡤᡃ᠋᠈,᠘ᡃ᠈ᢞ᠙ᢂ᠅.᠂᠂ᡃᡆᡰᢞ᠋᠋ᡆᡤᡃᠴ |
| community in such an audit. | Ċ ^ϲ ィℾ℠Ს ՔϷ℠℄Ϥ. Ճൎᡄᄡ Ϸℾ℠Ⴑ |
| | ᢂ᠋᠈ᡩ᠋ᢧᢐ᠋ᠳᡆᠬᠫ᠘ᡱ᠋ᡄ᠋᠋᠉᠋ᢆᢣ᠘ᡄ᠋ᡃ᠘᠘᠘᠘᠘ |
| My next question will be for the Auditor | ᠔᠆᠆ᠳᡏᡧ᠋ᠮᡃᡄᢩ᠂ᡬ᠅ᠬᡗᢆ᠘ᠴ᠆᠘᠘᠆ |
| General's office. In paragraph 89 of your | ᠄ᡃᠣ᠋᠊ᠴᡆᢂᢣ᠌ᢪᡆᢩᢨ᠈ᡤᡗᢈ᠘ᢩᡰᡆᡏ |
| report you indicated that in a couple of high | ∆ር≏σ⊲ኁ഻√⊲ኈፖԼኍ୮ၬԸ ኁԵ⊳ትLႱና∩Jና, ∆сጐՐና |
| schools you examined there were dedicated | ᢂ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| classrooms for adult learners. Did your audit | ᠊᠋᠋ᠳᡃᡳ᠋ᡣᡄ᠋᠋ᠬᠳ᠋᠋ᠴᡗ, ᡏᡃ᠋ᢛᡃ᠋ᡤᠳ᠋᠋᠋᠋ᡃᠴᡗ᠘ᢩᢁ᠘ᠺ. |
| also examine community learning centers, | ᢗ᠘ᡃ᠔ᡏᡄᢄ᠉᠕᠆ᢩᢁ᠋᠕ᡧ᠋᠕᠅ᠺ᠘᠉᠘ᢕ |
| and if so, in which communities? Thank you, | ᠋᠂ᡃ᠋ᡃᡋᢂ᠘ᠳᡏ᠋᠕ᡧᢁᡩ |
| Mr. Chairman. | |
| | (ጋኣትበJና) የbPትኣኈበ_ቃ፟፟፟፝፝፝ኯኇ፝፝፝፝፝፝፝፝ ይ፟፟፝፝፟፝፝ኯ፟፟፟፝ዾ፝፟፝፝፝፝፝፝ኯ፟፟፟፝ |
| Chairman (interpretation): Thank you. Mr. | ĎơႪ ^Ⴊ à∖⊅∩∿U 9 Þ°b™rL°L° Ċŀd⊲ |
| McKenzie. | ᠴᢩᡄ᠋ᡃᡋᡃᢛ᠋ᠫᡗ᠘᠆᠆ᠳᡏ᠖᠂ᡊ |
| | |
| Mr. McKenzie: Thank you, Mr. Chairman. | |
| In the course of our community visits we did | |
| visit community learning centres, but it was | ᠘ᡄᢂ᠋ᡃᢑᡄᢉ᠋᠋᠂ᠳ᠋᠉ᡣᡄᢁᡄ᠀᠋ᠮ᠘ᢩᡠ᠋ᡃᡉ᠋᠋᠋ᠬᡤᢩ᠂ᠳ ᢗᡆᡃ᠋᠊᠋ᡈ᠋ᠮᠴ᠋᠕᠄᠘᠋᠋ᡝᢣ᠋᠋᠘᠋ᢖ᠅ᡦ᠋᠉᠄ᡆᢣᢛ᠋᠋᠋᠘ᡏᡃ, |
| really more as a part of our focus on the adult | |
| learners. [When] we went to communities, | |
| that position may have been vacant, so we | Δ•/ペÞር ••: L'q. Γ'ር LP° ₄ . |
| weren't able to actually go to the community | |
| learning centres per se, but it was really more | LP°ન (ጋኣኦበJና): ^ና ሪሃ°ዹ广ካ, Δካન≪Ϸርናካ. |
| not so much to assess those facilities, but | Δa Δc Δc Δb Δc |
| really more as a means of meeting the | $C\Delta J / 6 \Delta L b J < 6 C C C C C C C C ,$ |
| individuals that worked there. | ۲۵۵۲ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ |
| | ᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| The one take-away, the one observation that I | ۵۲۵°۵۰٬۵۰ کے ۲۰۰۰ کے ۲۰۰۰ ۵۵ ۵۲۵۰ کے ۲۰۰۰ کے ۲۰۰۰ ۵۲۵۰ کے ۲۰۰۰ کے ۲ |
| would suggest or make was, certainly space | ᠊᠋ ᠋ ᡬᡆᢂ᠋᠈ᢞᢣ᠋ᡃ᠋᠆᠅ᡣ᠋᠉᠕᠆᠋᠋ᠺ᠄᠋᠋᠖᠖᠋᠋᠋᠋ᡬ᠂ᡔ |
| was an issue in terms of the number of | ڡڡ⊂~ᠣᠴ ᠘ᠵڶᠴᢉᢣᢈ᠈ᢆᠣ᠂,᠘᠋ᢣᠯᠺ᠒ᠻᢞᡆᢩ᠋ᡗᠵ, |
| programs that the college offers, and they're | ᢂ᠆᠘᠘ᡩᡆᢁᡔᡐᡁᢑ᠋ᢣᢄ᠈ᢆᠳᢗ᠋ |
| limited in terms of the space that they can | ᠕᠆᠋ᡃ᠘ᢞᡘ᠋᠋᠘᠋᠋᠋᠋᠆᠋᠈ᡏ᠋᠋᠋᠉ᠫᠣᡃ᠂ᡝ᠋ᠴ |
| offer those in. So I guess that would be one | ᢄᡃ᠋᠋ᡋᡄ᠋᠘ᢆᢪᡆ᠋᠂ᠳ᠋ᡗᡗ, ᠋᠘ᢣ᠌᠌ᢂ᠘ᡔ᠋ᡗ |
| observation that we had. It was just the | ᲮናϽኈႱ᠈ᢅ᠊┽⊂Ϸᢣ°᠊ᡅ᠋᠋ᡗᡄ᠂ᢗ᠋᠋᠘ᢑᡆ᠋ᡔᢑ |
| ability of the college to meet that need to | ᠘ᡄᢂ᠋᠈ᢞᠺ᠋ᠬ᠋᠋ᡷ᠋ᠥ᠋᠕᠋ᡃᢑ |

| deliver a variety of different programs but | |
|---|--|
| with limited space. | |

In terms of what really were our visits; they were really more to meet with the adult learners... sorry, adult educators as part of the adult basic education part of the audit. Thank you.

Chairman (interpretation): Thank you. According to my list of names, Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. First of all, welcome all of you who are attending this meeting.

As we are all aware, Nunavut is unique. My colleague asked a question on part of the situation in the Yukon, and we're different from them. We have more Inuit in Nunavut, and the Yukon has a smaller Inuit population, and that is where the differences are.

My question will be to the Auditor General of Canada. I'll ask it in English, Mr. Chairman. (interpretation ends) Your audit focuses on supports and barriers to high school students and adult learners in transitioning from high school education to post-secondary education and employment within the wage-based economy.

Why did your audit not also address the educational activities intended to support participation in the traditional or land-based economy, such as harvesting food and skins or producing goods like clothing and artwork? (interpretation) Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman and Hon. Member. In terms of the activities that would expose students to traditional

ᡤᢆ᠊ᡆ᠊᠊ᠴᡆᡄ᠋᠅ᠣ᠘ᡄᢂ᠋ᡃᡠᢗ᠋᠋᠂ᠳᢛ,᠂ᠴᡆᡄ᠅ᠣ ᠔ᢛ᠕ᡅᢞᡆ᠋᠂ᡆ᠋ᢛ ᠋ᠫᠻᢣ᠌ᢂ᠘ᡄᢓᢩ᠂ᠳ᠋ ᠘᠘᠘᠘ᢣᢂᡩ᠖᠖᠙᠙᠘᠘᠘᠘᠘᠘᠘ ዾኄዾዾኯኯዸዀዀዀዀዀዀ ᠙ᡝᡐᠣ᠘ᢩᢨᠣ᠖᠊ᡏ᠘᠖᠂ᡆᡐᠣ᠖᠘ᡁ ᠘ᡄᢂ᠋ᢉᡢᢦᢪ᠋᠋᠋ᡆ᠋᠂ᠳᠴᢗ᠋᠋᠘᠋ᢆ ᠔᠋ᡃ᠋᠋᠋᠋ᢧᡄ᠘ᢓᡃ᠋ᢩᠣ᠂ᠳᡗᢪᠣ᠋᠉᠕᠌᠋ᡔᡗ᠊ᢤ᠆ᠸ᠋ᡃᢛᡅᡗᡗ لەدەممى ھەھەھەرەر بەرەمە بەرەپ الم ᠋᠂ᡃ᠋ᡃ᠋ᡖ᠋ᢄ᠂ᠳ᠘᠙᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ጋዮ/ዾLፇ፞፞፝፝፝፝ጏጏዀርዾናበ፞፞፞፞፞ጏጜኯዾ፞ዀ፞ጏጜ ݐݥ⊗ך שפר״ס. ⊲۲ר⊃ עסע ᠘᠆᠆ᠣᢀᡃᠣᡔ᠘᠊ᡟ᠈᠋ᢄ᠂ᢣᡄ᠘ᢟᠣ᠋᠋᠆ ᠵᢀ᠋᠆ᡩᡄᢄ᠉᠊ᠫᠣᠴ᠋᠋ᠳ᠉ᠴ᠘᠋᠆ᡬ᠉ᢕ᠋ᢆᡆ ϼͼϲͽϫ ϒϲϧ_;Ϸϲͺϫϫ ϹΓ_βϤΔ ΥϲϧϔͲͽϲ Abtinibil S

ΔϷ/ペϷϹ^{ናϷ}: L'Ⴍ. ୮^៶Ϲ ^ናd⊲հ.

⁶ddh: ⁶db²a⁴b⁵, Δ⁴/2PC⁶⁶.
P³U²C⁶⁶d²a⁵, Δ⁴/2PC⁶⁶d², Δ²/2⁶a⁵, Δ²/2⁶, Δ²/2⁶
activities and that part of the economy, as part of our look at hands-on learning...and I apologize; I'll just go to that section. In paragraph 56 we did look at the types of hands-on learning that was being offered to students. We did look at both programs or courses that were aimed at providing students with opportunities to learn about traditional knowledge and activities, and we did see that there were in fact schools that were offering those types of courses. For example, we talk about traditional knowledge and activities, building igloos and kayaks, fishing, fox trapping, and sewing.

In our view there are also other courses, as we note, sustainable tourism and others as hairstyling and those that may be more, as you say, around the wage economy, but we were certainly interested in knowing are students being exposed to these other more traditional types of activities because, in our view, those are just as equally important for students. In fact, even though it's part of the...we have it under like not necessarily traditional knowledge or activities, sustainable tourism, there's certainly a linkage between traditional and local activities and sustainable tourism as well.

We also saw that not only was it providing students opportunities in traditional knowledge and activities, not only an opportunity to expose them to potential areas that they could go after high school, but also as a means of making school more culturally relevant, if you will, to students so that it wasn't all just about encouraging them to get into a specific occupation, but there are other more traditional activities that are equally important and that can also encourage them to stay in school and in fact could very much be a valuable opportunity for them to get into after high school as well. Thank you, Mr. Chairman. ΔΔC
C
ΔC
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
Δ
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
<

∆⊳୵≪⊳ር∿: L'o. ୮^៶ o.∆J.

ᠣ᠋᠘᠋᠋᠋᠘᠋᠘᠆ᡐ᠆ᡐ᠘ᡕᢕ᠋ᡕ᠄᠋᠘᠘ᢛ᠘

ዮር~° (ጋኣትበJና): ነሪታ° ፈ广ካ, Δካረ «ኦርጐ. ርΔL LCUCDON DOULS CLODA FANS OLD ଏ**୵∿**∩୯, FANS Ċbdd DĠ~bLC ٢<</p> ነሪበኈσርኈ 12–୮୭ ለኦሲኈረLላጔና ጋናኈሁኁጋቦ፦ ⊳«جغ⁺ۃ ﻣᡄᠴᡃᢗ∿ᡥᠣᢐ᠘ᡌᡆ ۲⊂د⊃₀۲٬۵۰٫۱۵٬۹۲ ۲⊂د⊃₀۲٬۵۰٬۹۲ ϽϚʹϧϤϤϼϧͺϤϧϧϧϫ;ϫ;ϫ;ϫ;ϫ;ϫ;ϫ;ϫ; $\Lambda^{i}b \rightarrow \Lambda^{i}b \rightarrow \Lambda$ ᠘᠋᠋ᠬ᠋᠋ᢧ᠖᠘ᢆᢧ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ᡆ᠋᠋᠈ᡏᠣ᠋᠋᠉ᡣ᠋ᡗᠮ᠖᠋᠉ᠫᠣ᠋᠉᠘᠘᠘᠘ ᠆᠕ᢣᡗ᠋᠋᠋ᠫᡘᢩ᠂ᠴᡗ᠋ᡗ᠉᠅ᡱ᠅᠋ᡠ᠋ᡕ᠋᠘ᢧᢣ᠘᠑᠘ᢞᢍ ᠘ᠴᡄᡅᢣᡃᡃ᠋ᡥᠣᡄ᠋᠕ᡄᡅ᠍᠍᠆ᡧᡄᡞᢓ᠋ᠴᡄ᠘ᡷᡃᡆᢪᠥ

| Chairman (interpretation): Thank you. Mr. | ۵٫ כ۵בר אלנאשלרני לשפאים אנים אנים |
|---|---|
| Quassa. | ᡝᡄᡗ᠋᠋᠉ᢣ᠋᠋ᡏᡧ᠆ᡔᢞᡇ᠋ᠴᡱ᠋ᠣ |
| | ᠕᠋᠋᠋᠉ᡃᠣ᠘ᢣᡄᡃ᠋᠋᠘ᢞᡪᠣ᠋᠋᠋᠄᠋᠘ᡛ᠔ᡏ᠋᠕ᡏᡄ᠂᠕ᡆᠵᢂᠵᢛ, |
| Mr. Quassa (interpretation): Thank you, Mr. | |
| Chairman. I also thank you for that response. | ᢀᠣᢞᡣ᠒ᡰᡆ᠈ᠣ᠅ᡄ᠆ᡄᢣ᠓᠕᠆᠋᠕᠆ᡐ᠘ᠺᢂ |
| I'll reiterate that those who are not | ዸጘዾዾ፨ኯĽ፝ኈ፝፝፝፝፝ኯኄጛ፝፞ |
| necessarily in school, unilingual Inuit had a | ^ڵ ^م ۸۲۹۶ذ ۲۹٬۵۰ ۲۵٬۰۱۲ |
| lot of education and they have more | ᠕᠆ᡅ᠋ᢩ᠆ᠴ᠒᠋ᢞ.᠂ᡃᡆᡃᢞ᠌ᡅ᠋ᡏᡃ |
| knowledge than some of us in harvesting, in | · · · · · · · · · · · · · · · · · · · |
| treatment of animals or sewing, and they had | ᠄ᡃݸᢣᢩᢁ᠋ᡏᡃ᠋ᢣ. (ᠫ᠋᠋ᡃᡪᢣ᠋ᡣ᠋᠋ᢆᠯ᠌᠌᠌ᢪᡩ᠖ᡃᢐ᠋ᠫ᠋᠋᠋ᡃᢛ) ᠋᠊᠋ᡏ᠋ᡃᢐᠧ᠋ᡃᡳᡰᡐᡝ᠋᠋ᠮᡃ, |
| a lot of learning experience. | |
| | ୮ ^៶ ୦ ^ଽ ୧ [∞] ୰ ^ଽ |
| (interpretation ends) Again to the Auditor | |
| General of Canada, on page 2 of your report, | |
| paragraph 9 states, "Citizens whose | ር <d<ና cld%ሁ="" ላለ%ተፈላጭጋ%ተlታ%="">ና.</d<ና> |
| education is limited face fewer opportunities | ٢-٥Δ٢ <u>-</u> Δ0 |
| for jobs and civic participation." Can you | |
| clarify what you mean by "civic | |
| participation" in the context of Nunavut | ها بالمعالية "gaps and barriers", ⊳d |
| society? (interpretation) Thank you, Mr. | 10 D 2 C D P 2 C D 2 C gaps and same s, 10 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C |
| Chairman. | ᠕ᡃᢞ᠙᠋ᢂ᠆᠆᠆᠂᠆᠂᠆᠆᠂᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | , , |
| Chairman (interpretation): Thank you. Mr. | ΔϷϟ≪ϷϹ^{;ϧ}։ ͺͺʹϫͺͺͺΓ ^៶ Ϲͺͺͺͺϧͻ |
| | |
| McKenzie. | |
| | Lb° ץ (ጋኣትበJና): ^ና ሪታ°ዉ广ካ Δካረペኦርጭ. ርካሪ⊲ |
| Mr. McKenzie: Thank you Mr. Chairman. | ᡣ᠙ᢗ᠌᠌ᡔ᠋ᡰᢞᢗ᠋᠋ᠵᢗᡔ᠋ᡬᢄᡔᢑ᠘ᢋ᠉ᡩᢕᢄᡔᢋ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that | ᡣ᠙ᢗ᠌᠌᠌ᡔ᠋ᡰᡄᢄ᠆ᡔ᠅᠖᠆᠙᠆᠖᠆᠅᠖᠆᠅᠖᠆᠅ ᢁ᠘᠅᠃᠘ᢣᡏ᠉᠖᠖ᡔᢄ᠆ᠺ᠅ᠺ᠋ᡬ᠅᠖᠘ᢄ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it | ᡣ᠙ᢗ᠌᠌᠌ᢦ᠘ᢞ ᠫ᠋᠋᠋ᠴ᠋᠋᠋᠋᠋᠋᠉᠖ᢗ᠌᠌᠌ᡔᢗᠵᢞ ᠌᠌᠌ᢂ᠆ᢐ ᡆ᠘᠋ᡈ᠋᠋᠋᠉ᢣ᠘᠊ᢣ᠋᠋ᠮ᠉᠖ᢂᡔᡄᢂ᠋᠅ᢗᠺ᠋᠆᠖᠆᠖᠘᠍᠉᠕᠖᠉ ᠕ᡣᡏᢦ᠋᠋᠋᠋᠋᠋ᠬ᠆ᢤ᠋ᠺᢂ᠆᠅ᢧ᠘᠋᠘᠋ᢧ᠍᠍ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people | ᡣ᠙ᢗ᠌᠌᠌᠌ᡔ᠘ᢞ ᠫ᠋ᠴ᠋᠋᠋᠋᠉᠖ᢅ᠋ᢄ᠘ᢣ᠅ᢄᡔᢑ᠖᠄ᠬ ᡆ᠘ᢩ᠋ᡈ᠋᠋᠉ᢣ᠘᠊ᢞ᠖ᢄᢄ᠆ᠺ᠆ᢐ᠊᠘ᡷ᠕ᢗ᠉ᢃ᠋ᡗ ᠕ᡣᡏ᠋᠋᠋᠋᠉᠊ᡁ᠘᠄᠘ᢣᢩᢂᡣᡄ᠅ᠳ᠋᠋᠒᠋᠋ᡛ᠋᠋᠋᠋᠋ᠮ᠘᠍᠍᠄᠉᠔᠉ ᢄ᠋ᢄᡔᡄ᠋᠋ᡄᡄᡬᢩᢟᠬ᠋᠌᠈᠘᠋ᠴᡗ᠋᠋ᠺᢄ᠈᠖ᢄᡔᡆ᠉ᠫᡅ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills | ᡣ᠙ᢗ᠌᠌᠌᠌ᡔ᠘ᢞᢗ᠋ᡔᢗᢄᢞᢗᢄ᠘ᢞᠺ᠖ᠳᡠᠺᠬᡨᠦ ᡆ᠘ᡈ᠋᠋᠄ᡩ᠘ᢣ᠋ᠮᢛ᠂᠖ᢂᡷᡄᢂ᠅ᢗᠺᠬᡨᠥ᠘ᡃ᠕᠘᠅᠍ᢃ᠋ᠮ ᠕ᡣᡏᢦ᠋ᡃᢛ᠋ᢩᡔᢖ᠋᠘᠂ᡈᢣᢂᡊ᠆᠅ᠦ᠋᠋᠋᠋ᢄ᠋ᠴ᠋᠄᠅ᠯ᠖᠅ᠫ᠅ ᢄ᠋᠂᠋᠋᠋᠋ᢄ᠆ᡄᡄᡗᡄ᠋ᢅ᠅ᡗᡟ᠖ᠴᡐ᠋ᠮ᠋ᠴᡥᢄ᠈᠖ᢄᢄ᠆ᡆ᠅᠋᠋᠋᠋ᢟ᠋᠘ ᢗᡆᡥᡆᡄᢂ᠅ᠫ᠋᠘ᠮ᠂ᡬᡃᡝᠴ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" | ᡣ᠙ᢗ᠌᠌᠌ᡔ᠘ᢞ ᠫᠴ᠋᠋᠉ᡃᢗᢓᢗᢂᢞ᠂ᢂ᠆᠅᠖ᡘ᠖ ᡆ᠘ᢩᡈ᠋᠍᠅᠘᠊ᢣ᠋ᠮ᠉᠄᠖ᢂᢣᡄᢂ᠅ᢗᠺᢇᠳ᠋᠖᠘ᡃ᠕᠘᠅ᢃᡗ ᠕ᡣᡏᢦ᠋᠋᠉ᡔᢖ᠘᠂ᢩᡈᢣ᠌ᡅᡣᠬ᠆᠅ᠥ᠋ᡗᠮ᠋᠋᠋᠋ᡦ᠋᠋ᢩ᠄ᡠᠯ᠅᠋᠋᠋᠉᠄ ᠖ᡃᢐᡄ᠋᠋᠘᠊ᡄᠺ᠋᠋᠅ᠧ᠋ ᠘᠋ᠣᡕ᠋᠋᠅ᡗ᠆ᡨᠧᢣᢂᡄ᠘᠉ᠫ᠋᠋᠋᠋᠋ᠺ᠋ᡩᠺ᠆᠖ ᠘᠋ᢧᡕ᠅ᡗ᠆ᡨᠧᢣᢂᡄ᠘᠉ᠫ᠋᠋᠋ᡗ᠋᠖ᡩᡆᠺ᠕ᢆᠼ᠁ᠺᠮ᠉ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such | ΠΡC Ϸ / L ל < |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, | ΠΡϹϷϟͺͺͺϟϚͺϽͺϿͺͼϲϨϹϷϟϚͺϷϭͼϧϲϢͼϭ ͼϪάͺͼϟͺͺͺϟͺϫ ϺϤͺͼϧͻͿͺͺͺͼͺͺϒϷͶϲϫͺϭͳͺ12Γͼ 15ͺϳʹͼͽϭͽ ϷʹͼϧϲͺϷʹͼϽͼ Ϲϐ·ͼͺϲͺϷʹͼϽʹͼ ϪϷϟͼͼϟϫͺϾͼʹϲϧϷͻϲϿͼʹϿϹ ϭϲʹͼϭϥͼϧϿϲ ϷϲͿϫ ΔϲͼϭϥͼϧϿϲ ͺͺϫ Ϸ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local | ΠΡC ϷィL Ϟ^c Ͻ Δ^{sb}C P C Ϸ Ϟ^c Ϸ σ^b δ^c Π^c σ Δ Δ Δ ^{sb} λ L ⊀ L^b ^{sb} Ϸ ^b ≥ Δ^{sb} C^c Π^c σ^b L^b Λ U^{sb} 3Γ Λ Γ Δ^{sb} λ 2 J. Δ ^b Δ P C^b σ 12 L^b 15 J^{sb} d^{sb} D^{sb}. Δ^{sb} c¹ c² C^c ^{cb} P^b D Δ^s D^c δ^{sb} D^b Δ^{sb} D^b L^b. C d^b α c D^{sb} D^c λ^s D^s D^c δ^{sb} D^b C^b D^b D^b D^b D^b D^b D^b D^b D |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for | ΠΡΟΡΥL Κ΄ Ο Δ΄ ΚΟΡΟΡΚ΄ Ρσιός Π°σ αΔά ϤΥL ΚΓ΄ ΥΡΑΣΟΝΟΓΟΥ ΡΤΕΙΝΟΝ 3Γ ΛΓΟ Δ΄ Δ΄ ΑΡΠΟΎσ 12Γ° 15 Ι΄ Δ΄ Β΄ Δ΄ Ρ΄ ΒΟ Τ΄ Δ΄ Γ΄ Δ΄ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having | ΠΡΟΡΥL૨ ϽϿ^ϵΕΡΟΡ૨ Ϸσ^ϵϷϚΠ^ϵσ ΔΔά^ϵνΖεΤ^κ δΡ^λεΡ^κΕ^κΟ⁶σ^κ L⁶Λυ⁶ 3Γ ΛΓα^ϵν₂J. άΔΡΠσ[*]σ 12Γ^κ 15^j⁶⁶⁶⁵⁵. δ^ϵbσ¹^ε²⁶⁶⁶⁶⁶⁵⁵⁶⁵⁶⁵⁶⁵⁶⁵⁶⁵⁶⁵⁵⁵⁶⁵⁵⁶⁵⁵⁵⁶⁵⁵⁵⁵⁵⁶⁵⁵⁵⁵⁵⁵⁵⁵⁵⁵⁵⁵⁵ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
| Mr. McKenzie : Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people reluctant and hesitant to get into those areas. | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
| Mr. McKenzie: Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people reluctant and hesitant to get into those areas. I think civic participation is about being | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
| Mr. McKenzie: Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people reluctant and hesitant to get into those areas. I think civic participation is about being engaged in the local community and being | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
| Mr. McKenzie: Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people reluctant and hesitant to get into those areas. I think civic participation is about being | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
| Mr. McKenzie: Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people reluctant and hesitant to get into those areas. I think civic participation is about being engaged in the local community and being able to feel confident to get in to understand | ΠΡΟΡ/L Κ Ο Δ⁶ ΚΡΟΡΟΥΚ Ρσ⁶ ΚΟΛ⁶ σ ΔΔά⁶ Κ L Κ Γ⁶ Κ Ε Λ Λ Γ⁶ Κ Ε Λ Λ Γ⁶ Κ Ε Λ Λ Γ⁶ Κ Δ Λ Γ⁶ σ Λ Γ Δ⁶ Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ |
| Mr. McKenzie: Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people reluctant and hesitant to get into those areas. I think civic participation is about being engaged in the local community and being able to feel confident to get in to understand what some of those issues are that are being | ΠΡΟΡ/L ξ Ο Δ⁵ ΕΡΟΡ ξ Ρσ⁵ ΕΛΟ⁶ σ ΔΔά⁵ γ L ξ Γ⁵ 5 ΕΡΟ Δ⁵ Ε⁵ Ο Δ⁵ Δ⁵ Ε⁵ Δ⁵ Δ⁵ Δ⁵ Δ⁵ Δ⁵ Δ⁵ Δ⁵ Δ |
| Mr. McKenzie: Thank you Mr. Chairman. "Civic participation", when I reflect on that word, I wonder if we did enough to put it into plain language, but really, some people who may not have sufficient literacy skills can be hesitant yes, I guess "hesitant" might be the word; to get into activities such as volunteering within their community, following and understanding issues of local concern that they can contribute to, for example, political activities. Not having those sufficient skills, whether they be in literacy or numeracy, can make people reluctant and hesitant to get into those areas. I think civic participation is about being engaged in the local community and being able to feel confident to get in to understand what some of those issues are that are being | ΠΡΟΡ/L Κ Ο Δ⁶ ΚΡΟΡΟΥΚ Ρσ⁶ ΚΟΛ⁶ σ ΔΔά⁶ Κ L Κ Γ⁶ Κ Ε Λ Λ Γ⁶ Κ Ε Λ Λ Γ⁶ Κ Ε Λ Λ Γ⁶ Κ Δ Λ Γ⁶ σ Λ Γ Δ⁶ Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ 2 Λ |

I would also explain, we don't note it specifically in the report, but it also provides individuals with an opportunity to more fully participate in daily activities. We do know of people who, for example, wanted to upgrade their basic literacy skill so that they could better follow issues that were being discussed on Facebook, for example. It is a modern form of communications that is now pervasive in what seems like all communities, but we understand that it is very well used in communities within Nunavut, and also individuals who wanted to upgrade their literacy skills, or get their high school diploma so that they can be a role model within their families as well. There is that civic notion, but also, I think at a personal and family level, there are also benefits.

I know that in the education framework that the Department of Education produced back in about 2000 and 2008 as well, they also talk about that education; becoming a capable and contributing human being was an expectation for everyone which is a reflection of Inuit social teachings and child rearing. I think that, again, it is not just about jobs, but it also about other aspects of peoples' daily lives where they can play a role. Thank you.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. My last question for now is to the Department of Family Services. (interpretation ends) On page 2 of the Auditor General's report, it indicates that the audit reviewed two financial aid programs that the Department of Family Services manages and delivers for adult learners in Nunavut. Just for clarification, we do understand that one of them is going to be moving over, but prior to that, as you know, CL^bd4 Δ^wbaΔ^j^wnC^j^a^wn^bσ^wn^c 4^L Δ^chΔ^jσ^b <<^cnσ^w. CΔL^a Cd^b^wC^c Δ^cn^kLJ. CΔL Δ^c^{j^k}σ^b Λ^LLΔ^j^kL² CΔL Δ^c^{j^k}σ^b Δ^kbaΔ^{j^k}Cⁱ² σⁱb² Λ^c δ^k³ Δ^wbaΔ^{j^k}Cⁱ² σⁱ² δ^k² δ^k² δ^k Δ^wbaΔ^{j^k}C^{i²} δ^k² δ^{k²} δ^{k²}

 C*&σ
 >σ+biA

 Λ'
 >

 Λ'
 >

 Δ'
 >

 Δ'

᠆᠘᠊ᠴ᠘ᡨᠣᡗᠴᡗ᠘᠆ᠳ᠘᠆ᡐ᠖᠘᠆᠘ ᠘᠆᠆ᠳ᠕᠘ᢣᠴᡗ᠕᠆᠆ᡆᠮᠴᡗ ᡏ᠋᠋ᠫ᠙ᡔᡆᠼᠧᢧᡆ᠕ᡆᡄ᠕ᠴ ᠕ᠳ᠋ᢩᠣ᠋ᡗ᠊᠘ᠸ᠆᠋ᠳ᠋ᡏ᠖᠋ᡗᠺ᠆ᡆᢩ᠂ᠣᠮ ₽סייס עייקע שייקע אייע עייע ᠴ᠆᠋ᡃᠡᢦᠡ᠂. ᡤ᠆ᡆ᠘ᡄ᠋ᡠᡄ᠆᠋᠉᠊᠋ᡃ᠋ᠵᢂ᠉᠂ᠴᢩ CALACIO CdCDGLC A°aG ∠⊂°σ⊲ኈ∩ഛ Lጋ⅃∿Ს ヘ՟ചป, Ոհ⅃ഛ. Ċ๒d⊲ ᠘᠆ᠧᠫᢛᢣ᠋᠋᠄᠗ᡧ᠘ᢄ᠆᠕᠆ᠺ᠆᠉᠆ᠺ ᠘᠆᠆ᡆ᠋᠅ᢕᠴᢀ ؇

[there is] the Financial Assistance for Nunavut Students program and the Adult Learning Training support program. What other financial assistance programs exist for adult learners in Nunavut, and what support does your department provide to adult learners to access them? (Interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Niego.

Ms. Niego: INAUDIBLE

Chairman (interpretation): Thank you. (interpretation ends) Sorry about that. Just for everybody present, just wait for the little red light in front of you to come on before you start speaking. We are going through technical upgrades too, so it's making things more complicated than normal. Mr. Clift.

Mr. Clift: Thank you Mr. Chairman. As the member has spoken, our primary programs are FANS and ALTS.

FANS is intended for students who are going on to post-secondary education, so that is people who have graduated grade 12 or who have achieved equivalency of grade 12 and then are moving on to a college or university program. ALTS is intended for all the other types of learning. That can include basic literacy. It includes apprenticeship, office administration, and those types of programs.

All of the programs the Department of Family Services administers come under those two umbrellas. However, there are many programs offered by the regional Inuit organizations and some private societies within the territory that either mirror or supplement the work that we do within Family Services. Informally there has been cooperation between Kakivak and KPID with FANS in terms of being able to top up the ΔĹ^ϧ <ናႭჅႭናݸჂႶႽ ΔႠ[®]ჾჃჇႶჼኣჾჼ. Ċ[®]Ⴍ ΔჂႻჄႠႲჂႦჼႦჂჼ ჃႱჂ ჂჂჼႽႠჇႠႲႶჼჂჾ ႭႠႯჼ ΔႠ[®]ჾႯჇႶჼႽჾჼ ჃჂႭჼႭႲႶႠႲჼჼႶႽჂჼ ለႵႱჄႲႱჂჃჼჼႶჼჂႶჼ ຉႭႠ[®]ჾ.

CΔL ϷͽϧͼϷϷυL ΡϷʹϿͼυ Ϲͼϥϥ ϷϞϯϭͼ ΔL°α >ͽϿϭͼϧϯͼϷϿϥͼϿͼ ϿͼϷϧͼϳϲϲϭϥͼ϶Ϛ ΔϲΓϞϷͼLC Ϲͼϥͽͼυ. Δͽͼͼ ΔL°α ΔͼϷαΔϞϨͼαϽΔͼαϲϥϲͼϭͼ ͽαͽͼ υ≪LͼϤͼϭ Ϸͼ≪Ͽͼϭͼ αͼΓϭͼ ϷαϷϞϲϷϚϟϧϿϭ ϹͼϥϤ ΛϲϲͼϧϽΓάσͼ ΛϤϲϼͼLϛ CL°α ϷϞϞͼϽϥϨͼϫϥϲϿϲ.

CΔL >Ե%CናႭ%ጋ%CናbΔ°ႭϷᢣናσ⊲%ჂႱ_┙% የイላσ Δ⊂°σ⊲%ᡤ Λ۶ሊ⊲⊂°Րና ϤL_ ⊲૮°Րና ጋ_%CʔՈናቴናር%C°Րና ናႱ°Րʔ°Ⴍናݸና_Րና. ናd۶°ႭႠ.

᠘ᢣᠡ᠙ᠵᢗ᠄ᡅᡃᡄ. ᠋᠆᠋ᡃᠧ᠂ᡥ᠋ᡃ᠋ᡃ᠃

 •P*ህ*
 •: 'dy*a/
 · Δν/

 C*a b**Ja*b

 C*a b**Ja*b

 DP/*a*b

 OP/*a*b

 DP/*a*b

 C'o*b*b

 DP/*a*b

 Sible:

 DP/*a*b

 D*b*b

 D*b

 D*b
 <

() كَنْكَامَ كَنْكَامَ كَنْكَ (كَنْكَامَ كَنْكَ (كَنْكَامَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ تَعْدَيْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ كَنْكَ عَنْكَ كَنْكَ عَنْكَ عَنْكَ عَنْكَ عَنْكَ عَنْكَ عَنْكَ كَنْكَ عَنْكَ عَنْكَ عَنْكَ عَنْكَ عَنْكَ عَنْكَ كَنْتَ عَنْكَ عَنْكَ

| dissistance that students get, so they would | |
|---|--|
| get so much from FANS and then they would | (ϽϞϟϷϳϞʹϒϚϽ·Ϸ) ϷͿϤ |
| get additional monies from KPID or | ᠔᠋ᡄ᠋ᠳᡆᢓᢪᢩᡅ᠋᠋᠋ᡃᢛ᠆᠆᠆᠆ᡏ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Kakivak. | ᠘᠆᠋ᠳᠣ᠕᠋᠋᠕᠋᠋᠋᠋ᢆᡐᢄᢄ᠆᠘᠅᠆᠆᠆᠆᠆᠆᠆ |
| | ᠔᠆᠆ᠳᡏ᠖᠉ᡔ᠘ᡃ᠘᠘ᢄ᠘᠘ |
| We're moving forward in discussions in | ᡩᠣᡅᢗᢂᢣ᠘ᡩ᠂ᡏ᠋᠋᠋ᡔ᠋᠉᠆᠘ᢞ |
| November with the regional Inuit | ጋየተՐላኈበጋ∆°ዹኈ<ና. ኄኴኈ ላጋኈር⋗ペ |
| organizations and the Government of Canada | ᢗ᠘ᡃᡆ᠘᠆ᡱᠣᡏᢠᢗᢓ᠋᠋ᡱᡆ᠄ᢦ᠆ᠴᢉ |
| to have further discussions about how we can | ᠘᠆᠆᠋᠊ᠣ᠊᠋ᡏ᠋᠋ᢐᡃᠵ.᠋᠌᠌᠌᠌ᡔᡗᢞ᠋᠋᠋ᠴ᠋᠋᠋ᡏ᠆ᢑ᠋ᢩ᠆ᡘ᠆ᡘ᠖᠘᠋ᢞ |
| better work together and layer our support so | ^ና d۶°ڡ۲҅ ^۳ . |
| that where we can't provide all the needs for | |
| our clients, whether it be in college, | Δ^ϧϟ≪ϷϹ^{·ϧ}։ L' ჲ. (ϽϞϷႶͿ·) |
| university, or in vocational training, we can | ᠘᠆᠋ᠳᠣᡏ᠋᠋᠋ᢐᠫᡄ᠋᠋ᠬᢣᡃᡃᡆᠲᠴᡄ, ᠋᠋᠋ᡗ᠋᠘ᡃ᠋ᠮᡄᠲ. |
| find a way to layer it that between | |
| organizations we can provide everything the | Lь୮୯~ (ጋጘኯሀን): የዓትኇወ፫ _ዮ , ∇ _ዮ አራር፦. |
| client needs. Those discussions are not far | ᠌ᡔ᠙ᢣᡆ᠋᠋᠋ᢛ᠋ᢉᢉᢉᢦᡃ᠋ᢐ᠆ᠳᠴ᠋᠕᠆᠘ᠴ |
| advanced at this point, but that's something | $P_{P} = P_{P} = P_{P$ |
| that we have taken up recently in a formal | ڶ [ٟ] ڡ٢ۼᡄ٥ۥڮۥ؞؇ڎ؆ؠ٦؋؞٢؞٩؞ |
| way that before was quite informal. | ᠄ᡃᠣᡅ᠋᠋ᢣ᠌ᢄᢣᡄ᠋᠕᠆ᡩᠣ᠋ᠬᢓ᠋᠘᠆᠋ |
| way that before was quite mornial. | ᡃ᠋ᡃ᠋ᠣ᠋᠋ᡊ᠆ᡏᢣᢣ᠋ᢆᠯᢛᠫᠣ᠋᠆ᠳ᠋᠌᠌ᢄᡔᢑ᠘ᡃ᠘᠘ |
| Chairman (interpretation): Thank you. | |
| Following my list of names, as people of | $\Delta^{\text{sb}}ba\Delta^{\text{sb}}hc$ C $\Delta^{\text{b}}dd$ |
| Kugaaruk have questions too, Mr. Qirngnuq. | |
| ruganian nuve questions too, inn. Quinghuq. | ٩٩٩ ٢٩٩ ٩٩ ٩٩ ٩٩ ٩٩ ٩٩ ٩٩ ٩٩ ٩٩ |
| Mr. Oirnanua (interpretation): Thank you | ᠔ᡄᢩ᠆ᠳᡏᡑ᠑ᡄᡅᢣᡃᡆᡄ᠋᠘᠆ᡎ᠘᠆᠉ᡩᡄ᠐᠉᠆᠘ |

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. Welcome, guests.

assistance that students get, so they would

I have a question on the opening comments, Mr. Chairman. First of all, in the Assistant Auditor General's opening comments in paragraph 5, if I say it in English, it mentions (interpretation ends) gaps and barriers. (interpretation) I would like to understand what the gaps and barriers are. I hope that was understandable, Mr. Chairman. Thank you.

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

Mr. McKenzie: Thank you, Mr. Chairman. If I could, in terms of the gaps and barriers, in our report, we provide a summary of our findings starting on page 3, paragraphs 12 to 15, I think it is. **᠘ᢣᠡ᠙ᠵᢗ᠄**ᡃ᠄᠘᠈ᢆᡆ. ᠋᠋ᠮᡃ᠋ᠫ᠂ᡗᢨᡃ᠍᠍ᡃᢛ.

ΥΡ° ٵ'™: ᡤᠯᡷᡆᡤᢆ᠉, ΔνΖ《ϷϹϲʹ·, ᡤᠯᡷᡆᡤᡝ᠊ᠴ PÞ « ᡆᡃᡶ᠋ᠺ. ᡤ ᡆᠺᢈᢄ᠉ ΛΡΡΟᢣ᠅ ϹΔነᢣ᠍᠍᠕ ᢣᡄᡗ᠉ᡃᡪᡬᢐᡃᡆᡦ᠊᠋ᠫᡊ᠇ᢣϷᢣ᠅ Γᠶᡝ ᢣ᠌ᠺᡁᠶ ᡆᡘ᠅ᡆᡣᡠ᠋₽ᢄ᠊ᠴ᠋᠅ᡁ. ᡤᡆ ᡠᡅᢗϷᠶ᠅ SIS ᡝᡠ᠊ᠴᡈᠫᠥ ᢗ᠋Δᡳᡶᡃᡶ᠋ᠺ. ᢣᡆᡏᡝᡡ ᡠᡅ᠘ᠺᠫᠮ Δᠴ᠋ᡄᠮᠦᢂᡩ᠘ ᢤᡄᠺᡅᡶᡅᢩᢨᡡ ᢂ᠋ᢗ᠖ Δᠴᡊᠮᡉᢂᡬ᠘ ᡬᡃᡄᠺᡀᡶᡅᢩᡷᠥᢂ᠘᠖ᢧ ᠺᠥᡷᡆᡬ ᠫᠻᢣᡶᡗ᠊ᠴ᠅ᡁ᠂ᡆᡘᡥᡆᡣᠮᠦ᠉ᢤᡁ. ᠘ᠶᢣ᠙᠙Ϸᢗᡄᡃᡡ, ᠮᡆᠯᡷᡆᡤ᠉.

Δ৬/ペレርናው: L'a. Γነጋ ሪልሀጭ.

Without reading it word by word, I would say that we looked at, for example, the support that was being provided to high school students in terms of being provided with advice in terms of either academic opportunities that could be available or that are available to them, the importance of a High School Diploma and graduating, and that was one of the gaps, if you will, was that it was something that was not being provided consistently. There were two schools that we visited where they had teachers, where the principals had made a decision to have a teacher play that role essentially and play that role of a counsellor to advise those students. There was that area of support.

We also looked at as a form of a gap would be to students...or sorry, not to students but for the department itself knowing that it has human resource challenges in terms of recruiting and keeping teachers and others. One of the things that we saw that was not in place and that we felt was important was to have a strategy that outlined how the department would address its human resource needs.

At the same time one of the gaps that we had noted was also in the area of a strategy, a strategy that outlined what the Department of Education could do to help students stay in school and transition through school. We note in our report, however, that many of the factors that affect students are not within the direct control of the department. That's why in our report we emphasize that any strategy that the department puts forward should really be a multi-stakeholder strategy and that it include other stakeholders that could contribute to some of the issues that are facing students, whether that be in the area of housing, but also others within the community that can provide work opportunities to students, that was another

᠈ᡃᡆᢣᢩᢁ᠋᠋ᡏ᠊᠘᠆ᢕ᠆ᢂ᠋᠃᠖᠘ᢛᡆ᠍᠍ ᠋᠂ᡃᠣᡅᢗ᠌᠌᠌ᠵᡔ᠋ᡞ᠈ᢣᠿ᠋᠋᠂᠘᠋᠋᠋᠉ᡃᠣ᠘ᢣᢛ᠒ᠴ᠋ Λ ርሲላሲታ P / ወላና የ Δ ር የ ወላጭ D ነ Δ የ ۲۲،۵۰ ۵⊂°σ∢هٔ`ے ۲۲،۵۰. ᠘ᢛ᠋ᡃᠣᡆ᠘ᢣᢛᢕᠴ᠋ᡄ᠘᠆ᢣ᠘ᢣᠴ᠋ᠺ᠘᠉᠆ᠺ᠘᠆ᠺ᠘ ᡬ᠊᠋ᡅ᠊᠕ᠫᡃ᠋᠖ᢂᡔᢦ᠈᠋᠕᠋ᡔ᠖᠘ᢞᠴᠣ᠂ᠺᡆᠣᢇ᠋᠉.

CLbdd এলপ্র্লেব্র্স্স্রি <u>ᡧ᠋᠋᠉</u>ᠳ᠈ᠳ᠘ᠴᡧ᠘ᠴᡆ᠉ᠸ᠋᠉ᡄ᠈᠆᠕᠆ᠴ ᡧ᠋᠘᠋ᠴ ᡄ᠋᠘ᢛᡏ᠘ᡩ᠈ᠺ᠘᠕ᢣ᠅ᢕᢕᡧ᠘ᠴ <u>ᡧ᠋ᡎ᠋᠋᠃ᡁ᠘ᢣᢟ᠂᠊ᠣ</u>ᢂ᠋᠆᠆᠘ᡧ᠘ᢣᡃᠣ ᠘᠆ᡄᡗ᠋ᢣ᠋᠋᠋᠄᠗᠋᠋᠅᠘ᠴ᠋᠘᠆᠘᠆ᠺ᠋ ᠂᠙᠋᠋ᡏ᠂ᢓ᠋᠋᠄ᡉ᠘ᢣᡆ᠘ᠴᡆ᠋ᢤ᠋ᠴ ᢀ᠋ᡔᢛᠵ᠋ᡗᠧ᠆ᡆ᠕ᠼ ᡏ᠋᠘᠘ᡩ᠕᠘᠘ᢘᢛ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ᢀᢞ᠋ᡊ᠆ᠳ᠘᠘ᡁ᠙᠕ᡩᡆ᠉᠆ᡁᢄ᠕ᡩᡆ᠉᠘

൧൪ഀഀഺ൙൨൛ ᡬ᠆᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ $+>+\Gamma_{0}$

∆⊂°σ∢∿ᡤ ۲نہے ہو کر ۵۰°کے ۵ Ċŀda ٬ه۵۲۲ ۸۶٬۰۵۲ ۲۰ Ს᠙᠘᠆ᡣᢣᡃ᠋ᢨᠣ᠆᠋᠋᠈᠂᠙᠋᠋ᠮ᠂ᢓ᠋ᡃᢐ᠘᠄ᡃᠣ᠘

 \dot{C} d \dot{C} d \dot{C} d \dot{C}

⊲∧⊾ィLʿ_)Րና ነ₽Γነ₽ነ₽∩Ր≀Lʿ_)Րና. Ċ♭d⊲

ᠵ᠋᠙ᡃᢈ᠋ᠵ᠉᠂᠒᠘ᢣᡗᢙᢑ

᠘᠘᠆ᢂ᠆᠕᠂ᢣᢑ᠋ᢄ᠉᠆ᡁ᠉ᡩ᠉᠘᠘᠘

ΔჼჼႦႭፚჂჼልϷ< Δンダσ. ነሪታ°ႭႠჼ, Δናፖ≪ϷϹʹჼ.

ᢗᡃ᠋᠋ᡰ᠋᠖ᠣᡒ᠘ᡄ᠋᠉ᠫ᠕᠂᠋ᠴᡆᢣ᠘ᡄ᠉ᠫ᠕᠂ᢕᢐ᠔

Δ^b/«ÞC^{sb}: L'α. Γ^vC ^sP^mJ^{sb}.

᠂ᢨᡃ᠋᠋᠃᠄᠆᠆᠆᠆᠂᠆᠆᠆᠆᠂᠆᠆᠆᠆ Ͻየ<u>/</u>°<u></u><u></u>«^γ⁴Γ¹Γ¹LJ / ⁹⁶ Γ⁶ Γ⁶ ር∆⁰፞ ⊲∆∿⁰∂∩ቦ≻ና.

<u>᠕᠃᠔ᡣ᠖ᡃᢐᠷ</u>᠘᠆ᡆ᠉᠘᠘ type of gap, if you will, in terms of the level of high schools.

For adult learners, I would say one of the gaps was simply having access to adult basic education programs within their communities and to a certain extent the limited offerings in the sense that there were available courses where communities that may have had an adult basic education program, it was offered during the day and during the week. For individuals, for example, who may be working, there were no evening classes or weekend classes that were available. That's maybe a gap or barrier, if you will, to individuals like that.

We saw as well, again, in the area of adult learners, the issue with respect to information that the college was collecting on potential learners who were applying to the various programs. What I mean by that is they have various programs and those programs collect information on people who are applying for those programs. That's valuable information because we saw that some people, for example, were not able to get into the PASS program because they didn't have the sufficient literacy skills to get into that program, but that information wasn't being shared on a consistent basis with others within the college who could use that to plan programs on their side. That was maybe a gap, but it also contributed to barriers because there may not be programs that are being offered in communities where there is a potential demand or need for those types of programs.

Those are maybe just examples of some of the gaps and barriers that we saw. Maybe just lastly that I had mentioned that a strategy that the Department of Education can prepare, it's important that they include others, but I think as well and it's something that Mr. DeJong and we note in our report as well that it's ద౬౧<ారార్గాంచాంచెంటి నిగాందిందిందిందిందింది రిలి ోరింపెంటి గిగింగిందిందింది Organizations ఒదెళ్లిళిం? దింగిళిందేందిం నిగించారాంగంగం

Δ⁶/«ÞC^{·6}: L'α. Δρςηλ⁶d⁻, Γ¹C Ρς⁻.

Δ•/«Þር•• (ጋኣኦበJና): L'ዉ ላዛሬጋ ርሏካሪ Δ/ሬበጋበካሪና ላኦሮዮንሰዛሬላ ኦቴሮሬንሪኮ ናሪታኖዉቨናትሪልና ላረላውና ውናቴናርናሬር. ላሰ ናሪታኖዉቨናቴናርውላጭ>በና. Γነር ናዮ፝ህጭ.

የምህጭ: 'dታ°ฉ广். ላለጭdበኣʻbʔ∆ሲናL ▷ペናበላጭ ▷ʻb▷ፖሊታሪም ርሪሬበናበ°σናሬ ርሪሬጭፖሬትሪስዮ ናጎኋውና. ሬርላፎጭ, ፊዮፖራዮር፦. ላፖላሙ ▷ናክ▷ፖላኣናክዖፚጭጋጐሪ ላለጭdበነኣናክዖ∆ሲጭጋጐሪ ቪ°ฉ. ናdታ°ฉ广.

Δ⁶γ « C⁶⁶: L'α. CΔL L⁶α «Π⁶dΠ⁶b CL³۶PbJα⁶⁶Γ-ΔΓ ΗΡΓ L⁶α ΡΗΔασ Δ⁶⁶b⁶bc-Pb⁶σας 15 Γσ³γΓ⁶ Δ⁶⁶b⁶bc-Pb⁶σας P«γαΡ ΡΠΡς Γς Δ⁶⁷ζ²⁶ αΛ⁶⁶ΗΡααΡ⁶α⁶⁶ΗΔσα⁶⁶ϽΠ⁶. Ρ«γαρς Ρ⁶⁶. L'α.

᠉ᡔ᠋ᢩᠴ᠉ᡃ᠋ᡖ᠉ᡃᠣ᠘᠘ᢡᢩᡆ᠉᠊ᠫ᠋᠄᠋᠋ᠮ᠋᠄᠋᠋᠋ᠮ᠋᠋ᠮ ᢂᠵᡟ᠉ᡃ᠖ᢧ᠉᠋ ᠋᠋ᡏ᠄ᢃᢄᡏ

Δ^b/ «ÞC[•]^b: L'α. CΔL ÞՈ[•]^bHΔLϲሲ[·]Γυ[·]C. (ϽϞληϳϲ⁻^b)[•]) CΔL Ρ[•]^bJα₋J ΛΓα[·]^σσας⁻^bbbl[·]C Þ[·]^bbλ_α«^cασας⁻^bbbs^c C^bdα [·]^bbλ_Δσ[•]^b Ͻ_λυ⁻^b[·]^b C^bdα *Υ*^bc[·]^k[·]^cΓ C^c^α ηη[•]^b^b[·] 1, 2, 15⁻J. L^e^αD⁺[·]^b Γ[·]C αΔ[·]*c*²[°].

ᡄ᠘ᡩᡗᠫᠲ (Ͻᡃᢆᡪᢣᠺ᠋᠋᠋ᠨᡗ᠄᠄᠂dᢣᢩᠲ᠋ᡄᡏᡃ,᠘ᡃᡟ᠙᠙ᢗ᠅ ᠈᠋ᡃ᠋ᡋ᠊᠘ᠫ᠘ᠳ᠋ᡄ᠉ᠫ᠋᠋᠋ᠳ᠘ᡄᡨᠣᡏᢀᢕᡠᠲ᠋᠋ᡶ᠉ᠫ᠉ ᡏ᠘ᢣ᠉ᢆᡠᠯᢋᡄ᠊ᢩᡨᡠᢛ᠅᠋ᡶ᠉᠋ᡔᡏ᠂᠙ᡃᡁ᠋᠋ᡔ᠉᠊ᢖ ᡏ᠘ᠴ ᡬᡃᠣᡆ ᠖᠒ᡶᠯ᠘ᡩᠴ᠂ᡆᡃᠵᡄᠯ᠋᠘᠆ᠴ᠙᠂ᡏ᠘ᠴ important that all three departments or all three organizations, I should say, the college, the Department of Family Services, and the Department of Education really work together because they're essentially, as I had mentioned in an earlier response, it's a continuum of individuals. Whether they're in high school or they leave high school early, they're all part of that pipeline of individuals of supply of potential candidates for jobs in the Government of Nunavut or in the private sector. It's important that they work together to ensure that that system works; there are always going to be bumps here and there, but try to work so that the needs of students and some of those barriers that they are facing are overcome. Thank you.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I also thank the Assistant Auditor General for clearly explaining that even though my question was brief. I'm happy to get such a lengthy response.

I would also like to ask a question to the Deputy Minister of Education, Tracy MacMillan. My question, and since it is written in English, I will read it in English. (interpretation ends) Operations and a better foundation is being laid to provide staff with support and training to the student information system, all with the goal of improving the quality of attendance data from Nunavut's schools.

(interpretation) It is for students. I would just like an explanation of what this means. Is it for distance education? I hope that was clear, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you. It was for the Department of Education. Ms. MacMillan.

రీరిత తెగినికిగిడ్ ఎగి ఎదిక్ కెడి కి సింగ్ ఎగి ఎ తిట పరిశిత ఉదాగి, ఉళితో కి కారించిందింది తెరా రేశి వి ఉదా ఎంతో ఎగి ఎడి కి సింగ్ రీరిత దిరిశోంది ఓరి తింది వి కి సింగ్ ది ది తి కి సింగ్ తిందింది. ది కి సింగ్ లిందింది. సింగి లింది లిందింది. సింగ్ లింది లింది.

Δ•/«Þር••: L'a. Ċ°a ÞʻbÞ/•ኣጋΔ°aÞaÞil. Γ\C dʻdd%.

△ﻩィ≪ﻪ⊂੶ﻩ: L'a. ୮५୦ Lb°ィ.

Lb°7 (ጋኣኦበJና): የሪታ° ፈቮ° Δ°7 «ኦር°. ἀ, የሪታ° ፈቮ° ላለ° ራ ሲኣፍልና. ርዮሪላ ኦየሪ ኦሲ «ዮር «ና ግዮ ርዮሪላ Δርና «ና ር ላታ ም ርΔLር ሲ^LLሬ ህ « ኦ የ«በ° ም ርዮሪላ ሲጋ ሲ አም / L አም ኦ ም ኮ ርዮሪላ **Ms. MacMillan**: *Qujannamiik*, Mr. Chairman. To provide clarification and to address the recommendation to improve our attendance data, recently, in July of this month, our IT Division purchased online video training software, and also in-service training audio and video files are being created by the department to provide inservice to schools; for example, to our principals, secretaries, vice-principals, and teachers, so that they will be better prepared to input data into the system. This will better provide and inform us how we can provide those supports to our students. *Qujannamiik*, Mr. Chairman.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman and thank you for your response. Also, with Nunavut Arctic College opening, I would like to direct my question to Mr. Suvega, and it is regarding the SIS.

What does it encompass? We are starting to use computers more frequently for educational purposes. Could you give us an overview of exactly what is in the SIS program? Mr. Chairman, thank you.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman and I would like to thank the member.

We are starting to learn a bit more about what is available for students. They had barriers at the educator and the student level. We would like to make adjustments. We also have an agreement or partnership with Memorial University in Newfoundland and Labrador, and possibly in the future, we will <u>م</u>⁶Γσ⁵⁶ Δϲ⁻Υσ⁶⁶ Δϲ⁻σσσσσσσσσ CΔL CL⁶dσ⁶6 CCNPN⁵6 Δς⁻σσσ⁵68 Δς⁻⁶σ² Ϸ⁵ Δς⁻σσσ⁵6 Δς⁻⁶σ² ²⁶ ³⁶ ²⁶ ³⁶ ²⁶ ³⁶ ³

Ċŀd⊲⊂ ∆۲L۲۰ے۲۰ے Ċ°۹

ΔΔC
ΔC
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
C
<p

Ċŀdd ΛϷσ·ϧ·ͶϤ·ͽϳͼͱϟϹϚ ϷϘ·ϚϺ·ϿϚ Ρ;Ϥσ ϤϞϷ΅ϒ·ϽϿ·ϹϷʹͽ Δϲ·ʹͼϭϤͼ·ϽΔϚ Ͽͼϲʹ·ͳϭ Ϥϟʹ·Ϲʹϭ· Δϲ·ʹϭϤͺϤʹͽϽΔϚϹϷʹͽ. ϤϞʹ·Ͽ·ϭϲʹϤϷʹϲͺͼϹϷʹϧϹϨʹ·ͼͼͶϚ·ϿϹϚ ΛϲͺͺϹϳϧϿ;ͽ Ͽϛ·ͽϿ;ͺͺ

לאֹכ יש⊳אראיטר כיפס עי<יאס ϹĹϭϷϲϷჼႦჂჼ CΔbσ ჼbLσჼϽϤჼΓ ϤႱႷჿႦჼ ۵٫۷۵٬۵۰ ۵۲۲ ۵٬۵۰ ۵۲ ۵٬۷۵۰ ۵۰ ADAG DGBGYLZAG CAL CLGQJG ᠕᠋᠋᠅ᡣ᠋᠋᠋ᡏᠵ᠋ᠴᢂᢛ᠘ᢋᡄᢂ᠉ᠫ᠘ᠴᢂ᠋᠉ $CL^{b}d^{c}CD^{b} \Delta C^{c}\sigma d \Delta d^{b}D^{b}C^{b}\Delta^{c}$ ᢗ᠘ᡃᡆᠯ᠋᠆ᠴ᠘᠋᠆ᠳᡏ᠖᠘ᡩᡆᢂᢟ᠋ᡗᡗ᠋᠘ᡩ᠂᠖ᢂᢗ᠘ᡃ COL SUPCOLOSLC CAL د۲، ۲۵۵ د۲>∿۹ د∛ CL⊳d⊲ دین P لمد⊳ۍ۲۳ ۵⊂°ה⊲™۲۵ ל°م ۵۲۲۴ےاר. Ċŀd┥ᢣ᠋ᠬᡃᡭᡣᡗᠺ᠘ᡧᢧᡦ᠉᠑ᠳᡘᠥᡐᡃᠥ᠖ ▷᠋᠂᠔ᢪᡆ᠉᠊ᢩᡔ᠋᠋᠂᠘᠘᠘᠋᠆ ᡆ᠆᠋᠊᠋ᡏᡪ᠉ᢕᢉ᠐ᢣ᠉ᠫ᠋᠈ᡃ ۲۵٬۰۵۰ ۵۲٬۰۲۲ مورد ۲۵٬۰۵۰ ۲۰۰۵ مورد ۲۰ ᠘ᢣ᠋ᡃ᠋᠙᠋ᡃᢑ᠘ᡄᢩ᠂ᠳ᠕ᡔ᠋᠉᠆ᡆᢄᠴ᠘᠆ᡩᡆ᠘ᡔ <ᠮᡅᡃ᠋᠑᠘᠙᠆᠆ᡏ᠕ᢣ᠉ᠫ᠉ ᢗ᠘ᡃᠳᠴ᠋᠋᠈᠘

be working with them so that the college can develop in terms of administration and northern research opportunities and program expansion. We are also looking at making sure that confidential documents are kept confidential.

We don't know exactly when we're going to have to those completed but we are working with the Department of Community and Government Services. Prior to that and possibly before the next summer coming, we will have something tangible, but we are working with the university in expanding the program. We're currently doing a review. Thank you, Mr. Chairman.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I also thank you for clarifying that, Mr. Suvega.

I have a question for the Department of Family Services to supplement a Member's comment that was stated earlier. Which regional organization are you referring to when you talked about the regional entities? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Family Services, Mr. Clift.

Mr. Clift: We're talking about the economic development in education components of the regional Inuit organizations: in the case of QIA, Kakivak; in the case of KIA, Kivalliq Partners in Development; and in the case of the Kitikmeot, we're working directly with the Kitikmeot Inuit Association.

Chairman (interpretation): Thank you. (interpretation ends) Just for the ease of the camera switchers, when you end statement **ΔϧϞͺͺϷϲͺͼ**, Γ,Ϲ ͺϥ_ͼϥ_ͼ.

 <i>

⁵ ነው ነር ርካ ላ ሪርት ምላጭ ጋር ሲትላና ርካ ላ ለርካ የትላ የትር ን ላት የትር ትርስ የስት ስር የስት የ የስት የ

Δ•/ペÞርጭ (ጋኣትበህና): Δሮ°σ፟፟፟፝ ላጭጋር ሲትያው ላለጭዕርኦጭቫጭጋ, Γ ሬዮርድ.

Lº୮೭ (ጋኣኦበJና): ^ናሪታ°ዉՐ[፡], Δሃ «ኦሮ[·]». ርኮሪ⊲ ⊲Γረσዮ[°] ሲኣኦሰ[°]

| with a thank you or <i>qujannamiik</i> or <i>ma'na</i>, then they know to switch. Mr. Qirngnuq. Mr. Qirngnuq (interpretation): Thank you. I have no further questions. I do apologize, but I have no further questions at this time. Thank you. | ⁵ Ρσ _L Δ ¹ \D ^j 5bG ^j 5bC ^g ^c Δ ¹ L ² Č ^b dd Δ ¹ L ² baC ^g Δ ² Δσ Δαč ^c L ^a a Δ ¹ λ ⁶ P ^a σ ^b Λ/L ^a P ^a C ^b P ^c Č ^b dd ά\D ^j C L ^a aD ^j 5 ^b . ⁵ d ^j ^a aČ ^b , Δ ^b /α ^j C ^b . Δ^b/α^jC^{5b} (D ^j , A ^j): ⁵ d ^{j^a} aČ ^b . Γ ¹ C d ⁱ 5d ⁴⁵ . |
|---|---|
| Chairman (interpretation): Thank you. I still have names on my list, but we will now take a 15-minute break. When we return, Mr. Lightstone, you will be able to ask questions. We will see you later. Thank you. >>Committee recessed at 15:17 and | ἰ ἰ ἰ ⊲ ಼ (ϽͺͻϷͺϿͺϿ, ͽ, Ϸ, Ϸ, Δ, Ϸ, Δ, Α, Α, Δ, |
| <i>resumed at 15:38</i> Chairman (interpretation): Thank you. We're now back. (interpretation ends) When we left off, we were starting on our discussion of the audit, on the report, and we were on the first section, which were paragraphs, basically, 1 to 15. Right now next name on my list, Mr. Lightstone. | Δ⁶/«ϷϹ· ⁶ (ϽϞϷΛͿϤ): ⁶ dͰ ⁶ Δ ⁺ ϽΡϚϷϷσ ⁵ ϽͿ ΡϷ ϽͿ Γ ⁵ C Ϥ ⁵ dϤ ⁵ ϤΛ ⁵⁶ dΛ ⁵ Δ ⁻ σ |
| Mr. Lightstone: Thank you, Mr. Chairman. I would like to make a comment on behalf of all the students, parents, teachers, and the Standing Committee itself. I would like to thank the Office of the Auditor General for the effort and countless hours put into this audit, as well as shedding light on the findings and producing recommendations, and most importantly, recognizing the connection between supports for high school students, student achievements, and post- | Ċŀd4 Λ~~~`````````````````````````````````` |
| secondary students in achieving our Inuit employment objectives. | ∆⊳៸⋞⋗ር ⁰: ୮ ^៶ ር⊳ጋ [∞] Ր. |
| I would also like to thank all of the different departments and organizations that are also responsible over meeting or providing those supports. Given the different entities and different layers of bureaucracy, I could see how it would be difficult to recognize the connection between each member's role and | CÞጋጐՐ : ^ና dታ°௳广 ^ᢑ Δ ^ϧ ረ ᠙ኦር ^ና ^ϧ Ϥ ^ͺ L ^ና d&Ϥ/"በϤ ^ና ^ϧ ⁵ ^ψ Λϲͺ ^ϳ [×] Δ ^μ ⁶ ^μ ኦ ⁶ ⁵ ^ψ ⁶ ¹ ^ψ ² ^ψ ⁶ ¹ ^ψ ¹ ^{ψ¹^ψ¹^{ψ¹^ψ¹^{ψ¹^{ψ¹^ψ}}}} |

achieving Article 23 and reaching Inuit employment. I would just like to ask that all the witnesses who are here today just to keep that fact in mind. I know that it is easy to lose that connection, but just be sure to reinforce that message amongst every different division or entity within those organizations. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. That's just a comment. Thank you, Mr. Lightstone. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Good afternoon to officials.

My question is towards the Office of the Auditor General. Paragraph 2 of your report notes that hands-on learning as well as academic preparation, guidance, and support can help high school students transition through school to post-secondary education or work. From the past audits in this area, can you describe what types of hands-on learning experiences you feel best supports transitions to post-secondary education or employment opportunities? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. Thank you for the question, Hon. Member. In terms of, I would say, the types of hands-on learning and which ones maybe are best suited, our audit had identified several different types of hands-on learning opportunities. I guess there are forms of hands-on learning. What I mean by that is having guest speakers come into a school, for example, or career fairs, which give an opportunity for students to.... It's outside of the classroom, but it gives them an opportunity to get exposed to different types of careers. I would consider those as part of ద౯ిరెలోనిర్ దులెల్లె౧ి రిిలిపోర్ గంగులింగుల్ నింటింగిం

△ﻩィኆ▷ርና₀: ናሪታ°Ⴍᡤ᠃. Γ\C Lb°ィ.

C[®] Φσ^bbcdΓσ⁶Λ[®]σ ΛΛ⁶^bγLb₂d^b2J⁶ ⁶PσbΔ^eα⁵cJdΔ, ΛΛ⁶^bγLtσ^b C[®]σ ά\ΡΛc^b 76, C[®]σ Δ^eα⁵ Δc⁴yP/d⁵b^b2^c P⁵bPγλγL²C^bb^p^c d2Δ^eαPΛCP⁵b^cC^b2^c. P^bd2Δ^eα⁵ Δc⁴yPJ^eα⁵b^cC^b2^c, ⁵b^c2άΛ2^eα⁵d^c2^cD^c2^c, ⁵d⁸α₁d2^eα⁵d^c2^cD^c2^c. ΛΓd2^eα⁶γd²^cC.

Δϧϟ≪ϷϹና_Ϸ: L'ϥ. Γ^៶ ϹϷϽ΅Ր.

| that kind of package of hands-on learning, if | ϹϷϽ΅ ϼ: L'ϥ_ ΔϧϞͺϭϷϹͺͼϷ. (ϽϳϟͰϽϽϲ) |
|---|--|
| you will. | ᠘ᠴᡄ᠋ᠬᢣᡃᡃᢨᠴ᠋ᡗ᠂ᡏ᠕᠋᠋᠆᠆ᡧ᠖᠘ᢣ᠋᠋ᢦ᠆ᡄᢛᡬ |
| | ᢄ᠋ᡃ᠖᠄᠔ᢣ᠋ᡗᢣ᠘ᡱᡆ᠋ᠺᢣᡃ᠘᠋ᠴ᠋ᡗ᠋ᢕ |
| I think what I would say, though, is I don't | ϹϪϟʹϧͼϹϩϧϞͺ;ϥϧϧϧϫ |
| know if there's any one that's better suited. I | ᡆ᠋᠋ᠴᡆ᠘᠋᠋᠋᠋ᢛ᠘᠆᠋᠉ᡩᢄ᠘ᡄ᠋᠋᠈ᢣ᠕᠋ᡔᡄ᠘᠋ᡰᡒᠾᢛᠣᢛ |
| think it's maybe trying to offer students kind | ᢀ᠌ᢂ᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| of, as I mentioned, a package of activities or | ᡔ᠋᠋᠋᠋ᡃᢐ᠘᠋᠋᠋ᠫᡣ᠋᠋᠋ᡰ᠋ᢣᡬᡃᢐᡃᡄᢉᢛ᠋᠋ᡔᠳ᠋᠘ᠳ᠋ᢩᠴᡗ |
| maybe a continuum because certainly | ᠘᠆᠋ᡃ᠕᠋᠋ᡥᡗ᠆ᠴᢙᢩ᠆ᠴᢉ᠊ |
| something like having a guest speaker come | ᠘᠋᠋᠋᠉ᡃᠣ᠘ᡃᠵᢪ᠋᠋ᠴ᠅᠋᠘ᡄ᠂ᡐ᠘᠊᠋ᠴ᠖᠘᠋ᢣ |
| into your class is valuable because you get an | ᠋ᠫ᠍᠋ᡧ᠋᠋ᡃ᠋ᢐ᠋᠘᠋᠋᠋ᡩ᠖᠋᠘ᢄᡷᡄᠴ |
| opportunity to see someone who is in a field | ᡥᡃ᠋ᡃ᠆᠆᠋᠋᠋᠋ᢆᡃ᠆ᡩᢂ᠆ᡆᢩᠮᡃ᠘᠋᠋ᡃᢣ᠙ᢂ᠋ᢗ᠋᠉ |
| and you get to hear from them about what it | |
| means to work. | Δ•거ペϷር ና • : L'α. Γ [、] αΔJ. |
| | |
| You also have some of the camps, for | ΦΔJ : L'Φ, Δ ^Ϛ ł≪ϷϹ ^{Ϛϧ} . (ϽϞϷ⋂ͿϚ) |
| example, in the opening statement and in our | ᠆᠋᠋᠂ᠳ᠖᠘ᢣ᠋᠘ᡩ᠘ᡩᢄ᠕ᡩ᠅᠘ᡩ |
| report and in the opening statement by the | ᡏ᠋ᠫᢛ᠆ᡕᢗ᠋ᢟᡄ᠘᠋ᠻᡗ᠊ᡏ᠋ᠴᠦ᠂᠋ᠳ᠋᠌᠌ᡔ᠋ᡐᢓᠲ᠋ᢩᡄᠺᠻᡢᠦ᠋ᡃᢛ |
| Department of Education there was reference | ϹΔϷϭϤ ΔϧϟͼϼϲϲͽϲϿͼ |
| to the health camp that is taking place here in | |
| Iqaluit. I think that those are valuable as well, | ᠕ᡃᡰᠣᢩᡄᡃᢐᠫ᠘ᢩ᠂᠂᠋᠕᠋᠕ᡩ᠋᠋ᡰᡔᡷᢄ |
| but for different reasons because it brings | ᠕᠈ᢣᠡᡣ᠋᠖᠖᠖ |
| students outside of their community, it gives | |
| them an opportunity to travel outside of their | ᠌ᢄ᠂ᠫ᠋᠋ᡣᡥ᠉ᡃᡁᡏ᠋ᠴ᠋᠋᠋᠋᠋᠘᠙᠋᠘ᠫᡝ᠋᠋ᢂᡃᡆᠣ ᠙ᠴᢂᢞᢛᢗ᠋᠋᠋᠖ |
| community and work with other students | ᢂ᠋ᠴᢄ᠉᠆᠖᠂᠐᠆᠐᠆ ᠘᠋᠋ᡃ᠋᠋᠆᠘᠋ᡃᢛ᠘᠆ᡁ᠘᠋᠋᠋᠋᠋᠋᠆᠘᠃ᢣᠺ |
| from other communities. It's much different | ᠕᠉ᡃᠣᡅ᠘ᡔᡅ᠙᠉ᡪᡁ᠋᠃ᡪ᠆᠋᠋᠊᠊ᡦ ᠘᠋᠋᠉ᡃᠣᡅ᠘ᡃ᠋ᡷᢛ᠋ᠬ᠌᠌᠌᠌᠘᠉ᢑ᠋᠋᠋ᠺ᠆᠃᠆᠃᠃᠃᠃᠃᠃᠃ |
| than having someone come in the class, but | |
| it's also more difficult and takes more | <u>አርዮ</u> የ መንግ በርጉ ነትር እንታን በርጉ የ መንግ በርጉ ነት የ መ |
| resources to coordinate and organize. | <u>م</u> د <u>م</u> رم مرجد مرجد مرجد مرجد مرجد مرجد مرجد مر |
| C | |
| We note in our report TASK week, which is | |
| an activity in Baker Lake, and certainly some | ᠴᡆᡄ ^ᢛ ᠳ᠋ᠴ᠋᠋ᢣ᠋᠋᠋᠋᠋ᢐᡃ᠋᠙ᢓᢪᡆ᠋᠋᠋᠋᠋᠋ᢐ᠋ |
| of the teachers and individuals who have | |
| been involved in that have indicated that that | |
| has been very successful. Even though | $dD\Delta^{\circ}aP\Delta J^{\circ}aP^{\circ}C$ $\Delta C^{\circ}\sigma dS^{\circ}\sigma^{\circ}C\Delta L$ |
| students may be chronic non-attenders or | |
| they don't attend a lot, something like TASK | ᢣ᠋ᡃ᠋ᡃ᠋᠋᠋᠆ᡣ᠙ᡩᡄ᠊᠋᠋᠆ᠳ᠘᠂ᠳ᠘᠘ |
| week actually brings them to school for that | ᠘᠋᠋᠋᠉ᡃᠣᡄ᠘ᡃᡞ᠋᠋ᠺ᠉ᠳᠴᡗ᠄᠃᠙ᡃᡆᡄ᠋᠋᠘ᡩᠴ᠘ᡃ |
| week and they really get an opportunity to | ᠋ᢦ᠈ᢣᡤᢆ ^ᢛ ᠂ᡗᡗ᠋ᡔᠣ᠋᠈᠕᠋᠋᠋᠋᠋᠋᠘᠋ᠴ᠋᠋ᡦ᠖᠋᠋᠉ᠫ᠘ᠳᡆᢂ᠋᠘ |
| experience things hands-on. | |
| | ᠆᠋᠕᠋᠋᠋᠋᠃᠘ᢑ᠋᠕ᢛ᠐ᢛᠥ᠋ᡆ᠋ᢣᠺᠴ᠋᠕ᡶᡄᢄ |
| And then I guess lastly is the whole notion of | ᠈ᡃᡆᢣᢩᢁᡤᡃ᠋᠈,᠘ᡃᢣ᠙ᡐᢄᡬᡃ᠋᠋ |
| something much more formal, which would | |
| be a co-op placement. So when a student | Δ•거ペϷርና •፡: L'፞፞፞፞ |
| would actually work in a work environment | |
| for a certain period of time; I think trying to | ዮ~ ኆ (ጋኣትበJና): ናਰኑቄፈ广ካ, ፊካረペ⊳ርናኈ. |
| offer a variety of different activities to | ᠘᠋᠄ᡔᢆ᠆᠋ᠣ᠊᠕᠆᠋᠋᠋᠆᠕᠆ᠬ᠈ᡩ᠋᠕᠆᠕᠂᠋᠋᠋᠕᠆ᡁ |
| | ᠋ᠳ᠋᠋᠋ᢐ᠋᠘ᢣ᠘᠋᠋᠉᠖᠘ᢣ᠘ᢛ᠋᠔᠘ᡕ᠘᠅᠖᠒ᡕᢄ᠕᠋. |

| students I would say, as opposed to picking | ᢗ᠘ᢣ᠌᠌ᠵᢣᢑ ᡬ᠊ᡆ᠂ᡏ᠋ᠫᡘ᠆ᡆ᠋ᢓᢚ᠋ᡪ᠋᠋᠋᠉ᠫ᠋᠋ |
|---|---|
| any specific one. | ᠕᠆᠋ᡃ᠘᠋ᠮ᠋᠋ᢣᠴᢄ᠋ᡄᢆᡆ᠕᠋᠋᠋᠋᠋᠋ᠰᠣᢑ᠂ᢩ᠕ᡷ᠋ᢆᡁᡆᡄ |
| | ᡏᠧᢛᠫ᠋᠅ᡬ᠊ᡅ᠊᠔᠋᠋᠋ᢣ᠋ᡔᠦ᠈᠆ᡔᡆᢄᢞᠺᡗ᠉ᠴ |
| The one thing that I would note though, and | ᢀᢞᡗ᠆ᠴ᠘ᠴᡄ᠕ᡷ᠕ᡆᠴ |
| we note in our report, we talk about what are | Ხጋ᠈ᡝᠣ᠌ᠺ᠊ᡘᡃᢛ |
| called these career program plans, where | |
| students sit down with the principal or the | ᢄ᠘᠌ᢧᠣ᠕ᢗ᠋ᡃ᠋ᢐᢛ᠋ᡣᠻᡊᢁᡃ᠋ᠫ᠋ᡅ |
| councillor in the school and they talk about | ٨᠆ᡃ᠘ᡃᡃ᠋ᢛᡃ᠘᠋᠐ᡣᡃᡪ᠌ᠫ᠋ᠴᢣᡃᠣᡄ᠘᠘ᡠᡘᠮᢂ |
| what is of interest to them, is maybe | 'bP>L>PPdce σና Δኈba Δኑ」ና |
| integrating those career program plans with | |
| the activities. | |
| | ᡏ᠋ᠫ᠘᠋ᠳᡅ᠌ᢓᡃᢛ᠋ᢣ᠘᠋ᡃ᠋ᡦᢄ᠋ᢁᡄ᠆ᡨᠥ ᠕᠋ᢗ᠋᠋ᡃ᠋᠋᠋ᡋᡄ᠕ᡩ᠋ᢄ᠆ᠺ᠖᠋ᢤ᠖᠆᠘᠖᠋ᢆᢧ |
| So better integrating them so that these plans | ΛΕ'ΌΛΑ'Ό ΈΛ'-20 \ "ΡυζΑ'"< Δίδωοσ Λ ⁶ υζα ⁶ Ωσ ⁶ 2) |
| are not just left in a file, but in fact, it is | ᠘᠂᠐᠋᠊᠊᠐᠂᠋ᢉ᠂᠊᠐ᠵᢦ᠉ᡣᡅ᠉ᡔ᠐ᡃ ᡣ᠋ᡪ᠘᠘ᡪ᠋᠋᠋᠋ᢛ᠓᠆᠅ᡔᢕ |
| something that students can use throughout | |
| their time at high school, and so it provides | |
| value, it makes them think throughout high | |
| school what is it that I would like to do after | ႱペĽ ^ϧ ϤʹʹͻϽ·Ϲ·ͽϨʹͻϧϧϧϲͺϹͳͽϥϥͺϻϥ;ϹϘ;Ͻ |
| school. | ٥٠ <u>٢</u> ٥٠ ٥٠ ٥٠ ٥٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ |
| | άμμς»)Δς Δς°αζητίζας |
| I think it is maybe a combination of offering | ᠕ᡣ᠋᠋᠋᠆᠆᠋ᡊ᠈ᢅ᠘᠆᠆᠆᠙᠖᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| a variety of different activities to students, | ᠘᠆᠋ᠳᠣᡏᢓ᠋ᡣᡃ᠋ᢣ᠋᠋᠋ᡃ᠋ᠳᡄ᠋᠉ᠫᢣ᠋ᡗ,᠈᠋ᢄ᠆ᡘᡆ᠋᠆᠉ |
| but also integrating it into requirements such | ᡏ᠋᠋ᠴ᠆ᡧ᠆ᡧ᠆ᡧ᠆ᡧ᠆ᡧ᠆ᡧ᠆ᡧ᠆ᡧ᠆ᡧ |
| as career program plans and using them to | Δლ [®] σ⊲ኪ⊲⋵ና. ረርርጋካናል୭ ርΔL ΔলካΔλσና |
| help students think about what is it that I | ᢣ᠋ᢛ᠋ᡠ᠋᠋᠆ᡩᢑᢄᢞ᠋᠉᠂ᢆᠣᢄᢣᡆᡄ |
| would like to do when I graduate from high | ᢣ᠋ᢛᡠ᠋᠘᠆ᡗ᠊ᢂ᠋᠋᠋ᠮ᠖᠆ᢣᢛ᠋ᢕ᠘᠋ |
| school. | _ |
| Longlacize if it is a long question, but I think | ᡃ᠋ᡦ᠋ᠴ᠋ᠴ᠋ᠴᡄᢄ᠘ᡨᡆ |
| I apologize if it is a long question, but I think it is an important one, and it is an important | ᠄ᡃ᠋᠔ᡋᢣ᠘ᢣᢂ᠋ᠳ᠖ᢗ᠅ᡣ᠋᠘ᢣ᠘ᢣ᠘ᡩᢂ᠋᠖ |
| question that you ask. I think really a variety | |
| of activities is probably the best solution as | |
| opposed to any specific one. I think they all | |
| have a role to play and they all have specific | ∧ዺ៸፞⊲ʔィĊĹና. ር∆L Lናፇ፟ ∆°ൎឩ ^៲ Lናፇ፞፞፞፞σ ^៲ ፘፘኇዸ፟ዀዀ |
| benefits, and I think it is again, providing that | ᠆ᡝᢣ᠋ᠣ᠊᠃ᡝ᠊᠋ᠴ᠉ᡃᠣᠣ᠉᠆ᢩ ᠙᠋ᡅᢂᢣ᠋᠋ᢛᢕᡓᢛ᠋᠘ᠮᢐ᠋᠆᠆᠁ᠺ |
| variety to students that is probably the best | የዉጆን የርፖ ዉዕ «ጎጆ ዕግርፖ ዉ «ጋሏ» 4∿ቦσጭካዛቢሲዛΓ» |
| route. Thank you, Mr. Chairman. | σ٬٥ΔϽΠ٬ኣלሲ،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،، |
| Toute. Thank you, Wit. Chairman. | |
| Chairman (interpretation): Thank you. Mr. | |
| Akoak. | ᠕᠋᠋᠈᠋ᡶᢦ᠋ᡗᡄᢂ᠂᠘᠆ᡁ᠕ᡔᡅ᠕᠆ᡁ |
| Tixoux. | |
| Mr. Akoak: Thank you Mr. Chairman. My | CA°C 67%6007265 4°7%68~0 |
| next question is toward the Education | ᠕᠆᠋᠆᠋᠊᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠕᠆᠆ᠺ᠖᠋ᠬᡗ᠆ᠴᠣᢂ᠂᠋ᢄᡐᡠᢩ᠋᠆ᡬ᠆᠘ᢣ᠒᠆᠘ |
| department. Paragraph 4 of the audit report | ᠂᠙ᠣ᠋᠋᠋ᡃᡐ᠋ᠴ᠖᠂᠋ᢑ᠘ᡱ᠕᠆᠉᠘᠘ |
| notes that "The Department's vision is to | ᢣ᠋᠊ᢣ᠋᠐ᡣᢦᡗᢨᡅ᠋᠋ᠮ᠋᠘᠅᠘ᠺ᠋ᡝᢕ᠋᠋᠋᠆᠋᠋᠋ᠶ᠖᠆ᡁ᠘ |
| have more well-educated and self-reliant | ᠘᠋᠉ᡃ᠋ᡃᠣᡆ᠘ᡃᢆ᠋ᠮ᠊᠋ᠴ᠋᠋᠋᠅᠋᠘᠉᠂᠔ᡣ᠅᠋ᡁᠴ᠋ |
| | |

Nunavummiut, high school graduation rates that are on par with the rest of Canada, and a majority of Nunavut youth graduating from high school, college, or university...."

How does the department compare the level of skills and abilities of Nunavut graduates to the level of skills and abilities of graduates from other Canadian jurisdictions? I do not want to offend the department, or to offend our frontline workers. I am asking this on behalf of all of our students. Is our education system better, the same or "other" compared to the rest of Canada? Thank you Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) That question was for the Department of Education. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. We would have to look into if we collect statistics about comparing our students with those in other jurisdictions in Canada. I do not have that available at this moment. (interpretation) Thank you.

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

Mr. Akoak: Thank you Mr. Chairman. Yes, we all want a good education on par with the rest of Canada. We are trying to do that, so we are asking to make sure that we are on par and we are giving our educator the tools to teach, just like the rest of Canada. That's just a comment. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just to get a clarification on your response to Mr. Akoak's question, does the department of education carryout the regular evaluations in terms of looking at the rest of the country and looking at our results in the territory? Or is that something

ϷΛჼ∿Ⴑ^ֈϞʹቴΔ Ϸʹቴዖ°ႭჼჄረ≟ʹͽϽͿϚ ΛϲႢϤ^ֈϞΓϷ ϞʹͽϨ·ϲͺϹϚႶ°σϷ ϷʹቴϷϒʹͼϷϨ·ϫͼϟͺϽϹ. ʹϭͿϧ°ႭΓϷ.

Δ•거ペÞርˤь: ୮^៶ር ˤd⊲հ.

 CAL
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 ۲
 ۲

 <t

Δ•/ペÞር[•]፦ L'ዉ. Γ^ւϹ Lb^៰ィ.

that is not being done regularly as part of your normal operations? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Our personnel sit on various committees with CMEC, the Council of Ministers of Education Council of Canada, and assessments, evaluations, programming, and actually just recently, our Curriculum Division will be taking part and have access to transitions information. So it is our goal as well to prepare our students and ensure that they do receive a high quality education with regard to... they are entitled to the same education as all of our students across Canada. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Following the list of names, Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. I am thankful that Inuktitut is being spoken here. (interpretation ends) Thank you, so much. (interpretation) In the Auditor General's report, for clients on (interpretation ends) income assistance (interpretation) right now, how can they get educated so they can get off of income support? How can they be assisted to prepare themselves for work? I would like to ask the Auditor General, for (interpretation ends) income assistance clients, (interpretation) I would like to know if they receive any help.

(interpretation ends) My question is: did you analyze what kind of adult learner supports are [in place] for income support clients that are provided specifically? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. We did not look specifically at what was available to recipients of income assistance.

<\p><\p>
<</p>

Ի ΔΓ ΔΓ Δ⁶ ά⁵ δ⁶ σ⁶ ΛΓ 4⁵ Δ.
C⁶ α Δ C⁶ σ 4⁵⁰ Πσ⁶
Λνά (Π 4 Π 6 Π 5 6 C 4² σ 5 6 C 4⁶ C 4

It was more individuals, and when we looked at the availability of adult basic education programs, that some of those individuals may have been income assistance, but we didn't look to see if they were... if they were on income assistance, we looked more just in terms of the access to those types of programs.

I would note though, we do note in the report the question with respect to... I apologize. I'm just... on paragraph 76, we talk about adult basic education essential skills, and that is a specific program that is offered, and it is aimed at providing individuals with opportunities to develop English and math; essentially, basic English and math skills and skills that are required for entry level jobs. That is one area that we noted was... or not one area, but one program, that was offered in most communities across the territory, but we do note that it is very much a targeted program in the sense that it is meant to help individuals develop those basic skills, as well as work-related skills, that would help them get into the work force. Whereas some of the other, what we call the "adult basic education core programs" that would allow them to go up to higher levels of literacy, that is the area that we noted was more of a gap. That is covered off in paragraphs 76 and 77. Thank you.

Chairman (interpretation): Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. (interpretation ends) My question is to Family Services. First of all, I appreciate each of you speaking terms in our language. I really do appreciate that.

Can you describe what challenges or successes you have had in encouraging income assistance clients to become adult learners and improve their options to get employment and no longer rely on income ڡےڡ∆^ۥ؇٥[ٟ]؈٦ڶ[ٟ]ڶۮ. ∆ᡄᢣᠶ┥٦ڶڹۮ. ٬ݸᢣ॰ᡅᠮᢆ^ᢑ.

Δ•/«Þር·• (ጋኣትበJና): የਰት°αΓਂ•. Γ[、] ነ፞6[.] ⊲Þ<[©]ጋ?ጋ• ΔΡነረ⊲ሊርϷናጋJ.

'b^c (ϽϞϷηυς): 'd৮° Δ΄ Δ'Υ «ϷϹ'°.

 Δ⊆Γ

 Δ⊆Γ

 ΔΞ

 ΔΞ

ረድጋኣናልኑ Δሮ[®]σኆ[®]ጋሮሲጅነሮ ላ፞፝[®] ሰትረ እናቅርϷታዉσኆናጋσ ናቆናበ[®]σናፑ 12ርናሥጋ ናቆናጋዉበጋና ዾናቴርታዉሲላትና በበናዖ[®]ዉሲላትና ር[®]ዉ ርժኦኦናሪል^ሙႱኈጋሪና ኣ[®] የኦ[®]በቦላርዾ[®]ርጆና ርL[®]ዉ ርժኣኦኦበናበዛርና

| support? That's my final question. Thank | ᠂ᡠᡣ᠋ᠣᢛᡃ᠘ᡄᢣ᠌᠌᠈ᡠ᠋᠒᠋ᠴ᠋ |
|---|--|
| you, Mr. Chairman. | ن <i>~</i> لالا الله الله الله الله الله الله الله |
| you, wir. Chairman. | Cd'SD& UID LC. C CL |
| Chairman (intermetation), Thank you Ma | |
| Chairman (interpretation): Thank you. Ms. | ᠘ᠴ᠋ᡗ᠋᠋᠋ᡗ᠋᠄᠋᠕᠋᠘ᡱᡄᢂ᠋᠆ᡘ᠆ᠬ᠋ᢄᡔᡄᢂ᠆ᡘ |
| Niego. | |
| | |
| Ms. Niego (interpretation): Thank you, Mr. | |
| Chairman. (interpretation ends) Income | ᠘᠆ᢣ᠘ᢣᡃ᠋ᡪ᠋᠋ᠮᡠᡃ᠋᠋᠋᠊᠋ᡦᢛ᠋᠔᠘᠆᠋ᢥ᠘ |
| assistance, the main program that we utilize | |
| is a productive choice program as a means to | △°≀<>⊂`° : L'a. (ϽϞϡ∩ͿϚ). ·ϭͿϧ ^a αΓ ⁱ . L ^a a |
| begin encouraging our income assistance | ᢄ᠋ᡃ᠋᠔ᡔ᠘ᢁᡩ᠆ᢕᢛᡬ᠅ᡁ᠘᠂ᢗ᠅ᡧᠣᢄ |
| clients towards a path to employment. | L⁵∧レჼ 4Jና ∩₽⊳∩≀L⊀ና ∩∩ናჼ⊦≀Lσ∿Ⴑ |
| | ۶۲۲۹٬۵۹، ۲۹۹۳ کې ۹۲، ۲۹۹۹ کې ۶۹۲ |
| Some of the challenges would be | ᠵ᠋᠋᠅ᠫᠣ᠋᠋᠋᠋᠋ᡦᢑ᠘᠆ᡱᠣ᠋ᠺ᠅ᢕᠴᡄ |
| priorthere's a number of them. One would | ᠋(Ͻᡃᡪᢣᠺᠠ᠋ᢆᢖ᠈ᡩ᠉᠋ᠫ᠉)᠘᠋ᡔ᠋᠉ᡠᡄᡏ᠋᠕ᢣ᠋ᠵ᠘ᢣᡆ᠉ᢄ᠕ |
| be, for example, we have federal funding | ∩₽∽ىا كە∆ىك كە⊥ە كە∆ىكى كە |
| available through our career development | ۲ ^ـ >۲. |
| stream for labour market programs. We rely | |
| on third parties to apply and ensure that they | ናኑ>ና (ጋኣኦበJና): ^ና ሪሃ°ሏ广 ^ኈ Δዮፖペኦር ^ኈ . |
| fit within the requirements of the federal | ᡏ᠕ᢛᡆᢕᢩᢁ᠆ᢑ᠆ᢐ᠆ᡆ᠕ᢛᡆ᠒᠄ᢧᢓ |
| funding. That's one challenge. | ᠘᠋᠋ᠫ᠘᠋᠋᠋ᢛ᠋᠘᠆ᡱᠣ᠘ᡄᢩᠣ᠋ᠯᡧᠫᡄᡅᢣᡃᡆᡄ |
| funding. That's one chancinge. | LʰΛሁኈ 7, C°ኖኈሁና 20σь LጋΔʔበኈσ |
| Another shallongs of source is having the | ▷'৳▷৴'৳ናልና ∆≏௳'ഛ ᠘᠆᠆ᠣ᠊ᡏ≶, |
| Another challenge, of course, is having the | ਁዾ୶୴୶ୢୄ୵୲ଽ୵୶୰୰୰୰୰୰୰୰ |
| broad spectrum of programs needed within a | ᠴ᠋ᡅᡄᡃᡄ᠊᠊᠋᠊᠋᠆᠋ᡔᡔ.᠕᠈ᡃᠯᡣᡗᡃᢣ᠈ᢡᠦᡃᠣ᠘᠂ᡃᡉ᠘ᡃ᠘ᡗ |
| community. Not everyone can be in one | ےمع ^ہ ר عمر حلانے <i>ہ</i> ح |
| field. Not everyone has the interest in, for | ᡏ᠋᠘ᡔᡆ᠋ᢄᢕᢄᡔ᠋᠋ᡨᡄᡄᡲ᠂᠋ᡝᡆᢞᡆ᠋᠋ᡏᢛ |
| example, mining. The more programs | ∆ [⊾] ୵≪⊳⊂ ^{₅ь} . |
| available, the better we can steer income | |
| assistance clients away from that assistance | △ﻩ୵≪⊳⊂ ና₀ (ϽϞᢣ∩Jና): ˤdদᠲᡆᡤᢀ. ᠮᢣ ᠘ᡃ᠋ᠮᡄᠲ. |
| and into their career paths. Everyone has a | |
| different interest. | Lº୮ᡄ ॰: (ጋኣኦበJ ^ϲ): ^ና ሪካዮ ፊኮፖ ወኑ / «ኦር». |
| | ᡬᡃᡆᠴ᠋᠋ᠳᡅ᠘ᡩᡆ᠘ᡩ᠘᠆ᡩᠣ᠋᠋᠋᠆ᡘ᠆ᠬ᠖᠆ᠳ᠘ |
| I would like to have my director expand on | ᠕᠆᠋ᡅ᠋᠊᠋᠆ᡧᡃᡉ᠋᠋ᡗᡃ᠖᠆ᢧᡄᡄ᠅᠋ᠥ |
| some areas, if I may. Thank you, Mr. | ᡪᡄᠺᠫᢛᡃᡪᠻᡑᡰᡆᡆ᠋᠊ᡄ.ᢗ᠘᠘ᠸ᠊᠋᠌᠌ᡔ᠋ᠥᠣᢦᢛᠵᡪ ᡬᡆ |
| Chairman. | ⊲∧∿dc Ċŀdጔ∿Ს CLŀdጔ∿Ს |
| | ᡐ᠋ᡔᡐᢛ᠋᠘ᢕᠺᠴ᠂ᠴᡆ᠆ᢞᠴ᠋ᡗ᠂ᡬᡃᡆᡆ |
| Chairman (interpretation): Thank you. Mr. | ለኦና∩ኈ∩▷ኈLር. ናd≻°⊆Γັ∿. |
| Clift. | |
| | Δ•거ペϷርና •፡: Γ ^៶ ር <i>ተ</i> ልし ^ւ •. |
| Mr. Clift: Thank you, Mr. Chairman. We | |
| have a couple of existing programs that are | ᄼᇱႱ ⁰։ ˤdদᅆႭՐᡝ ᠘ᡩ୵ᡧᢈᢄᢉᢛ. ᢗ᠘ᡟᡆ |
| specifically aimed for income assistance | ΔĊ°σ ⁶ d ^c CΔ ⁵ δ ^c C ⁶ ⁶ δ ² L ⁷ L ² C |
| recipients. As I'm sure, all the Members have | |
| heard of the G.R.E.A.T. program, which is | |
| an acronym for Getting Ready for | |
| | Ċŀd4 \$bb}\PÀ A \$ |
| Employment and Training. That has been in | ∠℃√≦%LT°°Ū%ZC Δ˰σ°d℃D% |

place now for three years. It's a cooperative venture between ourselves in Family Services and Nunavut Arctic College where we provide a variety of skills, life skills, employment skills, academic upgrading skills to income assistance recipients for the purposes of preparing them for further training. It meets a real need in communities. Right now we're offering it in Iqaluit for the either third or fourth time and we're doing yet another section of it in Iqaluit in the new year.

It has to be community-driven, though. We have to have enough people who want to do it and so we rely on communities, on our career development workers, on our income assistance workers, government liaison officers, hamlets to say to us, "We have a critical mass here. We have enough students. We have ten students or ten potential students who want to participate." If they come to us and say they've got enough people, we will offer it. There is no limitation on that. If a community says, "We're ready; we've got enough people," we will offer it. The only limitation is the college's ability to provide us with instructors. Money-wise, we will make the money available.

More generally, and not a lot of income assistance recipients, I think, realize this, is that if they had skills far enough advanced to take regular training programs, they can be supported under our ALTS program, Adult Learning and Training Supports. That provides a training allowance of \$400 per week. When you would do the math, a family of two adults and two children will in fact receive more money for living expenses through our training allowance than they will through income assistance. Economically, if they wanted to take that route, it's available to them. ៦ጋኑት⁵b∩ᡤናረር ርL⁵dσ∿Ⴑ ላለ∿ቦ°σ ∧፫ႢኛልϷ⊀σ ⊲Ͻ̀∩ቦ⁵Ҍናርናና∩Jና ጋኣኄቴናርኈጋJና ഛ⊂°σ.

 $\Delta \dot{c}^{\circ} \sigma^{\circ} d^{\circ} d^{\circ} O^{\circ} D L U \cup 4^{\circ} O^{\circ} - 2^{\circ} O^{\circ} D u = 0$ $\Delta c - c \dot{c} d^{\circ} D v = 0$ $\Lambda c - c \dot{c} d^{\circ} d^{\circ} D v = 0$ $\Delta c - c \dot{c} d^{\circ} d^{\circ} D v = 0$ $C L^{\circ} d^{\circ} - 2^{\circ} d^{\circ} d^{\circ} D v = 0$ $C L^{\circ} d^{\circ} - 2^{\circ} d^{\circ} d^{\circ} D v = 0$ $C L^{\circ} d^{\circ} - 2^{\circ} d^{\circ} d^{\circ} D v = 0$ V = 0

᠘᠊ᡦ᠊᠋ᠫ᠘ᠳ᠋᠋ᢩᡆᢩᢞᡤ᠋᠆ᠴᢗ,᠄᠋ᢪ᠋ᡏ᠄ᠻᢣᡃᡕᡤ᠂ᠮᢗᡃᠴ᠖᠄ᡃᠤ᠌ᠴᡃ ᠴᡆᢉᢇ᠋ᡃ᠋ᠫ᠘ᠲ᠋ᢩᡆᢩᢟᡤ᠊᠋ᠴᢗ. ᠦ᠆ᠭ᠋᠊ᡧᡃ᠋ᡃᢨᡳᡝ᠊ ᠴᡆᡄ᠆ᠳᢩᠬ᠋᠋ᡝᡑ᠋᠋ᡔᡡ᠘ᡄᠳᢦᡆ ᢄᠮ᠋ᢧ᠋ᠮ᠖ᡃᠧ᠋ᠺ᠆ᡏ᠋ᡃᢐᡝᠳ᠋ᠺ᠋᠋᠋ᠮ᠊ᢣ᠋᠋ᡁ᠄᠂ᡁᡰᢞᡆᢩᡤ ᠘ᠻᠡ᠙ᠵ᠋ᢗ᠋᠋᠋ᢛ.

ΔϧϞϭϷϹ;ͱ: L'α. Ľζ. Κ.

ςi $\dot{\mathbf{s}}$ **c** (ϽʹϞ>∩ͺͿ^c): ⁱdb^aα Γ^b Δ^bν \ll PC^b. $< A \wedge d \cap b^{b} \sigma c \Delta C^{a} \sigma 4^{b} C - L^{b} d^{c}$ $\land C - L^{a} \wedge b^{c} \sigma c L^{b} \wedge b^{b} 15$ $L D \Delta P \cap b^{a} \cap \sigma c C c d^{d} \wedge b^{d} \sigma^{d} \delta L^{a} \alpha$ ⁱPc-IFD+d^a C L^b d\sigma^{b} $\Delta C + \Delta \lambda \sigma^{b}$ $\land /L \Delta^{a} \alpha c A^{a} \sigma^{c} J^{c} C \Delta L^{b} D + D \cap D J^{a} \cap \alpha c L^{c}$ $\Delta C + \Delta \lambda P^{b} + s \sigma^{c} D \alpha D^{c} f C L^{c} d^{c} d^{c} L^{c}$ $\Delta C + \Delta \lambda P^{b} + s \sigma^{c} D \alpha D^{c} f C L^{c} d^{c} d^{c} L^{c}$ $\Delta C + \Delta \lambda P^{b} + s \sigma^{c} D \alpha D^{c} f C L^{c} d^{c} d^{c} L^{c}$ $\Delta C + \Delta \lambda P^{b} + s \sigma^{c} D \alpha D^{c} f C D^{c} d^{c} d^{c} d^{c}$ $C \Delta L L^{c} D^{c} + D^{c} d^{c}$

ΔϷϟ≪ϷϹ·Ϸ(ϽϞϡϡϽͿϲ)։ ·ϭͿϟ·ϿϲϮϧ. Γ[、] ͺͺϧͳϲͺ·.

The third thing is something that we're working on now. We have a new director of income assistance who started in the spring and he and I have been working in conjunction with our executive director behind me...I think she's still behind me, there she is, yes...to try to find a way specifically to divert youth away from income assistance and to training opportunities. As part of that, we do regional training every year and this year we are working in conjunction with income assistance to bring income assistance workers and career development officers together when we do our regional training to talk about how we can best accomplish that.

We don't have a hard and fast plan at this point, but we know it needs to be done. Our first training sessions will be the week of, I think it is October 7 in Pangnirtung. That will be our first go with this, working with our frontline workers and we will see how that proceeds.

As we learn more from talking to our frontline workers, my hope is that by the time of the spring sitting, we will actually be able to announce that we have a specific program to divert people, but it is something that we are working on, specifically youth. (interpretation) Thank you.

Chairman (interpretation): Thank you as well. Mr. Quassa.

Mr. Quassa (interpretation): Thank you Mr. Chairman. Reading the report, the contents are very interesting, but let us all remember that whenever we are doing a study in Nunavut, like when I was talking earlier, Nunavut is very unique; we use two languages, we always use two languages. It is a (interpretation ends) bilingual (interpretation) territory and that is how it really is. In your report of the Office of the **Δϧϟ≪ϷϹ·**Ϸ;ͺͺͺϿͺ、ϿͺϫϷͺϽϲ ϤϒͼϥͶϧϫϼϲͺͼϫϿͼϫϧϲϲ ϫϲϫϫϧϧͼϫͺͳϽϽͼϼͺϫϲϫϫϫ ϲͼϥϫϗϫϫϫϫ

Ċŀdd ΔdˤbˤCˤʰCອˤ ÞˤbÞᠯᠺᢣ᠌Þ长 Δლᡪ᠘ᡷᡇᡗ Δˤʰbᡆ᠘ᢣ᠋ᡅᢅᠺᠣᠫ ᠕ᡄᡅ᠋ᡝbᢗÞσˤbᡅᡗᠫᢥ᠑᠂ᡆᠯᡥᡥᠦᢛ Δˤʰbᡆ᠘ᢣ᠋ᡗᠴᠦ ᠘bᡶ᠋ᢛᠯᡘᢐᡗᠥᢗᠻᡏᡶ᠍᠍ bᡶᠯᢛᡅᢩᢪᡆ᠌ᢓ᠆ᡆᡗᡠ᠊ᠴ᠋᠍᠍᠘ᡶᡌᡆ᠕ᡆᠯᡐᢪᡆᡄᡶᢩᢁᢅ᠄ (Ͻᡪᢣᠺ᠋᠋ᡁᢥᠬᡗ᠋᠖ᢧᠶ᠖ᢧᡶᢞᡆ᠋ᡤᠥ᠘ᡟ᠙ᡐᢄᠮᡅ.

Δ•/ペレC[•]: L'a. ΓC S^L>^C.

Δ^ϧ/ «ϷϹ·^ϧ: L'ዉ. (ጋኣኦበJ^ϲ) ^ናd৮° ዉΓ^ʹ^ϧ, Γ[、]C Lb°_ל. Auditor General, it states that education is extremely important to the Inuit of Nunavut, raising the people of Nunavut, and preparing our children and youth to become contributing participants of society in our communities.

My first question to the Auditor General; when you are conducting the research, reading your report, everything seems to be slanted towards the English language. It seems like the report is more geared toward the English speaking audience. Thank you Mr. Chairman.

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

Mr. McKenzie: Thank you Mr. Chairman. I would certainly hope that our report does not leave that impression because I think that at the end of the day, and I should maybe just preface that; one of the issues surrounding bilingual education within the school system was something that is being reviewed as part of the review of the *Education Act*.

I know in 2013 when we looked at Education, one of our conclusions was that the government was not going to meet it's timelines in terms of having bilingual education up to grade 12 by 2019, and that was certainly that has been discussed as part of the review of the *Education Act* and the amendments to the *Education Act*.

At the time of planning our audit, we felt that what we had said in 2013 would not have changed, and I know the government in fact has stated that as well that meeting that 2019 target was not going to be feasible and was looking at, if I am not mistaken, 2039. That was in the area that we are certainly very conscious of, but we knew that what we had said in 2013 really had not changed, and that Ċŀdd」 ᠄₽Γናንdこ▷ჼኑር୭ና ᡧ᠈ᠯᡪᠳ᠋ᡃᢐᡝ᠌bLና Ċᠳ᠌᠌>ჼ᠈Ͻσჼჼᡪͳ ᠘ᠭ᠆ᠳᡏᡃ᠋ᠬ᠋ᠮ ᠈᠘᠊ᡗ᠋᠋᠋᠋᠄ᡷ᠋ᠺᢤ᠋᠋ᠴ ᡧ᠈ᠯ᠋ᡘᡆ᠂ᠳᠮᠥ᠋ᡗ ᢧᡃ᠋ᠺ᠋᠋ᢆᡩ ᠕᠋ ᠺ᠆ᡘᡆᠮ ᡬ ᠘᠋ ᠘᠈ᠺᡗᢣᢄᠮᢏᡗ᠋ᠮ ᡬ ᡬ ᠘ᠣ ᠳᡆᢗ᠋ᠮ ᠳᠮᠳᡄᠮᠴ.

 CLbdd Δc⁺σd⁺h⁻ <<ubr/>
 v⁺L⁺b⁻C

 v⁺d⁻ ⁺b⁻ ⁺b⁻ ⁺b⁻ ⁺b⁻ ⁺b⁻ ⁺b⁻ ⁺b⁻ ⁺b⁻ ⁺b⁻ ⁻b⁻ ⁺b⁻ ⁻b⁻ ⁺b⁻ ⁺b⁻

ΔϷϟ≪ϷϹ[;]Ϸ (Ͻ^ϳϡϷϽͿϲ): [;]ϭͿϧͽ</sup>ႭϹ^ϳϷ. Ϲ, Ϛ><.

| There were certainly some issues regarding assessment methods; for example, using the Alberta curriculum. We did not get into whether or not those were culturally did not get into whether or not those were culturally did not get into whether or not those were culturally did not get into that, we will do not ecessarily have an opinion one way or the other. Those are really questions of policy. We certainly did not get into that, we will do the desay. It hink that helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitu. Certainly, I think at the end of the day, helping students graduate is key, and I think that the gol of the government to have students graduate is key, and I think that the gol of the government to have students graduate is key, and I think that the gol of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott. Just wait for the red light. Ms. Scott. Thank you, Mr. Chairman. If I might add, one of the important things that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studens. The point about the adult basic education core program is that that program, as conceived, it includes several levels, everything from level | in fact, the requirements in the <i>Education Act</i> | |
|---|---|---|
| There were certainly some issues regarding assessment methods; for example, the use of standardized exams, for example, using the Alberta curriculum. We did not get into whether or not those were culturally appropriate. Those were really questions of policy. We certainly did not get into that, we would not necessarily have an opinion one way or the other. Those are really questions of policy for the department and the government to look at. Certainly at the end of the day, I think that helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to bave students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott. If it is ok, Adrienne Scott just wanted to add to that. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that hat porgram, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think that peogram is that, again, as conceived, provides for courses end levels, everything from level | | · |
| assessment methods; for example, the use of standardized exams, for example, using the Alberta curriculum. We did not get into whether or not those were culturally appropriate. Those were culturally questions of policy. We certainly did not get into that, we would not necessarily have an opinion one way or the other. Those are really questions of policy for the department and the government to look at. Certainly at the end of the day, I think that helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate to are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that point about the adult basic education core program is that, again, as conceived, provides for courses and subjects such as math, English, but also it must include Enuktitut and I think that point about the adult basic education core program is that, again, as conceived, provides for courses and subjects such as math, English, but also it must include Enuktitut and I think other electives includes science, social students gradewer al evels, everything from level | would be enalging. | |
| assessment methods; for example, the use of standardized exams, for example, using the Alberta curriculum. We did not get into whether or not those were culturally appropriate. Those were culturally questions of policy. We certainly did not get into that, we would not necessarily have an opinion one way or the other. Those are really questions of policy for the department and the government to look at. Certainly at the end of the day, I think that helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate to are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that point about the adult basic education core program is that, again, as conceived, provides for courses and subjects such as math, English, but also it must include Enuktitut and I think that point about the adult basic education core program is that, again, as conceived, provides for courses and subjects such as math, English, but also it must include Enuktitut and I think other electives includes science, social students gradewer al evels, everything from level | There were certainly some issues regarding | <u>(</u> م ∧⊂°σ⊲∿∩ (∧ا ⊂ |
| and articled exams, for example, using the Alberta curriculum. We did not get into whether or not those were culturally appropriate. Those were really questions of policy. We certainly did not get into that, would not necessarily have an opinion one way or the other. Those are really questions of policy for the department and the government to look at. $6 j @ C h C C T < h A D < h C h C h A D < h A D C C C A D C A D C A D C A D C A D C A D C A D C A D $ | | |
| Alberta curriculum. We did not get into whether or not those were culturally appropriate. Those were culturally appropriate. Those were culturally appropriate. Those were really questions of policy. We extrainly did not get into that, we would not necessarily have an opinion one way or the other. Those are really questions of policy for the department and the government to look at. Certainly at the end of the day, I think that helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that that program, as conceived, provides for courses and subjects such as math, English, but also it must include lnuktitut and I think other electives includes science, social studies, cultural studies, computer literacy, etcetar. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| The definition of the severe culturally appropriate. Those were really questions of policy for the department and the goovernment to look at. Construction of the day, the end of the day, the end of the day, helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott. Thank you, Mr. Chairman. If I might add, one of the important things that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think that program is that, again, as conceived, it includes several levels, everything from level Specific Scient S | 1 0 | |
| All construction 4^{+} L = C ⁴ °C ⁺ Ω ⁺ C ⁺ Q ⁺ C ⁺ appropriate. Those were really questions of policy. We certainly did not get into that, we would not necessarily have an opinion one way or the other. Those are really questions of policy for the department and the government to look at. 4^{+} L = C ⁴ °C ⁺ Ω ⁺ C ⁺ L ⁴ C ⁺ S ⁺ S ⁺ S ⁺ C ⁴ C ⁺ C ⁺ S | • | |
| appointe: We certainly did not get into that, we would not necessarily have an opinion one way or the other. Those are really questions of policy, for the department and the government to look at. Certainly at the end of the day, I think that helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitu. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think that point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | • | , |
| $\begin{aligned} 6j\rho h^{1}h^{2}h^{2}h^{2}h^{2}h^{2}h^{2}h^{2}h^{2$ | | |
| Note that the second are pully questions of policy for the department and the government to look at.7 in $4^{6}b^{5} _ \sigma = b^{2}/\Delta^{2}a^{6}b^{5} - c^{2}/\Delta^{2}a^{6}b^{5} - c^{2}/\Delta^{2}a^{6}$ | | |
| way of the other hear ment and the government to look at. $\Box = \Box =$ | · · · | |
| Or pointy for line department and the government to look at.CALC 4 d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{+}\sigma^{-}\sigma^{+}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{-}\sigma^{-}\sigma^{+}\sigma^{-}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{-}\sigma^{-}\sigma^{+}\sigma^{-}$ 10, 11, 12, C ⁴ d $^{+}$ L d($^{+}\sigma^{-}\sigma^{-}\sigma^{-}\sigma^{-}\sigma^{-}\sigma^{-}\sigma^{-}\sigma^{-$ | | |
| government to look at:bc?vU*CD Cbc?vU*Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*CD Cbc?vU*C </td <td></td> <td></td> | | |
| Certainly at the end of the day, I think that helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | government to look at. | |
| helping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| The ping students graduate and transition through high school into the work force or post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | C°≪σ ⊳ኄ⊳ፖሊታኄσ 40⊳< ∆_⊃⊲σ. |
| post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives includes science, social studies, cultural studies, computer literacy, etcetra. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| post-secondary would apply to whether they are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetrar. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | e e | ۵. ۹۰Lے ۲۵۵۷۵٬ CL۳۰۵٬ ۲۹خ۰ |
| are English or Inuktitut. Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| Certainly, I think at the end of the day, helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. $P \triangleright^{i} (1)^{\circ} (1)^{$ | are English or Inuktitut. | |
| helping students graduate is key, and I think that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetra. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | ᠙᠋᠋᠋ᡔᢣ᠋ᠿ᠋᠉ᡥᠣᢑ᠂ᡏ᠘ᡔᡕᡇ᠋ᢧᢄᡔᡄ᠋ |
| that the goal of the government to have students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | ∧ᡪᢗᡝ᠋᠉ᡃ᠋ᡋᠵ᠘ᢑ᠕ᡗ᠉ᢃᡷᠾᡆ᠊ᢂ᠋ᢑ᠘ᡷ᠘ᡕ |
| students graduate who are bilingual is an equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetraa. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | ᡬᡃ᠋᠊ᡅ᠘᠆᠋ᠳᠣᡏ᠋᠋᠋᠖᠆᠋᠉᠂᠖ᢂ |
| equally important objective. If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetraa. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | • • | ∆°-ഛ۲∟∾ՐԿLና 2018Γ ∢ႱჄ የჄ⊲σ |
| If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetraa. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | • | ∆°౨ిC⋗౬⋗ౕL ^ҁ . |
| If it is ok, Adrienne Scott just wanted to add to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | equally important objective. | |
| to that. Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | ᢗ᠘᠘᠆᠂᠋ᡃ᠋᠖ᡔᢣ᠋᠋᠂ᡦ᠋ᠵ᠋ᠴ |
| Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. $2021 \Delta c^{-\alpha} \sigma 4^{\varsigma} \Delta b^{\varsigma} 4^{\varsigma} (J d \sigma. b \Delta \Delta c^{-\alpha} \sigma 4^{\varsigma} b) b^{\varsigma} b^{$ | to that. | |
| (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | , |
| the red light. Ms. Scott. Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| Ms. Scott : Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| Ms. Scott: Thank you, Mr. Chairman. If I might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level ${}^{6}b > \lambda \leq b \leq b \leq c \leq c \leq d \leq b < d \leq d$ | the red light. Ms. Scott. | |
| might add, one of the important things that we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| we try to highlight in the report around the adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | 5 | |
| adult basic education core program is that that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level $4 \supset^{s_b} \subset \sigma \triangleleft^{s_b} \cup \rho^* \circ \bot \rho^* \cup \rho^* \circ \bot \rho^* \wedge \neg $ | | |
| that program, as conceived, provides for courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level | | |
| courses and subjects such as math, English, but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level $\Delta^{b} / \ll C^{cb}: L'a. \Delta c^{a} \sigma \triangleleft^{cb} \supset c \land^{b} d^{c}, \Gamma^{b} L^{b} \Gamma c^{a}.$ | | ᠆ᡏ᠋᠉᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| but also it must include Inuktitut and I think other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level $b \Gamma \subset^{\circ}.$ | | |
| other electives include science, social studies, cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level $b = \frac{b}{c} =$ | 5 | |
| cultural studies, computer literacy, etcetera. The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level $L^{b}\Gamma_{e}$ (כלג חור): לשלים לי, $\Delta^{b}\gamma \ll D\dot{c}^{5b}$. $\Delta_{c}^{a}\sigma \neg \neg \cap \neg $ | | LºI C . |
| The point about the adult basic education core program is that, again, as conceived, it includes several levels, everything from level Δ Δ Δ | | |
| core program is that, again, as conceived, it includes several levels, everything from level いっぷ マント へんしん しゅう マント マント マント マント マント シント マント シント マント マント マント マント マント マント マント マント マント マ | | · |
| includes several levels, everything from level 「し」なるででです。 ハケルターでです。 | - | |
| mended beveral levels, everything nom level | | |
| ∆כ־סע™ו ויטו וינ. טו וייר יירו יי ניטע | includes several levels, everything from level | |
| | | |

1 to 10 that we talk about in the report, which is equivalent of the early grades all the way up to high school.

Conceivably, if the program is offered in a community, adult learners have access to Inuktitut language training, conceivably anywhere from the kindergarten level all the way up to grade 12. We know that Inuktitut is included in the ABE essential skills program, but again, that level, that course, that pre-employment essential skills course is really only offering Inuktitut as well as math, numeracy, English, and computer/digital learning amongst other subjects at a very discrete level at the, if I'm not mistaken, equivalent of about grades 4 to 6, if you're going to try to equate it with what you would get through the regular school system.

Another point I would just like to make is that the college's placement requirements for programs like PASS, for example, are in English. The college and the Department of Education have determined that and we highlight that the entrance requirements to get into PASS, into the adult high school education program are English reading and writing. We simply highlight and I guess that is reflective of the fact that the high school curriculum is very geared toward English.

I just wanted to underline, though, the availability or provision of Inuktitut through adult basic education core again. If it is available in communities, it would be available at all of the different levels to adult learners. Thank you very much, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Well, we have now concluded our discussions on the first section of the report, which goes up to page 4, paragraph 15. We will now move on to the next section of the report, which focuses on

 ΠΠና%<</td>
 <</td>

 \%P%>

 12-J*

 12-J*

 12-J*

 12-J*

 12-J*

 12-J*

 12-J*

 12-J*

 12-J*

 >

 >

 >

 >

 >

 >

 >

 >

Δ٥٢٩٥٢: ٢٠٢ - ٢٠٢ - ٢٠٢ - ٢٠٢ - Δ٥٢

᠘ᢑ᠋᠈ᡧᡐᢈᢗ᠄᠉᠄᠂dᢣ᠋°᠊ᡆᡤᢆᡃ. ᠋᠋᠆ᢣ᠘ᡃ᠋ᠮᡄᢩ°.

L⁶Γ₋[•] (ϽʹϞληυ^ς): ¹/₁/⁴/₂⁴, Δ⁴/₂⁴/₂⁴, ¹/₂⁴, ¹/₂, ¹/₂⁴, ¹/₂, ¹/₂, ¹/₂, ¹/₂, ¹/₂, ¹/

Δ•/≪Þርጭ: ኀሪታ⁰ዺቮ⁰. Γነር ና⊦፞>ና, ⊲ሰ∟? Γነር ና⊦່>ና.

| Rumbolt. | |
|--|--|
| Mr. Deverthelds Theory Mr. Chairman | Ϥၬ᠋ᠴ ᠘⁵᠕᠋᠋᠋᠋᠅ᠫ᠘᠅ 17 ᠘ϽΔᠬ᠈ᢣᠯᡣᢩ᠂ᠳ Ϸ᠋ᠶ᠔Ϸᡘᡃ᠋᠋ᡋᡥ᠌᠑ᡤ 650-σĴ᠅ Ϸʹ᠍᠌᠌᠌᠖ᡄ᠘ᢧᠳ |
| Mr. Rumbolt : Thank you, Mr. Chairman. | ∆_∽∩⊃™∠L⊀σ= 4L_⊃ 250-⊂>`_∩ |
| Before I get into the questions that I would like to ask, I would like to ask a couple of | |
| questions toward the opening comments of | ר <u>י</u> שבי בי אשייי בעייני בש אישריישר בעייני בש |
| the Department of Education. | ∩∩℠Ხ∩⅃℀℧՟ℶՈℽ ⊲۲ℾ⊃ ℷℙ⊳۲ℾ-ℸℂ |
| the Department of Education. | ᢂ᠋᠋ᢄ᠂᠋᠋᠋ᠳᢄ᠆ᠴ᠕ᢛ |
| On page 7 of 20 of your opening comments, | ᢩ᠋᠆ᡧ᠈᠋᠆᠈ᢣ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| you talked about the PASS program being | ĊჼϚ ^ĸ ႱႻჼႻႱჅჼ |
| active in 15 communities and you did name | |
| the communities. I wonder if you can explain | |
| the reasoning why this program is not being | |
| offered in all Nunavut communities. Thank | ᡣ᠋ᡣᠬ᠋᠋ᠬᢑᡃᡉ᠋᠊ᠣᡅ᠋᠋᠋ᡏ᠋ᡃᢑ᠖ᡃᠧ᠅ᡔᡗᡰ᠋᠅᠋᠘ᢑᡆ᠋ᡔ᠅᠋ ᢄ᠋ᡃᢧᡄ᠋᠋᠘᠊᠋ᠴ᠘ᡓ᠋᠘ᡓ᠋᠁ᡔ᠁᠘ᢋ᠋᠘ᡓ |
| you, Mr. Chairman. | ΔΔ Δ Δ |
| | |
| Chairman (interpretation): Thank you. | Δ৬/ペϷርኈ : L'௳. ᠘ᠭ᠆ᠳᡏᡐ᠋᠌ᡔᠬᢣ᠈ᡃᡆ, ᡏᡃ |
| Department of Education, Ms. MacMillan. | L ^b ΓC ^e . |
| | |
| Ms. MacMillan: Qujannamiik, Mr. | L୭୮୦୦ (ጋኣትበJና): |
| Chairman. For the PASS program, we collaborate with Nunavut Arctic College and | ᢄ᠋᠈᠖᠘ᡃᡆᡆᢂ᠋ᠴ |
| so I will defer this question to them for the | Cdኑ≫ና ΔϲϞኈስና Δϲʹ<ϲ⊲σ⊲ናLC |
| offerings in communities as they are the | |
| service providers. (interpretation) Thank you. | |
| service providers. (interpretation) Thank you. | ᢄ᠈᠋᠋ᡏᢄ᠆ᡩ᠘᠕᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ᠅ᠺ |
| Chairman (interpretation): Thank you. Mr. | ﻧ∆°୦∢ 'ଡ୕୕ଽ୵୕ଡ଼୕୳ୖ୷ୖୢ୕ଌୖ ୲ଽ⊳୬∖⊳∩Ր≻⊳ଽ७ଽ⊂ଽୢୖ୷୲୰୕⊳ଽ७⊂୕Lଧ∆ଽ୕ଽb⊇∩Ր |
| Suvega. | 30°F 10°11 2° 0°C 2°11 ° 0°C 20Δ ° 02011 34°°C ∩ ∩ °L° 0°C 345° Ω Γ΄°, Δ°V «ÞC °°. |
| | |
| Mr. Suvega (interpretation): Thank you, Mr. | ፚዾጘኆዾርኈ (ጋኣኦበJ ^ϲ): 'dሦ°ዺቮካ. Γ [、] ር ፍ ^ϳ >ና. |
| Chairman. The question has been raised at | |
| time during reviews we've done, asking why | ና^ֈ>ና (ጋኣትበJና): የሪታ° ፈ广ካ, Δካፖ |
| not all programs are offered in the | ⊃ᠻᢞ᠋ᠴ᠋᠋᠆ᠴᡄᡗᡥᠦᠸ᠊ᢂ᠋᠖᠋ᢂᡔ᠈᠋᠉ᡔᡗ |
| communities. There is more demand in some | ᠳᢣᢄ᠂ᠳᡄᢕᢛᡆᡄ |
| communities. We use the studies as Arctic | |
| College and sometimes we collaborate with | ᢄ᠋ᡃ᠖᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| other departments. We also use the feedback | ልካ/ペኦርጭ : ^ና ժታ°ฉ广ካ. Γነ ԼካΓር _° . |
| from communities. | |
| | Lº୮ᡄᅆ (ጋኣኦበJና): የሪታቄፈቮካ, ፊካረペϷርናኈ. |
| Even though the programs want to be offered | 60L25Cd_56CC PU52Add |
| in all communities, sometimes we run into | ۲۵۲۵٬۵۰۱ میری ۲۵۰۵٬۵۰ میری میری میری میری میری میری میری میر |
| challenges, such as resources, facilities, | ᠴᡆ᠋᠀ᡃ᠋ᡏ.᠘᠋᠋᠋᠋᠋᠖ᠴ᠘ᢣ᠋᠋ᡝ᠋᠋᠘ᠴ᠘᠋᠋ |
| employees, and even funding, but sometimes | ᢄ᠋ᡃᢑᢂ᠆᠕᠆ᡁ᠘᠋ᢆᢖᢄ᠘᠋᠋ᢖᡄᢄᡔᢑᢕᡑᡆ᠆ᡆᢆᡃ᠘ᠴ |
| | |
| | |

Ϛͱʹ>Ϛ (ϽʹϞϷႶͿϚ): ^ϛϭͿϧ[®] ϭͺϯͽ, Δͽϟ≪ϷϹʹͽ. Δ΄,

ᡏᡄ᠋ᠵ᠐ᡣ᠋᠋ᠬᢛ᠋ᢧᢄᡔ᠋ᢤᢕᠧ᠘ᡄ᠋᠋᠋᠅ᢕ᠋ᡬ

Ċ°ݮ ᠘ᢞᡆ᠋᠊ᡅ᠘°ᡆᢩᡗ᠍ᠴᡕ Ċषd⊲

high school students. (interpretation) It's in

the report from (interpretation ends) page 5

to 15. (interpretation) Members? Mr.

we rely on community needs assessments when reviewing services and programs that will be offered. That's beneficial.

However, if there's no feedback from the community, we don't want to end up doing nothing, but if we don't hear from the community, or if we're not listening to a certain community, then we will approach them to tell them we haven't heard from them on certain programs and ask them what they want to do. We'll ask them if they want to look at other programs. We don't just sit there and wait on the needs assessment. If we don't hear back from a community we have to approach them. Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. My next question is for the Department of Education. On page 15 of your opening comments, you say that one of the three approaches "...focuses on the short-term needs of the department to recruit and retain educators, ensuring schools are fully staffed." It's no secret; it's been in the media since school opened with the lack of teachers in our territory this year. It's a two-part question: if we can get an update on if this is still an issue throughout Nunavut, and what impact the teacher shortage is having on implementing the Auditor General's recommendations. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. As you have referenced, there are still some vacancies in our schools and it varies from community to community. However, our increased efforts did result in **ዾዾ/ኆዾርኈ**: ፞ጘታኇዾቩ. (ጋ፟፟ኣትበሆ) ዻጘዻዾ ዾ፞ዾዾ፝፝፝፝፝፝፝ቦፚኄዀኇ ዸዾኁጘበቦ፨፟፟፟፟፟፟፟፟፟፟፟ዾጚጜ ዾበኁልቦጚLሁ፟፟፟፟፟፟፟

 $\Delta - 1^{10} \dot{n}^{1} \cdot 10^{10} \cdot 10$

L^bΓ_C^a (ϽϞϷΛͿϚ): ^sdϧ^a_ct^b, Δ^bγ «ϷĊ^{sb}. Δ΄_Δα^jκ^b. CΔ^bdα Δ_C-ς^{sb}Σ^sdΛ_C^c C[«]«Ϸ»^c CΔLΔ_C-ζ^a_a^cΛ₄^{sb}Σ^c. bΛ^sbΛ^sb²^a^{sb}Σ^c ^sPΣ^s^bb^bC Δ_C-ζΔ^{*}b_c^b CΔL^{*}b_c[±]b^s Δ_C^a_σα^s_a<u>c</u>[±]Γ Δ_C^a_σα^s^bΛ_c^b ^sPΣ^s^bb^b Λ^c₂J. ^sd^s^a_c^t^b, Δ^bγ «ϷĊ^{sb}.

Δ৬/≪ϷϹ·Ϸ: ᠂dᢣᢩᢩᠳᠮᢣ. ᠂dᢣᢩᢩᠳᠮᢩ᠉᠂ᡬ Ͻየᢣ᠋᠋ᡆ᠄ᢦᢣᡉᡃᠳ᠋ᠮ᠘ᠻ. ᠋᠋᠋ᡏ᠋᠈᠂᠋ᡏᡆᢩᡃ᠋ᢐ᠋᠉.

ΥΡΥ΄ ΔΔ¹04 ϷΔ¹0² σ¹⁰υ Δ¹υΔ¹04 ϷΔ¹⁰ σ¹⁰ ΔC²σσ¹σ¹δ²σ¹ Ϸ²σ²σ²σ² ΔC¹Δ²² ΔC¹Δ²²²²²</sub> ¹σ¹Δ²²²²²²²</sub> ¹σ¹Δ²²²²²²</sub> ¹σ¹Δ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²</sub> ¹σ²²²²²²</sub> ¹σ²²²²²²</sub> ¹σ²²²²²²</sub> ¹σ²²²²²²</sub> ¹σ²²²²²²</sub> ¹σ²²²²²²</sub> ¹σ²²²²²²</sub> ¹σ²²²²²²²²²²</sub> ¹σ²²²²²²²²²²</sub>

| all of our schools opening as scheduled this | ᠘᠆᠋ᠣᡏᡑ᠑ᡄᡣᢣᡃᢨᠴ᠋ᡗ᠂᠕᠕᠕᠊᠘ᢞ᠋ᡶ᠋᠌ |
|--|--|
| year. Qujannamiik, Mr. Chairman. | ᠈ᡃ᠋ᡰᢄ᠆ᢣ᠋᠕ᡄᢣ᠘ᢣᢅ᠋᠋ᡗ᠋᠋᠉᠆ᡁ᠘᠆ᢣ᠘ᡬ |
| | لهمد ٦ معظيما لح لهمد ٢ مخه |
| Chairman (interpretation): Thank you. | ٬، ۴۹۴ مار ۲, ۲, ۲۵ ۲۹ مار ۵۳ مار ۹۲ مار ۹ |
| (interpretation ends) The second part of his | ᡔᢟ᠋᠋᠋ᡰ᠋᠄᠋ᡦᡄ᠋ᠴᡄ᠘ᢞᡆ᠋᠄᠋ᢧ᠘ |
| | ᢀ᠊᠋᠘᠋᠋ᠣ᠋᠋ᡝ᠖᠉ᡧ᠘ᡔ᠋᠘ᡔ᠋ᢣ᠘ᡔ᠋᠋ᢣ᠆ᡠᡄ |
| | ᢗ᠘ᡃ᠋᠋ᡠ᠋ᢉ᠋ᡗᢥᢁ᠋᠋᠋ᠺᢝᠣᢑ᠉᠄ᡃᡏᢣ᠋ᠲ᠋᠘ᡃᡟ᠙᠋ᠵᡬᡃ᠉ |
| achieve what you've set in front of | |
| yourselves in response to this report? Ms. | Δﻪ/ペϷርና ゅ: ናਰአኖዹ广ካ. Γነ LካΓሬ°. |
| MacMillan. | |
| | L୭୮୯ (ጋኣት∩Jና): ^ና d۶°ႭႠ ^Ⴊ , ∆୭イペϷĊ ^Ⴊ . |
| Ms. MacMillan: Qujannamiik, Mr. | ᡏᠧᢂ᠆ᡁ᠆᠕᠂ᢣ᠘᠙᠕ᡔᢋᢕᢛᢧ |
| Chairman. The school vacancies, we receive | ᢗ᠘᠋ᠳᡆ᠂ᢀᡃ᠋ᠫ᠘ᠣ᠋᠋᠋ᡃᡋᠣ᠋᠋ᡝ᠋ᡃ᠋ᠴᠥ᠘᠆ᢣ᠘ᢣᡃ᠋ᢣ᠋ᠠᢂ᠋᠂᠋ᠮ |
| support from various divisions throughout | ᢦᡃ᠋᠋᠘᠊ᡔ᠋ᡄ᠋᠘ᡩ᠋ᢉᠻᢥ᠋ᢁ᠋᠋ᠺᢝᠳ᠋ᠮᠮ |
| | ⊂ڵσ⊃Δ°ᡆ▷℠ᠬᠺᠫ᠋᠅ כ∆᠘᠘ᠺᠫ᠅. ᠔ᡆᢗᠵ᠋᠘ᠮ |
| the Department of Education to ensure that | ﺩ∆ܠܠﻩ־״. ݢﻪݢ∩∩ᠵᠠ >ᡅᠬ᠈ ﻩﺩﻩ∧⊲٦ |
| student learning continues in our schools. It | ᠔᠆᠉ᡷ᠘ᢋᡄ᠘᠕ᡷᡄᢕ᠕᠈᠋᠋ |
| will be individuals in the different divisions | ∆ריהרסיר אכסזין עריעזי |
| that will be sitting on and creating the | ᠕᠈᠊ᠯ᠋ᡣᢗᢂᡃᡆᢆᢣᡱᢣ᠉ᠫ᠋᠉ |
| strategic 10-year implementation plan as well | |
| as the educator 10-year retention and | ᠘᠆᠆ᠳᡏ᠋᠖᠆ᠳ᠘᠅ᢣ᠘᠋᠋᠖᠆᠆᠘ |
| recruitment strategy plan. So the input is | |
| gathered from our teachers from our school | |
| staff and they have a role in that. So other | |
| divisions we provide support so that we can | |
| continue in the delivery of all corvices | ∆⊂°σ√%CD√° Δ °σ√℃LC |
| Quigun quiil Mr. Chairman | $\Delta^{\text{sb}} \Delta \Delta^{\text{sb}} \cap^{\text{s}} \cap^{\text{s}} \Omega^{\text{s}}$. |
| Chairman (interpretation): Thank you. Mr. | |
| | |
| | |
| Mr. Rumbolt: Thank you, Mr. Chairman. | $\Delta^{5b}ba\Delta^{5b}\Lambda^c\Lambda^c\sigma^b$. 'dheath, Δ^bheath '. |
| | |
| | Δ∙ታኆ⊳ር∿ (ጋኳ̀≻∩Jና): ⁵d≻°Ⴍ广Ⴆ. ୮∿ |
| | ⊲ ^₅ ₀ ^ь b ^{₅ь} . |
| note that many high school students need | |
| | |
| 5 5 5 1 | |
| e | |
| | ⁵ 674 የወይ አርድ የሚያ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ |
| 5 | |
| <i>J</i> | ୵୕ଽୗୖ୴୳୕ୄ୳ୖୖ୰ୢ୰୷ୄ୵ଡ଼ୣୖ୷ |
| | ᡣ᠌᠈᠆ᡣ᠘᠆ᡩ᠆ᡩ᠘᠆᠘᠆᠕᠆ᢆᡘ᠆ |
| | |
| | ᡃ᠋᠋᠋᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᠈᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆ |
| in intertenzie. Thank you, this channan. | ᠕᠋ᠺ᠋᠋ᡣ᠋ᡏ᠖᠆ᡩ᠕᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Thank you, Hon. Member. I think one of the | ᢗ᠘᠘᠘ᢩᠫ᠋᠅᠘ᠻ. ᠘᠆᠋ᡨᠣ᠋᠊᠋ᠬ᠋ᢒ᠆ᡄ᠋ᠬᢣᡃᢦᡝ |
| | ᠋ᡃᢐ᠋ᠴ᠋᠋᠉᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |

| underlying factors Well, there would be | |
|--|--|
| maybe two that I will highlight. One would | ᠙᠌᠋ᠵᢣ᠋ᠵᡶ᠋᠆ᠴ᠋᠋᠅᠋᠘᠆ᢞᠴᡗ᠄᠂ᡠᢣᢩᢁ᠋ᡬᡃᡃ,᠘ᡃᢣ᠙ᠵᡬ᠅. |
| be that question of attendance. We certainly | |
| heard that in many of the schools, that if | ∆৽/≪⊳ር ⁰: L'௳. ᠘ᠭ᠆ᢆᠣ⊲᠋ᠬ᠈᠆ᡣ᠈ᢣᡏ, ℾ |
| students are not attending, then they're | L ^b L ^c ^c . |
| obviously missing instruction time in the | |
| classroom. Attendance would be one thing. | L୭୮<u>֊</u> (ጋኣኦበJ ^ር): ^ና |
| clussiooni. Attendunce would be one thing. | ᡬ᠋ᡃᢣ᠋ᠴᡃ᠋ᡶ᠈᠊᠋᠙᠋᠋ᠺ᠆ᡱᢑ᠘᠘᠆ᡨᠣᢅ᠋ᡏᢐᠫᡄ᠋᠋ᠬᢣᡃᡆ |
| There's also, I think, at least based on the | ᢄ᠘᠋᠋ᠫ᠋᠋᠋ᡗ᠅᠖ᢂᢣ᠘ᢞ᠂᠋᠋᠆᠋᠘ᠴ᠂ᡏᢗ᠋᠋ᡝᡆᢩᢝᡥᢈᠫᠥᡃ |
| information that we were looking at, a | Δ <u>ლ</u> [®] σσσι δρίιο σι αραιαιά αραιαιά αραιαιά από αραιαιά από αραιαιά από |
| e , | ᡏᢗᡝᡅᢩᢡᡗᡊ᠋ᡔᠣ᠋ᡃ᠘᠆ᡨᡆ᠋ᡝ᠗᠅ᠳ᠋᠌᠌ᡔ᠋᠘᠆ |
| challenge. We were looking at the transition | |
| from high school to post-secondary, but | 502750°C J~68C J04C |
| there's also a challenge in that transition | $C\Delta L\Delta \subset P^{sb} J^{cb}$. $\dot{C}^{b} \simeq P \cap \dot{C}^{cb} J^{cb}$. |
| from grade 9 to high school. It's an issue | |
| that's felt in other jurisdictions in North | |
| America. Whether students are not prepared | %)™U&bdc CL°⊂ ∧ናל⊲™LC |
| or are maybe not aware of what they're | $\Delta C^{\circ} \sigma 4^{\circ} \delta^{\circ} > 4^{\circ} C^{\circ} \Delta^{\prime} \Delta L^{\circ} \delta^{\circ} P^{\circ}$ |
| facing or they're being subject to more tests, | |
| if you will, but there's certainly a challenge | |
| because of the number of students that aren't | |
| able to finish grade 10 within one year that | |
| have to re-enrol in grade 10 in the second | △৬૮<▷< : L'௳. ℾ ^៶ ር ⊲ˤ௳ၑեˤ⊌. |
| year. | |
| | ⊲₅₽₽₽₽ (Ͻϟ⊁∩J٤): ₅Ϥϟ₅⊄ϝ₀ ⊽₽Ϟ≪⊳Çϩ₀. |
| That was certainly an indicator or an | |
| indicator that there was maybe an issue of the | 20 20 20 20 20 20 20 20 20 20 20 20 20 2 |
| preparedness of students getting into high | |
| school and attendance, so I think those would | |
| maybe be the two that I would flag. Thank | |
| you, Mr. Chairman. | |
| | |
| Chairman (interpretation): Thank you. Mr. | <u>ک</u> و میکو کو ک |
| Rumbolt. | |
| | |
| Mr. Rumbolt: Thank you, Mr. Chairman. | |
| He covered my next two questions that I was | |
| going to ask him, and then I'm going to go | $C\Delta L\Delta^{c} \rightarrow \sigma c$. |
| back to the Department of Education and try | |
| to shed some light on the issues that we feel | ᠋᠂ᡃᠣ᠋᠋᠋᠘ᡩ᠋ᡔᠣ᠋ᡰ᠘᠋᠋᠋᠋ᢂᢣ᠋ᢛ᠅ᡣᡅ᠋ᢣᡡ᠂ᡬ |
| are in our communities. It's not just me; | Δς-ΔΔ-20° Δ0ξ ^ω (1)° 30° 4 ^ω ργγ2ω ² |
| there are other Members around the table that | |
| | ۲۵۰٬۵۰۲ ۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰ ۲۰۰۰ ۵۰٬۰۰۰ ۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۰۰۰ ۲۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰ |
| have same opinion. | ΛCίδιν Ρνd°στι ΔίνδαΔγίδΩ το το<br ΛCίδιν Ρνd°στι ΔίνδαΔγίδΩ το το<br ΛCίδιν Ρνd°στι Δίνδα Δίνδιο<br Λάγορι το το Λάγορι το Λαγγορι το Λαγγρα το |
| On man 0 of the Auditor Committee t | // '0 ''< ? P'0 ''σ' Δ ''0 Δ ''σ Δ'' '0 '0 '0 '' '' ''' ርΔ° |
| On page 9 of the Auditor General's report, | |
| section 40, it talks about student assessments. | $ \nabla (1) - \sqrt{1} C \wedge D = \frac{1}{2} C \wedge D = 1$ |
| | |
| It says, "We found that the Department of | ኦበነው ላኒ ራ ልን የምትም የሚያስ የመንግስ የሚያስ የምትም የምትም የምትም የምትም የምትም የምትም የምትም የምት |

CALAنک او نو میلی میلید دو میلید میلید میلید دو میلید میلید دو میلید میلی میلید م میلید میل میلید میلی میلید م میلید میل میلید میلید

underlying factors.... Well, there would be

Education did not have finalized policies and guidelines to help teachers assess student achievement in the classroom." We feel that the issue goes back further than high school. I think you want to go back probably from K to grade 9 where students aren't achieving what they need to move on from one grade to the next in the lower levels.

I think there is an assessment process they do and I'll use grade 5 for an example. If a person is going from grade 5 to grade 6, there's probably an assessment done for that student and, if you don't have the qualifications to go to grade 6, it's my understanding that he does go to grade 6, but there has to be a plan in place to help that person catch up. I'm not sure whether that's implemented or not. I don't see anything where it says that if the person does not complete these requirements from grade 5 to 6 and then it's time to go to grade 7, does he move on or does he stay behind? It seems to us that students keep moving on, and then when you get to your grades 10, 11, and 12, it's where your bottleneck starts. This is why people are getting jammed in there.

If you go on in your statement on 40, it says that the department has drafted an "assessment, evaluation, and reporting framework and related policy for Kindergarten to Grade 12 students." In the updated GN responses to your recommendations that were just given to us this morning on page 3, it states, "The manager of student assessment position, vacant since March of 2018, was filled in August of 2019. Along with the assessment, evaluation, and reporting policy, a framework and handbook are being developed for school staff. The framework, policy, and handbook will be ready for implementation in the 2020-21 school year." **Δ•/ペÞርና**⁰: L'ዉ. ∆⊂°σ⊲⁵ን⊂∿ኦ⁰ሪ, ℾ Lၑℾᡄᅆ.

᠘ᡄ᠋᠋᠈᠊᠘᠆ᡐᢦᡐ᠋ᠫᡄᡅᢣᡃᠣ᠘᠋ᠴᡐᠥ ᠕᠋᠋ᠴᡐ᠋᠆᠆ᡬ᠖᠘ᢂ᠕᠘᠘᠕᠘ CALASCELLA ΔΕΥΔΑ ΡΞΊLΥΥΡΟ ᠘ᡃ᠕ᢉᡃᢣ᠋᠋᠈ᡥᠣ᠘ᢩ᠂ᠳ᠘᠋ᢆ᠆᠆᠆᠘ ᠔᠆᠆ᡏ᠕᠂᠋᠉᠆᠕ ᠘᠋᠉ᡃᠣ᠋᠘ᢣ᠋᠋ᡃᡉ᠒᠄ᡃᢑ᠖ᡄᢗ᠋ᠮᡶ᠋᠘ᠴᡄ᠋᠋᠆ᠵ᠉ᠿᡨ ᠊᠋᠋ᡬ᠊ᠳᡆᡃ᠋ᡰᠣᢁᢞᡗᡊᠫᡄ᠋᠕᠉ ᠘ᡃ᠋ᡰᢣᢛᢗᢂᢞᡆ᠋᠂ᠳᡆᠮ᠘᠂᠕᠆᠘᠂᠉ᡬ Δ.ዾ፞イϲჀት^ւႦႭ^ᡄ...σ ΔϲϞ^៲ልΓ. ርΔ ם Ċ[、]∠L Δ⊆ኈՐ՟ጔ Δ⊆Ր۶ϷˤbCϷˤb℃ႪϽ·. ٥ك۶⊳ك-۵۵, ۵ک۵-۵۵ לילא ארתלאי ዾበዖ°ዹ፞፞፞፞፞፞፞፞፝፝፝፝፞፞ዾኯ፟፟፟፟፟፟፟፟፟፟፟፟ዾ፟፝ዾዾ፟ዀ፟ ᠘ᡃ᠈᠆ᡏ᠙᠘ᡬᢩᠵᢛ

△৬૮९०८^₅৬: L'a. ୮^៶ ⊲₅aьb₅ь.

Δ⁶/«Þር⁶ (ጋኣኦበJ⁶): L'α. ΔΔ⁶Γ⁶ ⊲CÞ/ጋ⊲⁶Γ⁶ Ϸ⁶bP/⁶b²⁶⁶d&⁶ ΛϷσ⁶⁶ኣ⁶. ϷdϤ Δϳ⁶α[∞]Γ⁶Δ⁶ Ϥ⁶⁶P²/L⁶L⁶ CL⁶α C¹L⁶ν/L⁴⁶/Ϸ⁶σ⁶. Γ⁴C L⁶Γ⁶.

This is to the Department of Education and, if you were listening to what I was just saying about assessments in the past, once you do these assessments in the classrooms on students, what is the intent with this data that you will now collect from these assessments? What do you plan to do with this? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.

Ms. MacMillan: Qujannamiik, Mr. Chairman. All our student assessments always inform instruction and how to differentiate and meet the needs of our students by pulling together and being able to record the assessment data, creating assessments that are in the language of our students, in Inuktut, in Inuinnagtun, and starting at kindergarten and working your way to grade 12, which the department is doing right now in particular as it pertains to literacy assessments. The main purpose of student assessment and evaluation and what we use that data for is to plan relevant instruction to meet the needs of our learners so that they can attain success. Qujannamiik, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. When this new policy and handbook start being used in our schools, will it have a provision in there...? I'll use grade 5 for an example just so I'm not jumping all over the place. Will there be a provision in there, if a student in grade 5 does not have the qualifications to go to grade 6, will that person be required to repeat grade 5 or will he or she go on to grade 6 and there would be some sort of process to help them catch up? Will that be part of this new framework? Thank you, Mr. Chairman. **△৬૮९०८^₅৬**: L'௳. ℾ^៶ ⊲₅௳ьб₅ь.

4'ω•b'• (ϽϞϷΛͿϚ): 'dϧ° ϤͺΓ'•, Δν/ «ϷϹ΄⁶. C^LL^{*}ν/L^{*}«γϷ^{*}»ΛϷ[<] ΛΛΓ^{*}α^{*}υ⁵bΔ «Λ_Δ-J ϷΓ^{*}υ. CΔ^bdd Ϸ<'⁵ν^C⁵σ^{*}⁵ Δ⁻[°]σ⁴α.⁴⁵ν^C⁵σ^{*}⁵. CL[°]α Ϸ⁵bΡ²Λ²ν⁵ν^C⁵⁵. CL[°]α Ϸ⁵bP²Λ²ν⁵ν²⁵. CL[°]α ⁵0⁵ν², 4Ͻ⁴υ⁵σ^{*}⁵. CL[°]α ⁵0⁻Γ²⁵⁶, 4Ͻ⁴υ⁵σ^{*}⁵. CL[°]α ⁵0⁻Γ²⁵⁶, 4Ͻ⁴υ⁵σ^{*}⁵. CL[°]α ⁵0⁻Γ²⁵⁶, 4Ͻ⁴υ⁵σ^{*}²⁵. Δ^b²⁴α⁵⁶.

Δ•/ペレር[•]: L'α. Γ C LPd^e/.

LP4•7 (2ihhline): $idhearine, \Delta hrepcine,$ ahread and a state of the state of

Ċŀd
Ċŀd
C*& ÞŀĊſſſ
C*
C*</p

| · · · · · · · · · · · · · · · · · · · | |
|---|---|
| | P <u<" <p="">Point Content of the second second</u<"> |
| Chairman (interpretation): Thank you. Ms. | |
| MacMillan. | |
| | ᠕᠆᠋᠋ᠣ᠋ᡏ᠖ᢕᢣᡃ᠋ᢩ᠆᠋᠘᠂ᠳ᠋ᡏᠺ |
| Ms. MacMillan: Qujannamiik, Mr. | |
| Chairman. Included in assessments, again, | ፚ፞, CLʰd◁ ÞʰϽ̀∩፦◁∿ペʰb ◁Ͻ⊲Ⴑ∆ኈb∆ |
| we talk about differentiation and the specific | ᠘ᠳ᠋ᠫᠴ᠘᠆᠋ᡱᠣᢦᡗᠺᢂᡷ᠖ᢗ᠅᠋᠋ᠫᡗ᠘᠆ᡱᠣᡐᡆ᠋ᠺ |
| needs of our students and the same thing with | ᠘᠋᠋ᠴ᠌ᡏ᠅᠋ᡗᡊ᠋ᢆᢣ᠘᠆᠕ᡩ᠘ᡁ᠘᠘᠘ᡩ᠆᠕ᡓ᠒ᢛ |
| assessments. You have to take the needs of | ᠘᠆᠋᠋ᢣ᠋᠋᠋᠉ᠫᠴᡄ.᠂dᡃᢞ᠌᠌ᡆ᠋ᡏᡃ᠋᠉,᠘ᡃᢞ᠙᠌᠌᠌ᠵᡬᡃ᠉ |
| the students, of the child in mind for that | |
| assessment. Whether or not a student would | ΔϷϟ≪ϷϹናϷ : L'Ⴍ. ℾ ^៶ ⊲ናႭϷϦ ^{ϛϧ} . |
| progress to the next grade level or remain, | |
| | ⊲₅₽₽₽₽ (ϽϯϧϽϽϲ): ͼϥϟ₅ϭͺϳϼ, ∇ϝϞ⊗Ϲͺͼϧ |
| that decision is made in conjunction with the | ᠘᠆᠆ᠳ᠕ᠴ᠋᠉᠆᠂᠂ |
| teacher, with the school team, with the | CAbda Actors and the second se |
| parents, again, to best meet the needs of our | <u>አር አር አ</u> |
| learners. Qujannamiik, Mr. Chairman. | ᠘᠆ᡨᠣᢦᡅ᠋᠆ᡏ᠖ᢗ᠅᠋ᡣ᠃᠃᠃᠃᠃᠃᠃᠃᠃᠃ |
| | |
| Chairman (interpretation): Thank you. Mr. | Δ ^ε ^b aΔ ^b c ^b ^s ² 2 ^d 4 ^c |
| Rumbolt, do you have another question? Mr. | |
| Rumbolt. | \dot{L}° $A \subset A A A $ |
| | |
| Mr. Rumbolt: Thank you. I'll leave it at that | ርΔᡃ᠈᠘᠊᠕᠋᠋᠉ᡃ᠋ᠣ᠘ᡃᡕ᠘ᢄ᠋᠋᠋᠉ᢣᡘ᠅᠘᠅᠘ |
| for now, but something that the department | εδιτο Διοσσητρική στου ε εδε βισασε Διοσσητρική στου ε εδε |
| mentioned in their previous answer was | |
| talking about the Inuktitut language. On page | کد ۲۵ ۲۵٬۵۰۵ ک۵۲۰ ۲–۲۵×۶۵ م۰٬۵۰۶ ک۵۲۰ |
| 17 of your opening comments you talked | |
| about producing over 650 books in Inuktitut | |
| and 250 Inuinnaqtun books. You go on to | |
| talk about one for vocabulary and one for | $\mathbf{D} = 0 = \mathbf{F} \mathbf{L} = \mathbf{V} \mathbf{C} = 0^{-1}$ |
| written Inuktitut syllabics. | ᠘ᡄ᠋ᠳᠣᡏᡑ᠑ᡄᡅᢣᡃᡆᡄᠦ᠊ᢗ᠋᠘᠊ᡆ |
| ······· | |
| As you know, there are many dialects in our | |
| territory and Sanikiluaq is kind of different | ΔC `δ\`J 'Q 'Q 'I I J 'Q 'D 'P L <'. C 'Q d)Πίδρας5%<'CΔ៩% ίδρλρα%CD<<<. |
| from everybody because of our location. One | |
| of the issues we have in our schools over the | ちった ΔイLC・Lでしたヘクト フトアLしつへたつでし. |
| years is that the type of syllabics that is being | ᠈ᡃ᠋ᠯᢣᢩᢁᡏᡃ᠈,᠘ᡃᡟ᠙ᡐᢗᡬᡃ᠋᠉ |
| | |
| used is not the same as they use in our | ∆⊳୵⋞⊳⊂ ⁰: L'௳. ℾ ^៶ ⅃⋼ℾᡄ ^ݐ . |
| community, and some of our teachers have to | |
| retranslate all the books that you provide. | |
| | |
| When it comes to these books, which dialect | |
| will you be using? Thank you, Mr. | |
| Chairman. | |
| | </td |
| Chairman (interpretation): Thank you. | ^s bo ^{sb} Δ⊂ ^e σ⊲ ^{sb} ∩ ^c |
| Department of Education, Ms. MacMillan. | |
| | ᠘ᡃ᠋᠈ᡃᠣ᠘ᢣᡅᢂ᠋᠈᠆ᠳ᠘ |

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The literacy in the books in our schools is referred to as the educational dialect, and we see this as an opportunity for our students to learn a number of dialects. Through the balanced literacy program and those resources, they are learning in this educational dialect. However, that does not limit the dialect of the community to be integrated in their teaching and learning as well. *Qujannamiik*, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. I do understand that there would be a requirement in our communities where we would try and keep our language in our communities, but my specific question was: on these books, which dialect is being used to translate these books into? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. In the creation of our resources, it is based on a committee of members from representing the different jurisdictions and different regions throughout Nunavut, in collaboration and in conjunction with IUT, to ensure that the educational dialect is made available to all of our students and our children. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just before we move on I just wanted to follow up on one of your responses to Mr. Rumbolt. You had mentioned, if a student is to be held back or kept in the same grade as a result of their assessment, it's a simple question: do parents in Nunavut have the ability to say to their ኣዉትʔሊኦ፨ኣኇቴና ፈዛርርኦ፨ ቴኦኦቦፈናኣኣቴቴኑርናጋቡ ቭኒ ለলሊፈሊተሁኈቦናሪኦ፨ ሏሮታኦቴሪኦጋቡ ፈኦቴቭኒቭቴጋቦና ሏሮቴσፈኈሰና ፈተፈውና ወዉይዛፐ. ርደቴፈፋ የፑናንፈኈርይና ደዲ ናፈታዲሮ, ፊኑረዊኦርኈ.

L^b**F**⁶ (2ⁱ λ ^bA)*J*^c): ¹d^b^b^cⁱ, Δ ^b*J*^QD^cⁱ L^{a} (d^{a} ^{ia} $D\Delta$ ^c ¹b D^{b} ^b σ ^{ib} A^b λ ^{ib} λ ^{ib} \dot{P} *J*(D)*J*^s L^{ib} : 4^{L} ¹b^b*U*^b*d*^cⁱ σ *LJ*^{ib}(Δ ^{ib}*C*^{ib}*L*, \dot{L}^{a} Δ D*C*^{ib} 2019/2020 Δ *C*^a σ *d*ⁱ Δ *D* σ ^b*U* σ ¹*DD* λ ^{ib}*CDL*^{ib}(Δ *C*^{ib}*CDL*^{id} Δ ^{ib}*D* σ *D*. Δ ^{ib}*b* Δ *A*^{ib}(*DC*^{ib}*C*^{ib}*CCCL*^{ib} Δ *DPD*^{ib} C^{ib}*D*^{ib}*L*(*C*^{ib}*L*, ^{id}*F*^a Δ *C*^{ib}, Δ ^{ib}*AQDC*^{ib}.

ƥץ<⊳כ•י: L'ם. רי⊂ ב∆ילסׂי.

Δϧϟ≪ϷϹͽϧ: ͺͺϔͺϭͺͺͺϹϧͺͺϹ_ϷϹϲͼͺ

Lº୮೭° (ጋኣኦብJና): ነሪታ°உ广ঁኑ, ፊኑፖペኦርጐ. ፲°ዉ 2019/2020 ፊሮ°ውላናዉኦብናጋህ ፊሮ°ውላናውሮሲኦነሪና ለቦላጐበናበፖLሩና ነየΓናንውናΓ° ፊሮኣልዛር ላኦሬናበውኦሪው. child's teacher, "I do not want my child to remain with their peers if they are not on par with their peers"? Is that clear what I'm.... I'm asking: do parents have the ability to say to their child's teacher "Don't give my kid an easy jump up from grade 5 to grade 6. Only if they are working at a grade 6, or pass grade 5, I want them to move on."? Do parents have that right, or is it ability, or is it more complicated than that? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Absolutely; the parent's voice is key in the progress and placement of any child. So yes, they do have an opportunity to meet with their teacher, with the school team, throughout the entire year, throughout the progress of the education of their child, to provide that input. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Thank you for clarifying that. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I would like to talk a little bit about retention of teachers and the recruitment of teachers. I don't think it is any secret that we know that there is violence. Violence in Nunavut is escalating in different areas, and one area is the school, the classroom.

We have a lot of students in one classroom. Many times teachers are having to deal with large classrooms and we have a high number of children that have shown violence in the classroom. When it comes to retention or when it comes to recruitment, there are a lot of people that talk about Nunavut. For example, if I wasn't from here, I would probably try and find out from somebody who is here, like "How is it to teach in Nunavut? What was the experience like? What should I expect?" ^ናየΓናዖᢣᢁ᠋ᡬ᠅᠔᠋᠊ Ϥᢣᡃᢣᡅ᠋᠋᠋ᡏ᠋ᡃᢦ᠆᠋᠆᠋ᡆᠮ᠔ᢣ᠘᠋᠋ᠳ᠌᠌᠌᠌᠌᠌ᠵ᠘ᠮ᠅᠕᠋ᢣᢩᢁᡤᡃ ᠘ᡃᠡ᠙᠌᠌᠌᠌ᢦ᠋ᡬ᠅

Δ৬/<>C⁵⁶: L'α. Γ¹C ϲΔϤϽ⁶.

-Δ⁻γ⁻)^Φ (Ͻ⁻, Λ⁻)²; ¹³ ⁴³ ⁴³

ΔΔΔΔσ
Δσ
Δσ
Δδ
δ
δδ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ
δ

Δ^ϧ/ «Þር": L'α. Γ'C Lዖ⊲°_'.

LP<P (ϽϞϷΠͿϚ): ϞϭͰͽͺϹϷ, ΔϷϒϘϷϹʹϷ. ϽΡͿϤϨΠϞϚϚ ϞϷϷͰͿϞϐͼϿϞυ ϹͿϐϥ ϤϷʹϲϹΓϚΠυλͼσͼ ΔϲϞልͱϚ ϒϲϚϽϞʹϐͱϚ ΔͼϷͼϫϳ϶Ϳ·Ͽͼϭ ΛϞϲϤϽϞͿϚ ϷϥϹϚ ϤϐϚϽͼϟͿϲϿͼϼϚ ΛϞυϥͺͻϷϚϐϲϹͼϽͼ ϤͰͺ ΔϲϐϭϤͼϿϲϲϷϭϾ ϷϹͿϷʹϞϤʹϔ Ϲ ΠϹϷϐΓϷ ϞͼϔϒͿϤϹ ϥϿϥϪͼϿϪϒͿϛϿϷ ϽʹϞϤϐϷϞϲϤʹϷϐϹϘϭϷ ϤͰͺ ΛϷϟϭϷ

So my question to the Department of Education is, I know that there is a shortage of teachers throughout Canada, and especially here in the Qikiqtaaluk, we know we have a number of positions that are still trying to be filled now. How much do you think, or what kind of impact do you feel the issue around violence has had on the challenges of hiring the teachers that we need? Thank you.

Chairman (interpretation): Thank you. Ms. Department of Education, Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. There are a number of factors that often result in the retention/recruitment of educators, not only here in Nunavut, but throughout other jurisdictions in Canada. Often that is related to, for example: 2 years ago British Columbia, all of a sudden they required an increase in their educators, so that affects our recruitment and retention as well.

There are a number of factors. In schools we provide training and in-service to retain our teachers. For example, the theme of this year's principal conference is Safe and Caring Schools. They are receiving inservice this week that they can bring back and provide and share with their staff for the benefit of students.

I could not comment on just one factor, as there are a number of factors that affect the retention of our positions. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. I would like to talk about violence in the classroom because I think it is a very important thing. I would like to know how aware.... It has to have an

Ċ°ฉ ϽΡ⅃ϤϨႶʹϞ<_>°ՐċϷ ϧϽͰϷϚċ_ϼ ΛՐϤ΅ႶϹϷϲϷ΅ϟͰϟ΅ ϤϽϲ·ʹͼͿϧϲϷͽϽΓϭϷϟϼϚ. Ϥʹ·ϽϤͺϷϚϹϷ΅ ϹΔL ϷϿʹϽ·ʹϧϷͰϹ;ϫ. ϹΔϧϭϲ ϹͰϽϹʹϧ ͼϼϹͼ϶ϲͿϹϲϲϷͼ. ϳ·϶ͺͻ Ϸ≪ϧ ϽϒϟͰͿϧϧϦ;ͺͰϷ ϤϽͼϼͽϽͼ ϭϲϞͺϧϷ;;ͰϷ ϤϽͼϼͽϽͼ ϛ

Δሮ°σ4ጐበϲͺϳ·በዻና ዻርϷናበ_ነና ጋናጐሁ⊀ቮ Δϲ֊ኣታ፝፝፝ዹዀበርϷኄዮርኈጋልና Δϲ֊ኣປͰጐႱው Δϲ֊ኣልዛር ለቦዻናርϷበቦ_ጋቡ Δϲ֊ֈ՟֊՟ ፍሬዲንደሬጐርዮዮው ሃ֊ናንኣነልዛርዮንቡ ፕሬናኣϷንድኊንንደሮምንሮ አካት Δ֊ቦንϷናሁናርናኈንኈ ር°ዺ.

>ሊበ՝ Ხᡄᡃᡳ᠋ᠺᢦᡏᡃᢈᡄᢄ᠉᠂᠋ᢐ᠌Ϸᢣ᠘ᡃᡏ᠋᠊ᢞᡃᠥ ᠺᡄ᠋ᡅᡶ᠋᠆ᡄᡅᡃᡕ᠘ᡃᡏᡃ᠘ᢗ᠘᠋᠋᠋᠌ᢣᢋᡘᡃᡗ᠓᠂᠍᠕᠅ᡄᠥ ᠘᠋᠋᠋᠉ᠹᡄ°᠊ᡡ᠈᠘ᡄ᠋ᡨᡆᡐ᠒ᠥ ᠕ᢣ᠋ᡄ᠋ᡗᠬᡆᠦ᠋᠋᠋᠋ᠬᢣᢑ᠋᠋ᠮᡠᢗ᠋᠄ᡠ᠋᠋᠋ ᠘᠆᠋᠋᠋ᡗᠺ᠖ᡏ᠋᠋ᠮ᠘ᡦᡄᢄ᠉᠂ᠺᡬᠦ ᢂᡩᡄ᠌᠊ᡆ᠋᠕ᡷ᠋ᢧ᠋ᠮ᠘ᡦᡄ᠋ᢄ᠉᠂ᠺᡬᠥ ᠘᠆᠃ᠳ᠕᠉ᡔᠧ᠋᠋ᡘ᠊᠁᠂ᠺ᠅᠘ᡷ᠋᠉᠘᠘᠅ᠬ᠘᠋ ᠘᠆᠃ᠳ᠕᠉ᡔᠧ᠋᠋ᡘ᠊᠁᠂ᠺᡬ᠋ᠺ᠋

ϽΡͿϤϨͶ·Ϟ·ͶϤϾͺͻϧͺϹͼͺͺͺϤ·Ϲ ͽϷϷϒϤͽϹϷϲͶϤ;Ϸϲϲ;ϫͽ ϷϭϧϼϲϿϲϽ ϽϷͿϤϨͶϲϤͲϞΓ;ϫϼ Ͷϥ;Ϸϲϲ ϒ; ΑϲͼϤͽ; ϷϿͻϽͼϫͽͺϽϧͽͼϧϷϧϲͽϥ;ϿϤͺϽϧͿϤͻͶ;ϒͽ ϷϭϹϹ

b·D́∩'\%°CʻbP,j>%'D%
 b·D́G%CPJOF
 dD%CFGʻG*
 A·UQ%D%ZPAD
 bCCG
 cd>'L
 bQCF
 d&CD*
 cd>'A
 cd'A
 <licd'A
 cd'A

Δ⁶/«ϷϹ·⁶ (ϽϞϷΛͿϤ): ⁶dμ⁶αΓ⁶. Ϸ«σ ἀͺϲʹϽ⁵υ Ϲ⁶dϤ ϽϞϷ⁹ ΛϧͺϤϽϞϤͺ²Γ⁶ Δ⁶⁶bαΔⁱδ⁶⁶⁶²⁶ CΔ⁶dϤ ⁶bΡ²Lυ⁴⁶⁶⁶⁶²⁷ Λ⁶⁶²²⁴</sub> ⁶⁶²³⁶⁶²³²⁴</sub> ⁶⁶²³²⁴⁴</sub> impact because if I was a teacher applying for a position and I found out that a particular school had a lot of problems due to a number of reasons, and I am not trying to lay blame anywhere, but I think it would have a big impact. Is that something you do not look at? You know it is a growing concern. It is something that is growing, it is not going away.

To me, it would make sense of the department to recognize that and come up with some way of trying to address it before it gets even any bigger. That is why I am asking the question and I am hoping that you can provide me with a response. Thank you.

Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.

Ms. MacMillan: Qujannamiik, Mr. Chairman. In response to that, the department does recognize that, and we are committed to supporting the development of safe and caring schools, and it is for this reason that we are in the process of completing a safe and caring schools framework. It is being finalized and in keeping with Inuit Qaujimajatuqangit principles, in addition to the framework we have included consultations with a number of our stakeholders, including parents, students, various GN departments, and NTI because this is a very important issue and we want to ensure that our schools are safe not only for our students, but for our teachers and the entire community. Qujannamiik, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. In speaking
about how we keep kids in schools, we were
talking about attendance, I think we all knowΔLet
Alter that a lot of children come from very difficultAlter
Alter
Alter

ϲΔና/ጏ፞° (ጋኣትበጋና): ናਰታ° ሲቮኑ, Δኑፖ 《ኦርጐ. ር፡LኈፖL⊀ኈፖኦኈበኦ< ርኮਰላ ኦኄኦሥዮና ለ፡L൨ላጏበርኮኦናርኦኈ. Δሮ° σላኈጋሮሲኦቴሮ ወና ላለሲJLነΓυL.

Δ•/≪Þርᠬ (ጋኣ̀ት∩Jና): ናਰታ∘ፈՐኮ. ∆ር°σ⊲∿ጋ⊂∿ትݸና, Γነ LዞΓ⊂°.

L⁶Γ₋⁶ (ϽϞληυ): ⁶dμ⁶α⁺, Δ⁶ν«ϷĊ⁶. CΔL Ċ⁶dd dϷ⁻ċ⁶η_λ² ⁶bρλ⁶σd⁶)Δ⁶ σρd⁶CϷνL&ρ²μ⁵Γ bαCΓ ⁶b⁶τ Λ²⁶U^L⁶UC. ά, Ċ⁶dσ⁶U CΔLΔ⁶Οσ⁶ ⁶bϷληd⁶σd⁶D². ⁶dμ⁶α⁺, Δ⁶ν«ϷĊ⁶.

Δ•거ペÞርኁ• (ጋኣኦበJና): ^ናժኦ°血广•. ୮[、]ር ϲΔና**/** ጋ°.

_Δ⁴γ^j⁶ (Ͻ^j¹²¹): ⁱd³²⁴¹, Δⁱγ²⁴²⁶, Δⁱγ²⁴²¹, Δⁱγ²²², Δⁱγ²², Δⁱγ², Δⁱγ²², Δⁱγ², Δⁱγ²,

᠘ᢑ᠋᠘᠙ᡔᡄ᠅᠄᠂dᢣ᠋ᠳ᠋ᡄᠮᡃ᠂᠋᠋ᠮᡃ᠘ᡃ᠋ᠮᡄᢩᢩ᠆

homes, and they bring those frustrations to school, and we expect our teachers to deal with not only large classes, but also to deal with students, and individual students on an individual basis who come with some of these frustrations that have an impact on the whole classroom.

In fact, myself, I know some families whose children are in middle school, in grade six and there are problems there, so they suspend the student and they do not come back after the suspension. So I am wondering what kind of support services you have in place, not only to help the teacher deal with this, but to help the student who is maybe being suspended for a number of days or weeks; whatever he or she did. Who do you work with that to ensure that that student comes back, and that they feel welcomed back, and that they receive that support to stop that kind of behaviour? How do you go about that? What are the steps? Thank you.

Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. One of the divisions of the Department of Education is student achievement. This division in particular has expertise to address all needs of students from social, emotional, to various needs in the school.

Also, the Department of Education works with Family Services and the Department of Health to provide those additional wraparound supports. Each of our schools has a school community counsellor as well that would be involved and able to make home visits, again, to involve the family and provide those additional supports. It really is a team effort among different divisions and departments to ensure that those students do return to school and that a re-entry plan is ለታዒፈሩርጐዮኇቍ ርΔLΔ՟ഺሊዛ୮ላጐርኦጐ. ጋየചላዖበነ፟፟፟፟፝ኪታዋላጐጋ፦ ነፅሮውና ላናሳጋው ጋደചላዖበነ፟፟፟፟አርላሲታናቦዮኇ. ለቦላጐረLሮሲጐርዎና ለኆ՟ሮፋ՟ጋህ bጋነኦኄክበኄዮጋጏታኈጋር ጋኣኄዮርኈጋርጋ ርኈኴካላፎዀና ላዾሩናበኄክርዾላታ. ነፅታኈሲቩ, ፊዮረペኦርጐ.

Δ•/«ÞC[•]: [•]d৮° α.Γ[•]C α.Υ.Ͻ°.

ϲΔና/ጋ° (ጋኣኦበJና): ነdኦ°௳广ካ, Δካረዋኦርጐ. ነdኦ°௳广ናርኦኈ ዖኦႱል፝ዀሁ. ፊ, ር՞ዒ σኊኦቦσ⊲ርዀጛና ጋኣካጛ°σሩኊላኈሁ ለኦሲዖነረኦካ ጋዖJ⊲ዖበኁኣዀ.

∆°7≪⊳⊂°°: ኘלא≏Ⴍ˰. ד'⊂ LP⊲°ץ.

᠘᠆᠋᠋᠆ᡏᢀᠫᡄᡅᢣᡃᡆ᠋ᡗ᠕᠆᠋᠋᠆ᠺ᠆᠕᠆ᠺ᠆ᡐ᠘ ∠⊂°∽⊲∿⊲∹℃∩∿ ⊲Lン ᠘᠆᠋ᠳᠣᢦᡅ᠊᠋᠋ᡏ᠋ᠳᡆ᠋᠋᠋᠋᠋ᢐ᠋ᠴ᠘᠋᠋ᡗ᠋ᢆ᠆ᡆᢕᡄᢂ᠋᠖᠖ לילטךי פר⊳אירי טקע 10-ך האטריטע ٬٬ΥΤΥΖΥΤΥΤΥΤΥΥΥΥΥΥ ᠵᡣᡃ᠋ᡃᡉ᠆᠋᠂᠋ᡃᢑᡄ᠋ᠧᠴ᠋ ۵⊂°σ⊲۵۲ ۵⊂հ۵۲. ۵۵∟٩ ርፚኈርርዾኈርፇና. ርፚዾ፞፞፞፞፞፞፞፞፞፞፞ ርዾዀ

| created for them. Qujannamiik, Mr. | ᠕᠋᠂ᢗᢛ᠋ᡃᡆ᠋᠘᠄᠋ᡃᢑ᠋ᠺᡄ᠋ᡔ᠘ᢣᢧ᠋᠆ᡷᠣ᠋ᠴ᠋ |
|--|--|
| Chairman. | |
| Chairman. | Δ፫ ^ͼ σϤል ^ֈ ͺͿ·. [;] dϧͼ <u>ϲ</u> ϳϷ, ΔϷϟ≪ϷϹʹͽ. |
| Chairman (interpretation): Thank you. Ms. Angnakak. | Δ•イペÞርናゅ : ናਰአቀዉ广ゥ. Γ [、] ር ሬሬናንት. |
| Ms. Angnakak : Thank you. I'm just curious to know and it's good to see that you have strategies in place to try to address this, but I am curious to know because I know this child has not gone back to school and she is 13. How do you deal with something like that when you go and then you can't get them to come back? Thank you, Mr. Chairman. | ϲΔ Ϛ/Ͻ° (ϽϞϷΠͿϚ): ·ϭͿϧͽϥϮͽ, ΔͽϒϘϷϹʹͽ. ΡʹϞͿ·ϲ·ͽ ϤΛͽͼͿΠ Δϲ·ͼϭϤʹͽϽϲͺϷͼϐ·ϼʹϞϳ·ͽ. ·ϐϷϷͰϲϤΔͼϥϷͿͼϹ ϤΓ;ͰϤͺϿ·ϐϾʹϤϹ ϼͼϧϐ·ͽϽΔϚ ϹϹϷͼϥϽΔͼϥͼ Δϲ·ϞϪϚϺͼσ. Ϲͼϥ ϲϤϧϲϷϚϹ ͼϫϷ Δϲ·ϞϪϚϺͼσ. Ϲͼ Ϥͳ; ϤΓ;ͰϷͺϿϭͼ ϒ; ϤΓ; Δ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ |
| Chairman (interpretation): Thank you. | Δν/«ΡC »: L'α. Γ [\] L ^b Γc [°] . |
| (interpretation ends) As much as possible, I encourage Members to talk in generalities; | μετω (ጋኣኦበJና): የσναΓν, Δνγαρζ ^{ερ} . |
| avoid mentioning individual cases as much as possible where this is a systematic kind of audit. Ms. MacMillan. | L ⁴ C ² (J) (10-): 07 α[0, Δ ⁶ 7 < νC ³ . |
| Ms. MacMillan: Qujannamiik, Mr. | Δ•/ペϷϹ [•] •: L'ڡ. Γ יϽ ϲΔϤϽ. |
| Chairman. The Department of Education always perseveres to ensure that we can get that child back. Again, it's working with those wraparound supports, working with our families, working with the Department of Health and Family Services to ensure the students and perhaps the family gets the support they required for that student to get | |
| back to school. <i>Qujannamiik</i> , Mr. Chairman. | |
| Chairman (interpretation): Thank you. Ms. Angnakak. | ᠻᠡᡃ᠌ᠯᠣ ᠘᠆ᡨᠣᡏ᠋ᡃ᠋ᢐ᠆ᠸᡵ᠈ᡷᡆᡃ᠋ᡃ᠋ᡠᡃ᠍᠍ᡧᡷᡤ᠌ᢩ᠉ᡥ᠑ᡔᢐ ᠄᠙ᠣ᠋᠋᠄᠈ᠣ᠋ᠴᡐ᠋ᡄ᠘᠆ᢣᠺᢑ᠋᠋᠄᠂ᠺᢛᡆᡣ᠋᠋ᡃᢣᢄᡁᡷ᠉ᢕᠥ ᠔᠊ᡆ᠋᠋ᢐ᠘᠘᠆ᡨᡆᠮ᠉᠋ᠧ᠋᠋᠋ᡔᡄ᠕ᡷᡆᡄ ᢄᡃ᠋ᡋᢂᢞ᠖᠌᠌ᢓ᠆ᡆᢩ᠄᠉᠊᠅ᡄ᠋ᢄ᠊ᡬ᠋ᠬ᠖ᢄ᠆ᡆᢩ᠂᠉᠆᠅ |
| Ms. Angnakak : Thank you. I would like to ask the Auditor General's office if they can answer this question because the low impact | |
| of school attendance is addressed in your audit, specifically paragraph 30. Did your | ∆⊳୵⋞⊳⊂∘ ⊳: L'௳. ℾ ^៶ ⅃⋼ℾℂ . |
| audit analyze attendance policies at the different schools that you examined and, if | Lº୮೭ º (ጋኣኦበJና): ናਰኦ°ዺቮካ, Δካረማኦርጐ. ጋዖሮኦበጔJ ርካያላ ላለላቇኈበናበσናጔና ርካያላ ፊሮ°σላኈርኦረ°ፈኈጋሙ |
| so, were there any best practices that were identified? Thank you, Mr. Chairman. | <u>Δ</u> C° σ ۹ [%] CP< ۲ [%] J0° Δ=°σ4 [%] Π ⁶ dΓ<β= ⁶ , Ϸ ⁻ ϽΠ ⁻ JJ CĹσ 4 [%] ήJΓ 4 [*] ^λ Γ [*] ⁶ Γ [*] ⁶ σ [*] λ ⁴ ⁵ |

Chairman (interpretation): Thank you. Office of the Auditor General, Mr. McKenzie.

Mr. McKenzie: Thank you, Mr. Chairman. Paragraph 30, in terms of attendance, we did not look specific policies *per se*, but I would say that there were certainly events/activities that we were aware of. I had mentioned earlier, but I'll repeat it again.

In our Exhibit 1 in our report on page 14, there are a couple of programs, if you will. One was this TASK week that I had mentioned that took place in Baker Lake, the Trades Awareness Skills and Knowledge week. Some of the teachers that we spoke to that were involved in this activity felt that it was very positive in terms of bringing students and having them attend that week because it was interesting to them. The pretrades program in Kugluktuk as well in the Kugluktuk High School is another example, I would say, of a program that was successful in engaging students and motivating them to stay in school. Based on information that we received from the school, many of these students went on to graduate from high school and pursued post-secondary education or became employed in the trades. Those are maybe two examples of activities.

I would point out and I guess it would be a policy is that in one high school that they offered and the curriculum is the career and technology courses, so some of the hands-on learning courses were offered in a two-week period towards the end of the year, but in order to participate in those, you had to attend class throughout the year. There was an incentive for students in order to be able to participate in those courses which were ultimately of interest to them, but you couldn't take it if you didn't go to school, if you were a chronic non-attender, for Δdᠯ᠄ᢣᠯ᠅CÞσ᠅ᢣϷᠴᡣᡃ᠈᠘᠆ᠳᡆᠬ᠅ᡤ Δ᠄᠉ᡃ᠌ᠣᡆ᠘ᢣ᠉ᡤ᠆ᠴ᠘᠉ᡃᡉᡆ᠘ᢣ᠆᠋᠆᠋ᢩ᠘ᢣᠸ᠋᠆ ᠄᠋ᡋᢣᢣ᠋ᢣ᠉ᡃᠧ᠋Pᡪᡃᡉᢗᡝ᠋ᠳ᠉ᡊ᠂᠌᠌᠌᠌ᢓ᠋᠑ᢄ᠋₽ᡇᡃ᠋᠋ᢤᠧᠣ ᠘ᡏᡷᠳ᠈᠋᠋᠋᠋᠋ᢃ᠋᠘᠆᠉᠋᠄᠘ᢄ᠉ᠫᠣ᠋᠁᠘ᠴ ᠘᠆᠆ᠳᡆᠮᠳ᠉᠋᠖Ϸᢣ᠋ᢣ᠋᠋᠄᠗Ϸᠣᡆᠮᠴᠥ. ᡝᡆᡃ᠆ᡆᢩᡤ ᠘ᢞᡇ᠙ᡄᡬ᠉

Δ•/«ϷϹ·Ϸ: L'ዉ. (ϽϞϷΛͿϚ) Γ'Ϲ ϲΔϚ/Ͻ·, _ΔჼჾႦሊ⊲ΡናጋჇ,ϳϲϚናር ናዮሬΓϷ⊰ΓϷ ⊲ΛჼჾdႶናႦჾႦჾჾႪႫჼჾጋႶና. Γነር ϲΔና/Ͻ·.

_Δ^cγጏ[°] (ጋኣኦበJ^c): ^sdሃ[°][°]^c, Δ^b/«ϷĊ^{c^w}. ^sdሃሮዎ^{*}ບ ጋየ/ቦላ?በⁱኣ^b^b[°]σ^b Δሮ[°]σላ^wጋሮኪኦ^bd^c. b²/ቦላ?L⁴^{*}ບ ላለኪጋ[°]ບ Ć^bd4 Lⁱ²^b Δሮ[°]σላⁱል^LΓ Ϸ^cጋናⁱልϷσላ^wጋ^c Δ^wbαΔⁱζ^L^b^kσ^c^L^b. d^b²«ϷĊⁱ^b.

△▷ィ≪▷⊂ˤၑ: L'⌒. Γ՝ Lၑℾ⊂°.

 CΔL 'bD>\D' D'>
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ
 Δ

>>6012 كەلكەت يەلەكە 17:00-7

example. It was a means of, I guess, incentivizing or providing an incentive to students to attend class, knowing that at the end of the day there would be this benefit of being able to participate in some of these courses that were of interest to them.

Those are maybe examples of a policy but also some of the hands-on learning or as the pre-trades program, for example, are examples of programs that are offered that do motivate and encourage students to attend. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. I would like to ask another question to the Department of Education in regard to the high school curriculum and keeping kids in school and that. Way back when I went to school here, the high school, we had different streams. We had the vocational stream, we had the academic stream, and we had kind of like the general stream, what we have now, but it seems like now we only have the general stream. I feel like with the vocation stream, you would get a job in the trades, you can go and work academic, you can go off to university and do all of that and get a job whereas the general, we seem to be lost in the middle without really going either way. Is this something that the department has looked at? Is this something the department could look at? We can always learn from the past. Maybe it's something that would be worthwhile to investigate and so I'm just wondering what your thoughts are on that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. It is something that the

department is currently looking at with our recently hired and established transition program team in our curriculum division. They will be looking at various pathways and ways to facilitate and provide more support in the areas of the hands-on learning, work experience, and work in the trades, and also for reference, utilizing the work as well from CMAC and looking at the framework for successful student transition initiative that could also help inform our work in Nunavut. We are currently looking at that. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just a clarification on Ms. Angnakak's question or on your response, you mentioned that the department is looking at that. What does that mean? Does that mean that you're...? What does that mean in terms of timelines, in terms of decisions or changes that would be made to the school system or to curriculum? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Right now they are looking at the framework this year to explore the additional work in this area. In regard to timelines, it's active for the 2019-2020 school year for examining this program and providing supports as we had just hired this position this past summer. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you for that explanation. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. My first question is for the Department of Education and it's regarding paragraph 21, which states that in the previous audit on education in 2013, the Auditor General reported that there was a discrepancy between classroom marks and marks received in standardized exams. The Auditor General at the time "recommended that the Department of Education analyze these differences to identify potential areas for reducing this gap." I would like to ask: what work has the Department of Education done since 2013 to meet this recommendation? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Currently, in the 2019-2020 academic year, the Department of Education has initiated the review process for the school operations directives and the marks differential directive. So we are currently reviewing that process. (interpretation) Thank you.

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

Mr. Lightstone: Thank you, Mr. Chairman. I'm glad to see that after six years the department is beginning to meet that recommendation. I would like to move onto my next question, and that is referring to paragraph 26.

My first question is for the Office of the Auditor General. Paragraph 26 states that the Department of Education does not have a strategy to help students graduate and transition from high school to post-secondary education and employment.

I would like to ask the Auditor General if other jurisdictions have similar strategies in place. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Office of the Auditor General, Mr. McKenzie. **Mr. McKenzie**: Thank you, Mr. Chairman. In terms of a strategy, I am aware that this whole issue of transitioning from high school to post-secondary education and the workforce is a challenge that many provinces and territories are facing. It is reflected in the Council of Ministers of Education of Canada framework document that they have produced as a means of outlining the principles and some of the benchmarks in terms of good practices that could be implemented.

Some of the maritime provinces have maybe not necessarily come out with a specific strategy, but they have put in place... for example, in Nova Scotia they had a taskforce that looked specifically at this issue and they have recommended to the government, and in fact, the government and the Council of Maritime Ministers, have put in place some of the very specific activities to encourage students. That includes, for example, a website that they have put up that students can go to to explore different occupations, if you will, or opportunities that are available to them.

So I think that it is maybe a strategy that started with a taskforce looking at this issue, and then coming out with specific recommendations. Ontario is another example where they have been looking at this issue and they now have certain.... For example, from what I understand, they have a diploma that allows students to... I think it's called high skills graduation diploma. So it is a variant of the high school diploma, but it allows students to focus in on specific fields that they may be able to pursue. What happens is through school, they can take courses that allow them to fine tune, or it gives them a step forward in terms of once they get in to that field.

So I think that is maybe a strategy in the sense that they have adopted it or reflected it in their approach to issuing graduation or types of diplomas that they offer. I do know that in British Columbia as well there have been very concerted efforts to assist First Nations students improve their learning outcomes and their educational achievements. They have a process. We reported on this last year actually, as a part of an audit that the Auditor General did on education on First Nations reserves, and it was highlighted as a good practice of a strategy that was put in place. I think maybe the important aspect of it as well, was that they were following up on that strategy and reporting on it on a regular basis to show how well they were closing that gap in terms of student outcomes for First Nations students in that province. So I think, depending on how you define a

So I think, depending on how you define a strategy or actions that have been taken, there are examples across the country where this issue is being certainly looked at. As I had mentioned, it's a challenge that is being faced in provinces and territories across the country, and that there are efforts under way to try and improve that transition for students. Thank you.

Chairman (interpretation): Thank you. (interpretation ends) As I'm sitting here listening to the hard-working interpreters there, I would just ask everybody to be cognizant in terms of how fast we speak in English. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I appreciate the information provided by the Office of the Auditor General.

My next question is for the Department of Education. I find that the strategy in place by the Maritime Provinces is quite interesting. I would like to ask if the Department of Education is familiar with the Maritime task force and has been following the progress that has been made in this area. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The transition team will be completing a jurisdictional scan of the best practices in other areas throughout Canada, so they will expose themselves to that type of work. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. My last question for paragraph 26. In paragraph 4 the Department of Education's vision is to have graduation rates as well as grads' skills and abilities at par with the rest of Canada, and then in the last sentence in paragraph 26 it states that the department does not "have any targets or timelines to support its vision of having high school graduation rates and graduates' skills equal to those in the rest of Canada." The way I read it is that implies that our grads are not equal to the rest of Canada. I would like to ask if the Department of Education would agree to this imposition. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Our graduates are entitled to the same as their counterparts throughout the rest of Canada, absolutely. As for a strategy, this will be a part and focus of our ten-year strategic plan that we have already initiated and will be a result of a collaboration of feedback and input from our stakeholders. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. Thank you for the response. I do look forward to hearing more about that upon completion of that strategy.

I'll move on to my next question and it's in relation to paragraph 28. My question is for the Auditor General. Paragraph 28 states that throughout the audit, many high school students left school and, for example, between 2015-16 and 2017-18 there were a total of 1,275 students who left between grades 10 and 12, so 1,200 dropouts in a three-year span. I would like to ask the Auditor General how the OAG determined those dropout rates. Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. The process that we followed was that we worked with the Department of Education. We obtained data from them on enrolment figures and what we did was we analyzed students who were enrolled in one year in a grade, for example, grade 10, but then at the end of that year, they didn't re-enrol the following year. We looked at essentially students.... That was really based on changes to enrolment. We looked at those that enrolled in following years and then we looked at the students that did not come back into the system to identify those that left. Early leavers, essentially, is how we characterized them to determine the number of students that were not coming back into the system. Thank you, Mr. Chairman.

| Chairman (interpretation): Thank you. M | lr. |
|---|-----|
| Lightstone. | |

Mr. Lightstone: Thank you, Mr. Chairman. My next question is for the Department of Education. We all know that we do have high rates of dropouts in our education system, yet I think this is the first time I have actually seen a solid number. Given the significance of dropout rates to the success of our education system, I would like to ask why the Department of Education does not report that crucial information in our annual reports. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. In future reports this will be considered. (interpretation) Thank you.

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

Mr. Lightstone: Thank you, Mr. Chairman. I really appreciate that. Thank you very much. My next question is sort of following up on Ms. Angnakak's question about different pathways to graduation. In paragraph 29 it states that currently there's only one primary graduation pathway, but the school officials are looking into alternative pathways to graduation. I would like to ask if the Department of Education will be able to provide us with some examples for alternative diploma options. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. MacMillan.

Ms. MacMillan: Thank you, Mr. Chairman. For example, the transitions team in our curriculum division is looking at increasing the hands-on learning opportunities for our

| students. For example, this year several alternative scheduling scenarios such as offering more support to students and employers embarking on work experience will be tested throughout the fall of 2019 using two of Nunavut's high schools as field testing. <i>Qujannamiik</i> , Mr. Chairman. | | |
|--|---|--|
| Chairman (interpretation): Thank you. (interpretation ends) Mr. Lightstone, we're just about to wrap for the day; you might have time for one more, quick question. Mr. Lightstone. | | |
| Mr. Lightstone : Thank you, Mr. Chairman. I appreciate the additional information provided by the Department of Education. I would like to follow up and ask what two schools will be piloting this work experience program. Thank you, Mr. Chairman. | | |
| Chairman (interpretation): Thank you. Ms. MacMillan. | | |
| Ms. MacMillan : Thank you, Mr. Chairman. They would be the high schools in Baker Lake and Igloolik. <i>Qujannamiik</i> , Mr. Chairman. | | |
| Chairman (interpretation): Thank you. Thank you for indicating that. Mr. Lightstone, if you have more questions, you will have an opportunity to ask them tomorrow. That's for your information. | | |
| Recognizing the clock, our meeting is adjourned and we will resume our meeting at nine o'clock tomorrow morning. I thank all the presenters that were in attendance today. We will see you again tomorrow. For those following the proceedings, please note that our meeting will resume at nine o'clock in the morning. Have a good evening. Thank you. | | |
| | 1 | |

>>Committee adjourned at 16:59