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Standing Committee on Oversight of Government Operations and Public Accounts Hearings on 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:
Stephen Innuksuk
Siobhan Moss

Interpreters:
Chris Amautinuar
Andrew Dialla
Philip Paneak
Blandina Tulugarjuk

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

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ᓇᐅᑦᑎᖅᓱᖅᓯᓂᕐᒧᑦ ᒪᕐᓖᒃᑯᑦ ᐊᐅᓚᑦᑎᕐᓂᖕᓄᑦ ᐱᓇᐅᔭᖅᑐᐱᒋᓂᖕᓂᕐᓗ ᑲᑎᒪᔪᓕᕆᓂᕐ 2019-ᒥ ᖃᐅᔨᓴᖅᑎᕐᔪᐊᕙᑦ ᐅᓂᒃᑳᖕᓕᓂᖅ ᓄᓇᕗᑦ ᒪᓕᒐᓕᐅᖅᕕᖕᓂᖕᓄᑦ ᐃᑲᔪᕐᓂᕐᒥᖕ ᕿᑎᑎᓂᕐᓴᓂ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓄᑦ ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ ᓯᑎᐱᕆ 25, 2019

ᒪᓕᒐᓕᐅᖅᑎᒃ ᐅᕙᒃᑐᑦ:
ᑑᓂ ᐋᒃᑯᐊᖅ
ᐸᑦ ᐋᖄᑲᒃ
ᔪᐄᓖ ᖃᐃᕐᓂᖅ
ᒦᓚ ᖃᒥᖓᒃ
ᐸᐅᓗᓯ ᖀᔪᑦᑳᖅ
ᐋᑕᒻ ᓚᐃᓯᑑᓐ
ᐊᕐᓗᑉ ᒪᐃᓐ, ᐃᒃᓯᕙᐅᑕᖅ
ᒫᒐᓕᑦ ᓇᑲᓱᒃ
ᐃᒥᓕᐊᓄ ᖁᕐᖕᓄᖅ
ᐸᕐ ᖁᐊᓵ
ᐋᓚᓐ ᕋᒻᐴᑦ
ᖃᑎ ᑕᐅᑐᖕᒋ, ᐃᒃᓯᕙᐅᑕᐅᖃᑕᐅᔪᖅ

ᐃᖅᑲᓇᐃᔭᖅᑎᖕᑦ:
ᓯᑏᕙᓐ ᐃᓄᒃᓱᒃ
ᓯᕚᓐ ᒨᔅ

ᑐᓵᔩᑦ:
ᑯᕆᔅ ᐊᒪᐅᑎᓄᐊᖅ
ᐋᓐᑐᓘ ᑎᐊᓚ
ᐱᓕᑉ ᐸᓂᐊᖅ
ᐸᓚᓐᑏᓇ ᑐᓗᒐᕐᔪᒃ

ᐊᐱᖅᓱᖅᑕᐅᔪᑦ:
ᒪᓕᓴ ᐊᓕᒃᓵᓐᑐ, ᒪᓕᒐᓄᑦ ᖁᐊᕐᕋᐱ
ᑎᐅᕆ ᑎᔮᖕ, ᑕᒻᒪᖅᓯᒪᓴᖅᓯᐅᖅᑎᓕᓐᐲᑦ ᐃᑲᔪᖅᑎᖕᒃ
ᒣᕆ ᖃᓚ�??ᖅ, ᐊᑐᓕᖅᑎᑎ ᐊᑐᐊᒐᓕᕆᓂᕐᒧᑦ
ᑐᐃᓯ ᒪᒃᒦᓚᓐ, ᒥᓂᔅᑕᐅᑉ ᑐᒡᓕᐊᑕ ᐃᑲᔪᖅᑎᖕᒃ
ᔨᒻ ᒪᒃᑫᓯ, ᓯᕗᓕᐅᑎᑉ
ᐊᑐᕆᐊᓐ ᔅᑳᑦ, ᑕᒻᒪᖅᓯᓕᕐᓯᐅᖅᑎ
ᐊᕆᐅᑦ ᔅᑖᒃᑎᓕᑦ, ᐊᑐᐊᒐᓕᕆ ᐊᑐᐊᖃᓕᓂᕐᒧᑦ ᐸᕐᓇᐃᓂᕐᒧᓗ

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>>*Committee commenced at 13:36*

Chairman (Mr. Main)(interpretation): Good day, my colleagues and guests. First of all, Mr. Quassa, can you say the opening prayer, please.

>>*Prayer*

Chairman (interpretation): Thank you, Mr. Quassa. Good day, my colleagues. Firstly the agenda needs to be agreed to. Do members agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Let's proceed. I have opening comments, but let me first remind you that if you have cellphones, it would be preferable if you put them on silent mode.

(interpretation ends) Good afternoon. I would like to welcome everyone to this meeting of the Legislative Assembly's Standing Committee on Oversight of Government Operations and Public Accounts.

We have convened today to begin the Standing Committee's hearings on the 2019 *Report of the Auditor General of Canada on Support for High School Students and Adult Learners*. This report was tabled in the Legislative Assembly on June 4, 2019.

I am very pleased to welcome the Assistant Auditor General of Canada, Mr. Terry DeJong, and the officials from the Office of the Auditor General, Mr. McKenzie and Ms. Scott, to Iqaluit. (interpretation) Welcome.

(interpretation ends) We are very fortunate to have officials from the Office of the Auditor General here with us to help us to understand what kinds of gaps and barriers are faced by Nunavut's high school students and adult

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>>ᑲᑎᒪᔨᖕᒋᐊᖅᑐᑦ 13:36ᒥ

ᐃᒃᓯᕙᐅᑕᖅ (ᒪᐃᓐ): ᐅᑉᓗᑦᓯᐊᖅ. ᑲᑎᒪᐅᖅᑲᑎᒃᑲ ᖄᒃᑯᑖᕐᒥᔪᒋᓪᔪᑦᓗ, ᐅᑉᓗᑦᓯᐊᖅ. ᓯᕗᓪᓕᖅᐹᕐᒥ ᒥᔅᑕ ᖁᐊᓴ ᑐᔅᓯᐊᓂᒃᑯᑦ ᐱᒋᐊᖅᑎᓚᐅᖅᑎᒍᑦ.

>>ᑐᔅᓯᐊᖅᑐᑦ

ᐃᒃᓯᕙᐅᑕᖅ: ᒫ�na, ᖁᐊᓴ. ᐅᑉᓗᑦᓯᐊᖅ ᑲᑎᒪᐅᖅᑲᑎᒃᑲ. ᓯᕗᓪᓕᖅᐹᕐᒥ ᑖᒃᑯᐊ ᑲᑎᒪᔾᔪᑎᒃᓴᑦ ᐊᖏᖅᑕᐅᒋᐊᖃᕐᒪᑕ. ᑲᑎᒪᔨᑦ ᐊᖏᖅᐸᑦ?

ᐃᓚᖏᑦ ᑲᑎᒪᔨᑦ: ᐊᖏᖅᐳᒍᑦ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫna. ᑲᔪᓯᑎᑦ. ᐱᒋᐊᕈᑎᓂᒃ ᐅᖃᐅᓯᖃᖅᑲᒐᓚ. ᑭᓯᐊᓂ ᓯᕗᓪᓕᖅᐹᕐᒥ ᐃᖅᑲᐃᓇᐊᑦᓪᔪᖅᐱ ᐅᖃᖃᐅᑎᓂᒃ ᖃᕆᓴᐅᑕᓂᒃ ᓂᒍᒥᐊᖅᓂᐊᖅᐱ ᓂᕝᑎᖅᓯᒪᓗᑎᒡ ᓂᐱᖃᕐᓇᖅᑎᓗᑎᒡ ᐱᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ.

(ᑐᏸᐱᑎᒍᐧ) ᐅᖅᑲᖅᑯᑯᑦ. ᐃᓄᖕᓇᔾ ᑐᖕᒪᔾᓵᖅᐹᔾ ᑲᑎᒪᓂᖕᒪᓂᒃ ᒪᓕᒐᓕᐅᖅᑎᒃᑯᑦ ᑲᑎᒪᔭᕐᖕᒪᒥᓂᒃ ᖄᒥᖅᑲᖕᒥᒥ ᓇᖕᒐᒪᑦ ᐊᑐᓕᖅᑎᖕᒥ ᐊᐅᓚᖕᒪᒥᓂᒃ ᐊᒻᒪ ᑭᓇᐅᔾᓇᖕᒥᓂᒃ.

ᐅᑦᓗᒥ ᑲᑎᒪᔾᖕᒪᖅᐳᒍᑦ ᐱᒋᐊᖅᑎᓂᓗᑦ ᑲᑎᒪᔭᕐᒃᑦ ᑐᏸᖕᑎᓂᖕᒪᓂᒃ 2019-2020-ᒥᑦ ᐅᓂᖅᑲᐃᔭᐅᒡᒥᒃ ᑲᒪᖅᓯᓗᖅᖃᔾᐅᖅᑎᓯᓇᐅᑦ ᑲᓇᒻᒥ ᐅᓂᖅᖃᖕᒪ ᐃᐱᖅᐱᓂᒃ ᖁᑦᓵᓂᖅᓗᖕᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᓄᒃ ᐊᒻᒪ ᐃᓄᕐᓇᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᓂᒃ.

ᑖᖅᓇ ᐅᓂᖅᖃᖅ ᓴᖅᑭᖅᑎᑕᐅᓯᐅᖅᑐᖅ ᒪᓕᒐᓕᐅᖅᑰᒪᒥ ᔪᓂ 1, 2019-ᒥ ᐊᒻᒪ ᐊᖏᖅᑕᐅᔪᑦ ᑐᖕᒪᔾᖕᒪᓯᑎᑕᐅᑦᒃᖅᑐᒍ ᑲᒪᖅᓯᓗᔾᖅᖀᖅᑎᐽ ᐃᐱᖅᑎᖕᓂᒍᑦ, ᒥᔅ ᑖᐃᐊᑦ ᔪᖕ ᐊᒻᒪ ᐃᖅᖃᓇᐃᔭᖅᑎᖕᒥᑦ ᑲᒪᖅᓯᓗᔾᖀᖅᑎᖕᒪᓇᐽ ᑎᑎᕋᕐᐊᖕᓇᖀᖕᒃᑐᒃ, ᒥᔅ ᒪᑭᐊᓴ ᐊᒻᒪᓗ ᒥ ᓯᑰᑦ. ᐃᖅᑯᐊᓗᒃ (ᑐᏸᐱᔾᐊᖕᓇᖀᖀᖅ) ᑐᖕᒪᔾᖕᒪᔾᐱ.

(ᑐᏸᐱᑎᒍ) ᐊᒻᓚᐊᕐᕕᐅᔾᐊᖕᒥᖕᑦ<>ᒃ ᐃᖅᖃᓇᐃᔭᖅᑎᖕᒥᒃ ᑲᒻᒪᖅᓯᓗᔾᖅᖀᖅᑎᖕᒪᓇᐽ ᑎᑎᕋᖁᐊᖕᒥᒃ ᑖᒥᖅᑲᑎᕐᒪᖃᕐᑎᖕᒪᑦ ᐅᑉᐱᕆᐊᖅᒪᑦᖀᒃ ᖃᓄᐃᑦᐱᒃ ᐊᒥᒡᖃᖕᑎᖃᓪᖀᖕᑉ ᐊᔾᖀᖀᖀᖕᓱᓂᖕᓇᐽᖕᓗ ᓄᓇᕗᒥ ᖁᑦᓂᖕᒪᓕ ᐃᓕᓐᓂᐊᖕᑎᖕᒪᓂᒃ ᐊᒻᒪ ᐃᖕᓇᖕᒪᓂᒃ

learners as they progress towards higher education and employment opportunities.

(interpretation) I am also very pleased to introduce my Standing Committee colleagues:

- Pauloosie Keyootak, Member for Uqqummiut;
- Allan Rumbolt, Member for Hudson Bay;
- Tony Akoak, Member for Gjoa Haven;
- Joelie Kaernerk, Member for Amittuq;
- Adam Arreak Lightstone, Member for Iqaluit-Manirajak;
- Pat Angnakak, Member for Iqaluit-Niaqunnguu;
- (interpretation ends) Cathy Towtongie, Member for Rankin Inlet North-Chesterfield Inlet;
- Paul Quassa, Member for Aggu;
- Mila Kamingoak, Member for Kugluktuk;
- Emiliano Qirngnuq, Member for Netsilik; and
- Margaret Nakashuk, Member for Pangnirtung.

The report of the Auditor General addresses the roles of the departments of Education, Family Services, and Nunavut Arctic College in supporting Nunavut's students and adult learners to transition through high school to 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 strategies are being taken to address the 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.

ᐃᓕᓐᓂᐊᖅᑐᓄᑦ ᖁᑦᑏᑯᔪᓂᖅᓴᓕᐊᕆᔪᕝᕙᓐᓂᑦᑕᐅᑎᓐᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᓂᕐᒥ ᐃᖅᑲᓇᐃᔮᖃᕐᓂᓪᓗ.

(ᑐᑭᓯᑎᑦᓯᒐᓱᖕᓂᖅᑐᖅ) ᖁᔭᐅᔭᕆᑐᖑᓪᓕᑦᑕᐅᖅ ᐅᑯᐊ ᑲᑎᒪᔨᒋᓪᓗᒐᖏᓐᓇᖅᑐᓂᒃ ᑲᑎᒪᔨᐅᖃᑎᒋᔫᒃ ᑭᓇᐅᒻᒪᖕᒪᖔᑕ ᓇᓗᓇᐃᔭᖓᐊᖅᐸᑦ.

- ᐸᐅᓗᓯ ᖄᔪᑖᖅ, ᐅᖅᑯᒥᐅᓄᑦ ᒪᓕᒐᓕᐅᖅᑎ;
- ᐋᓚᓐ ᐅᕐᒥᐅᒃ, ᑕᓯᐅᔭᕐᔪᐊᒧᑦ ᒪᓕᒐᓕᐅᖅᑎ;
- ᑑᓂ ᐋᖁᐊᖅ, ᐅᖅᑭᖅᑑᒧᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔭᖅ;
- ᔪᐊᓕ ᖃᐃᓇᖅ, ᐊᒥᑦᑐᒧᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔭᖅ;
- ᐋᑕᒻ ᐋᕆᐊᒃ ᓚᐃᑦᔅᑑᓐ, ᐃᖃᓗᐃᑦ-ᒪᓂᕋᔭᖕᒧᑦ ᒪᓕᒐᓕᐅᖅᑎ;
- ᐹᑦ ᐊᖓᒃᑲᖅ, ᒪᓕᒐᓕᐅᖅᑎ ᐃᖃᓗᐃᑦ-ᓂᐊᖁᖕᒧᑦ;
- (ᑐᑭᓯᑎᒧᑦ) ᕽᑳᑎ ᑕᐅᑐᖕᒋ, ᒪᓕᒐᓕᐅᖅᑎ ᑲᖏᖅᖠᓂᖅ ᐅᐊᖕᓇᖓᓂᒃ-ᐱᓱᓕᓕᑦᔭᕐᒧᑦ;
- ᐹᓪ ᖁᐊᓯ, ᒪᓕᒐᓕᐅᖅᑎ ᐊᒡᒍᒧᑦ;
- ᒪᐃᓚ ᑲᒥᖕᒍᐊᖅ, ᒪᓕᒐᓕᐅᖅᑎ ᖁᕐᓗᒃᑑᒧᑦ;
- ᐃᒥᓕᐊᓄ ᖁᕐᖕᒍᖅ, ᒪᓕᒐᓕᐅᖅᑎ ᓇᑦᓯᓕᖕᒧᑦ; ᐊᒻᒪᓗ
- ᒫᒐᕇᑦ ᓇᑲᓱᒃ, ᒪᓕᒐᓕᐅᖅᑎ ᐸᖕᓂᖅᑑᒧᑦ.

ᑖᓐᓇᖅᐱᒐᖅᓴᕈᖅᑎᒪᓕᑎᐅᑉ ᑲᓇᑕᒥ ᐅᓂᒃᖃᖅ ᐱᓕᕆᐊᖃᑲᑕᖅᑕᕐᖅ ᐱᓕᕆᐊᖑᔭᑯᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑕᓕᖅᑯᑦ, ᐃᓄᓕᕆᔭᖅᑯᓗ ᐊᒻᒪᓗ ᓄᓇᕗᒻᒥ ᓯᓚᑦᑐᖅᓴᖅᕕᒃᑯᑦ ᐃᑲᔪᖅᑲᑕᓂᕐᒥᒃ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐊᒻᒪᓗ ᐃᓄᐊᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᖁᑦᑏᕈᖅᕷᑦᑕᓐᕿᓂᖅ ᖁᑦᑎᓂᖅᓕᒥ ᐃᓕᓐᓂᐊᕐᒥᒃ ᐃᓕᓐᓂᐊᑎᒃᕙᖁᐊᖅᓂᕐᒃᓗ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᕐᒃᓗ.

ᐱᓇᓱᐊᕈᓯᑦᑎᓂ ᑲᑎᒪᓂᖅᐸᑦ ᑕᓕᐃᕽᒃᑯᑦ ᐱᕕᒃᖃᕈᑕᐅᑉ ᒐᕙᒪᒃᑯᑦ ᑭᐅᔭᖃᕈᑐᖏᑦ ᐊᑐᐊᒐᑎᒃ, ᖃᓄᖅᖂᑕᕐᐊᕐᓂᒃ ᐊᒻᒪ ᐅᕽᓗᖕᐃᓇᕐᑎᓂᒃ ᐊᑐᖅᑕᐅᑎᓪᖕᒃ ᐱᓕᕆᓂᕐᒃ ᐱᓪᓗᐊᑕᕐᔭᐅᓂᒃ ᖃᐅᔨᔭᐅᔭᕐᓗ ᐊᑐᕐᖀᔭᐅᖕᔪᕐᒪᐃᕐᓗ ᑖᓐᓇᖅᐱᒐᖅᓴᕈᖅᑎᒪᓕᑎᐅᑉ ᐅᓂᒃᖃᖅᓕᐅᕐᖐᒪᒃ. (ᑐᑭᓯᑎᒐᓱᖕᓂᖅᑐᖅ) ᑕᒪᓐᓇ ᑕᐃᒪ ᐱᔾᔪᑎᕐᖕᒃᒍ ᐱᓕᕆᔭᐃᓂᒃ ᑕᖁᖕᓇ ᐅᖅᑲᓕᕆᐊᖅᖂᓂᕐᒃ ᐱᑦᕙᒃᖄᖅ. ᐃᓕᓐᓂᐊᖅᑐᑕᓕᖅᑯᖅᖂᐊᖕᖂᖅᒃᓗᕐᖕᒃ, ᓄᓇᕗᑦ ᓯᓚᑦᑐᖅᓴᖅᕿᒃᑯᖅᖂᐊᖕᖂᖅᒃᓗᕐᖕᒃᓗ ᐊᑕᖐᔮᑕᓕᖅᖂᕐᖕᒃ. ᑖᓐᓯᖅᒥ ᐃᐅᒡᒃ. ᖃᕝᖒᔾᑕᓕᖅ ᑐᑭᓯᖕᒃᐃᕐᓂᖅᒍᖕᒃᒃᑎᒃ ᐱᓕᕈᓂᖑᑎᕐᖕᒃᑖᑦ ᑲᑎᒪᔨᒋᕐᖅ ᐃᑲᔪᐃᖅᕿᕐᖂᖕᐊᖐᕐᑦᑕ ᑖᑯᓇ ᐱᓕᕈᖑᖕᑎᑐᖐ ᑐᖕᓗᖅᑎᖕᒃᕙᖐ ᐅᑯᐊ ᐱᓕᕈᖐᖐᖅᑕ.

(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.

In keeping with parliamentary practice, the Standing Committee anticipates reporting its findings and recommendations from this televised hearing to the Legislative Assembly during our upcoming fall sitting.

Under Rule 91(5) of the Rules of the Legislative Assembly, the government will

(ᑐᑭᖕᐱᑎᒍᑦ) 2013-ᖑᑎᓪᓗᒍ ᑕᒻᒪᖅᓯᒪᔭᖅᔭᐅᖅᑎᒪᓐᓛᓐᑯᖖ ᑲᓇᑕᒥ ᑕᒻᒪᖅᓯᒪᔭᖅᔭᐅᓯᓂᖃᓚᐅᖅᓯᒪᒡᒪᑕ ᐃᓐᓂᒃᕆᖅᑐᑕᓐᓂᖅᑐᖖ ᓄᓇᕗᒻᒥ. ᑕᐃᒃᑯᐊ ᐅᓂᒃᑳᖅᕆ ᐊᑐᖅᑐᕆᐅᖅᑎᑕᓐᓂᒃᐅᖅᓯᒪᕐᔪᖅ ᐃᓐᓂᒃᕆᖅᑐᑕᓐᓂᖅᑯᖃᓐ. ᑕᒫᓕ ᐃᓐᓂᒃᕆᖅᑐᑕᓐᓂᖅᑯᖃᓐ ᐃᓐᓂᒃᕆᖅᑐᑕᓐᓂᓯᖖ ᒪᑲᕕᑖ ᐊᑐᖅᑎᑎᓂᓯᖖ ᐸᖃᐅᑎᑕᐅᔭᑕᐅᖅᕆᓕᕐᖅ ᐊᒻᓗ ᕿᔪᒡᑲᖅᓯᒪᓂᖅᓂᖖ ᐊᖅᒍᑎᕆᐸᓯᓂᒃᑰ. ᐃᓚᖖᐄᓂᖖ ᑐᒡᓯᓚᑖᒥᖖ ᑕᐃᑭᓇ ᕙᖅᐅᑎᖖ ᐸᖗᐊᒍᓐᓕᒍ ᐊᖅᒍᑖᓕᓐ ᐅᓂᒃᓕᓚᐅᕐᓯᓐ ᓴᖅᐱᖅᓐᑕᐅᓚᐅᖅᓯᒪᕐᔪᖖ ᒫᕋ 2018-ᒥ 2014-15 ᐊᖅᒍᐊᓯᓐ ᐊᒻᓗ 2015-16 ᐊᖅᒍᐊᓄᓐ. ᒫᓇᒃᓯᓐ ᐊᖅᒍᑖᓕᓐ ᐅᓐᑲᖖ 2016-17, ᓴᖅᐱᖅᓐᑕᐅᓚᐅᖅᑐᖖ ᒫᕋ 4, 2019-ᒥ.

ᐃᓗᖕᓂᖅᕆᐸᓕᖖᖖᓗ ᐅᓐᒍᒻ ᑲᓐᓕᓂᖅᓐᖓᓂ ᖃᐅᕙᕙᓐᓗ ᑲᓐᓕᓂᑲᖅᑕᖓᓐᖓᓂ ᑐᖅᓐᓚᕐᔪᕙᖅᓐᒐᓐᖖᓐ ᐊᑐᖅᓐᑎᓐᓂᖅᕆᖖ ᓄᓇᕙᒻ ᐃᓐᓂᒃᕆᖅᑐᑕᓐᓂᓯᖖ ᒪᑲᕕᒻᖅ ᐅᖅᖖᒻ. ᐱᓐᓂᐊᖅᔪᖖᖅ ᒪᑲᕕᓐᖅ 25-ᒥᖅᔪᖑᖅ, ᐊᖅᖅᒪᒐᖅᖅᑕᕝᖑᖅᑖᖅ ᐃᓐᓂᒃᕆᖅᑐᑕᓐᓂᓯᖖ ᒪᑲᕕᓯᖖ ᐊᒻᓗ ᐃᓄᐃᓐ ᐅᖅᐅᔪᖖᓐᓄᓐ ᓴᐱᒻᐅᓯᖅᓐᓯᓐᖖ ᒪᑲᕕᓯᖖ. ᒫᓇᓇᒻ ᖅᒻᖅᕙᓐᐆᖅᓐᐊᒻᖅ ᑲᓐᓚᑕᐅᖖᖅᓐᑑᖖᓐᓐ ᒪᑲᕙᖅᓐᓯᐱᓐᓯᓐᓐ.

ᑲᓇᐃᖅ ᐃᓐᓂᒃᖗᒻᓐᒻᖅᑕᑕᓯᖖᖖ ᒪᓯᓐᓗᒍ, ᑲᓐᓕᓴᖗᓐ ᓂᓐᑖᕙᖅ ᐅᓐᒍᖃᓯᓐᖅᓯᓂᖅᓐᒻᖅ ᖅᐅᖅᖖᒻᐅᔪᖖᓐᓐ ᐊᖅᒻᑯᖅᖗᖅᒻᓐᖖᓗ ᑖᓐᓯᓐᒻᓐ ᑐᖅᐃᓐᖅᓐᐱᓂᖅᓐᓯᓐᓐ ᒪᑲᓇᐅᑎᖗᓐᖖᒻ ᐅᑭᐊᖖᓴᖅᓯᓂᐊᖅᓐᓐ ᑲᓐᓯᖅᓐᓂᖅᓐᓐ.

ᒪᑲᕙᓐ 91(5) ᐊᖅᑕᒻ ᒪᑲᓚᑲᐅᖃᓐ ᒪᑲᕙᖅᓐᐃᓐᖖᓐ, ᒪᖅᓚᕙᒻᖅ

be required to provide a formal response to our report within 120 days of its presentation.

I'll repeat my earlier request and I'll ask all Members, witnesses, and visitors in the gallery to ensure that their cellphones and other electronic devices do not disrupt these proceedings.

In order to assist our excellent interpreters and technical staff, I ask that all Members and witnesses go through the Chair before speaking.

(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.

Transcripts of the hearing will be posted on the Legislative Assembly's website at a later date.

(interpretation ends) Members of the Standing Committee have been provided with a number of reports and other documents for their ease of reference during this hearing. For the benefit of our witnesses and interpreters, I ask Members to be precise when quoting from or making reference to specific documents.

I would again like to welcome the Assistant Auditor General of Canada, Mr. Terry DeJong, to our hearing and I now invite him to deliver his opening remarks.
(interpretation) Welcome to the Chamber and you may now begin. Thank you.

Mr. DeJong: Thank you. *Unnusakkut*. Good afternoon, Mr. Chairman. We are pleased to be here in Iqaluit today to discuss our report on support for high school students and adult learners in Nunavut. The report was tabled in the Legislative Assembly of Nunavut on June 4, 2019. With me today are James McKenzie,

ᑭᐅᔭᐅᖅᓯᓂᐊᖅᑐᑦ ᐅᓂᒃᑲᐊᔨᒥᒍᑎᒋᓛᖓᑕᓄᑦ ᐅᓪᓗᐃᑦ 120 ᐃᓄᐊᑎᒐ ᓴᖅᑭᑕᐅᓚᐅᖅᓯᓂᓕᒫᖅ.

ᐅᖃᖃᒻᓂᕐᓗᖓᓗ, ᑲᑎᒪᔨᓕᒫᑦ ᐊᐱᖅᓱᖅᑕᐅᓂᐊᖅᑐᑦᓗ ᐳᑕᖅᑎᓂᓗ ᐅᖅᑲᑦᐅᑎᖃᑦᖏᑉ ᐊᔪᖕᓂᓗ ᓂᐱᖅᔪᖅᑕᑎᑐᖅᐲᔪᑦ ᐊᖕᓗᖕᑐᐃᖅᓂᓄᑦ ᑲᑎᒪᓂᕐᒥᖕᓂᒥᓂᑦ.

ᑖᒃᑯᐊᓗ ᑐᖕᓱᓕᕐᑎᐊᖕᓗᖕᐅᑦ ᓂᐱᖅᑲᐅᑎᖕᑎᕐᓂᖕᕗ, ᒪᓕᓕᖅᐅᖕᑎᓕᖕᑦ ᐊᐱᖅᓱᖅᑕᐅᕐᑎᐊᖅᑐᑦᓗ ᐃᖅᕐᐄᐅᖅᑕᖕᑎᒍᖕᖃᖅᑳᖅᑲᐅᖅᒐᓗᖕᑦ ᓂᑦᑦᓕᐅᖅᐾᕐᓂᖕᓂᑦ.

(ᑐᖕᔭᖕᑎᒍᖕᕗᖅᖅᑐᖅ) ᒐᒻᐊ ᑲᑎᒪᖕᓂᕈᖅᐳᑦ ᒫᓐᐊ ᑕᑯᖅᕐᐅᑦᐊᖕᖅᑐᖅᑯᑦ ᓄᐊᕝᓄᒫᑐᑦ ᑕᑯᖅᐅᖅ ᐊᓗᖕᓗ ᖄᖕᓕᕐᑎᖕᑎᖅᐅᖅᕐᕈᖅᑎᑦ ᑕᑯᖅᐅᖕᑐᒐ ᑕᖅᓐᔨᐅᑦᕐᑯᑦᕐᕐ.

ᑲᑎᒪᖕᑯᑭᐳᑦ ᑎᑎᖅᖃᖕᔪᖅᑎᖅᕐᔭᖕᓗᖕᑦ ᓴᖅᐲᐊᒪᖅᖅᔪᖕᓂᐊᑦ ᒪᓕᓕᖅᑐᖕᖄᐅᖕ ᖃᖑᑎᖅᕐᑯᑦ ᐅᖕᓗᖕ ᑕᖅᕐᖓᖕ ᐱᐊᕐᐊᐅᕐᕐᓗ ᖃᐃᕐᓄᖕ.

(ᑐᖕᔭᖕᑎᒍᑦ) ᑲᑎᒪᒻᕐᑦ ᐅᓂᒃᑯᖕ ᑐᖕᓂᖅᐹᕐᓕᖅᐅᑦ ᐊᔪᖕᓇᖕᓂᖕᓗ ᑎᑎᖅᖃᖕᓄᖕ ᖃᐅᔭᒪᐊᐳᖕᑕᐅᕐᔪᕐᐊᕐᖕᖓᕐᕐᔪᖕᑦᓗᖕᑦ ᑐᖕᓐᖕᓐᖕ. ᐊᐱᖅᓱᖅᑕᐅᕐᔭᑦ ᐊᒻᓗ ᑐᖕᔭᓄᖕᓗ ᐃᑲᔪᖅᑎᖃᕐᖕᑯᖕ, ᑲᑎᒪᒻᕐᑦ ᓇᓄᖅᖕᑎᖅᔭᖅᑐᖕᖅᑐᖅᑲ ᑐᖕᖓᖕᓴᖕᑎᕐᖓᓗ ᐅᖅᑲᓕᓕᕐᕐᐊᔪᖕᑦ ᑖᒻᖓᖅᖕᓕᖕᑦ ᑎᑎᖅᖃᖕᓂᑦ.

ᑐᖕᖓᖕᓱᖕᓕᕐᑎᖃᖕᓂᒍᒪᐲᓕᖅ ᑖᒻᓕᖅᔭᖅᔮᖅᐅᖅᖕᑎᐳᖕ ᐃᑲᔪᖅᑎᖕᖓ ᑲᓇᑕᒥ, ᒥᐊᑦ ᑎᐊᕆ ᑎᔪᖕ ᑐᖕᓐᕐᑎᖕᓄᖕ ᐊᒻᓗ ᒫᓐᐊ ᐱᓴᖅᖃᖕᑎᖕᑐᓕᖕᖕᓗ ᒪᑐᐋᕐᑎᖓᖕ ᐅᓂᒃᕐᓇᖕᑎᒍᖕ. (ᑐᖕᔭᖕᑎᒍᑐᖕᕈᖅᖅᑐᖅ) ᑐᖕᖓᖕᓱᕆᕐᑦ. ᒐᑦᐅᖕᖅᒐᖕᑦ, ᐱᕐᔪᖅᑲᖅᕐᕐᐅᖕᑦ. ᒻᕐᑲ.

ᑎᔪᖕ (ᑐᖕᔭᖕᑎᒍᑦ): ᖅᑯᖕᖅᓕᖕ. ᐅᓐᓄᖕᕈᒐᑦ, ᐃᑲᔪᖅᐅᑳᖕᕐ. ᖅᑯᖕᓕᖕᕐᕐᑦᕐᔪᕐᑦ ᑖᒻᒐᖕᒪᖅᕐᐊᕐᕈ ᐃᖅᕐᓇᖕᐊ ᐅᖅᑐᒻ ᐅᓂᒃᖕᓇᕐᕐᖓᖕᓐᖅᑯᖕᑦ ᐅᓂᒃᖕᓐᐊᕐᐳᑦ ᐃᑲᔪᖕᓇᖕᓂ ᖅᑯᖕᖕᓇᖕᓇᖕᓂ ᐃᖕᑐᖕᖕᓗ ᐃᖕᐊᖕᐊᖕᓄᖕ ᐃᖕᑐᖕᓇᖕᓇᖕᓄᖕ ᓄᐊᖅᐲᒥ. ᐅᓂᒃᕐᖅ ᑖᖕᐊ ᓴᖅᑭᑕᐅᓚᐅᖅᐳᖅ ᒪᓕᓕᕐᐅᕐᖕᖏᒻᕐ ᔫᓐ 4, 2019-ᒥ. ᐱᖅᑎᖕᓕᖕᑯᖕᑭᖕᖕᑲ ᐅᓐᓗᖕ ᔭᐃᒻᔅ ᒪᑭᖕᔭᖕ,

Principal, and Adrienne Scott, senior auditor, who were responsible for this audit.

In this audit, we wanted to know how well the Department of Education, Nunavut Arctic College, and the Department of Family Services were supporting high school students' transition through school to post-secondary education and employment.

We also wanted to know what access adult learners had to programs that would allow them to upgrade core academic and literacy skills, obtain their High School Diploma, and become eligible to enter post-secondary education programs.

Education is important to the well-being of individuals and Nunavut as a whole. Education and training that prepare children, youth, and adult learners to make positive contributions to society and to enter into meaningful employment are priorities of the Government of Nunavut.

Overall we found a number of gaps and barriers in Nunavut's education system that made it difficult for high school students and adult learners to succeed academically and transition to post-secondary education and employment.

Many high school students face challenges in completing high school. We found that guidance and career planning were not being offered consistently to students. For example, 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

ᖃᐅᔨᓴᖅᑎᒻᒪᕆᒃ, ᐊᒻᒪᓗ ᐊᐃᑐᕆᐊᓐ ᓯᑯᑦ, ᑖᒻᖅᓯ�𝅅ᕐᓴᖅᔭᐅᑎᓂᒃ ᖁᑦᑕᓂᐊᕐᒃᔪᒃᖅ ᑖᖁᒥᕐᒪ ᑖᒻᖅᓯᕐᓴᔭᐅᓂᕐᒥᒃ ᑲᒪᒋᐅᖅᑐᖅ.

ᑖᐁᕐᓂ ᑖᒻᖅᓯᕐᓴᔭᐅᓂᕐᓂᑎᖓᓂ ᖃᐅᔨᔭᕐᓗᑕᐅᖅᐳᔪᑦ ᖃᓄᖅ ᐱᐅᑎᒋᖕᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᕝᑯᑦ, ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ, ᐃᓄᓕᕆᕝᑯᓪᓗ ᐃᑲᔪᕐᓯᓂᖃᕐᐅᖅᖢᖕᒥᒃ ᖁᑦᑎᓂᖅᓴᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᖁᖅᖁᖅᓕᓕᖅᕕᑦᑕᐅᑎᑉᑕᖅ ᐃᓕᓐᓂᐊᑲᑕᕐᕖᑖᕆᑐᓪᓗᔪᑦ.

ᖃᐅᔨᔭᕐᓗᑕᐅᓛᖅᑐᔪ ᖃᓄᐃᑐᖅᓂᒃ ᐊᑐᐁᖁᖅᖅᓂᑖᑎᐅᑌᖅᓂᑲᓗᖅ ᐃᓐᓂᖅᖢ ᐃᓕᓐᓂᐊᖅᖝᑦ ᐃᓕᓐᓂᐊᔭᑎᖕᓲᖅ ᖁᖅᖁᓯᕐᑲᑎᕐᓲᖝᕐᓕᖏᒥᓂᒃ ᐃᓕᓐᓂᐊᖅᓕᓯᖕᕆᖅ ᑎᑎᕋᕐᖃᑲᕝᐳᐗ, ᖁᖃᑎᓂᖅᓂᒃ ᐃᓕᓐᓂᐊᖅᓂᕐᑦ ᐸᐊᑦᑦᖅᑕᖕᕿᕐᕐᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᖕᕆᕐᑲᑎᑲᓐᕆᖕᓴᐅᓪ ᐊᖁᖅᖃᖅᖝᑎᑖᑲᕐᑦ.

ᐃᓕᓐᓂᐊᖅᓂᖅ ᐱᕿᐊᖁᖡᒻᑦ ᐃᓄᒃ ᖃᓄᐃᖁᑎᑦᕕᕿᖁᓂᒃ ᓄᓇᕈᒻᕿᑦᓗ ᐊᑕᕿᖅᓯᑖᐳ. ᐃᓕᓐᓂᐊᖅᓂᖅ ᐱᓕᒻᖅᓴᐃᓂᕐᕿᓗ ᐳᕈᓗᖕᐁᕋᖅᑕᐅᐅᔪᓂᒃ ᖁᑐᖅᖡᕿᕿᕐᑦ, ᒪᒃᑯᖅᑐᒃ, ᐊᕿᖅᓗᕿᓕ ᐱᐅᕙᒻ ᐃᑲᔪᖁᖅᐅᓪᕿᕐᑕᖁᔫᕐᑦ ᐊᒻᒪᓗ ᐃᖅᖃᓇᐃᔭᖅᑕᕿᐅᕐᑕᖁᕿᖅᐅᔪᓂᒃ ᓯᕿᖅᓕᑐᑎᑕᕿᒻᖢᕿᑦ ᒪᕿᖁᒃᑯᖁᓂᒃ ᓄᓇᕈᒻᒥ.

ᐃᔪᖅᖁᖁᕿ ᑕᑲᖁᖄᖅᑐᔪ, ᓇᓂᓯᕿᑕᐅᖅᑐᔫᑦ ᐊᒐᕿᖁᕿᓂᒃ ᐊᒐᒻᕿᕿᐅᐳᕐᑕᕿᒃ ᐊᐳᖅᑳᕿᑕᕿᕐᖢ ᓄᓇᕈᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᕐᒥᒃ ᐱᖁᓕᐊᔪᕿᕿᖕᕿᕿᖅ ᖁᖅᖁᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᒃ ᐊᒻᒪᓗ ᐃᓄᐊᐃ ᐃᓕᓐᓂᐊᖅᑐᒃ, ᐃᓕᓐᓂᐊᖁᖁᕿᖅᓂᒃ ᐱᖁᖁᓕᐊᖁᖅ ᐊᒻᒪᓗ ᐊᐅᑦᖁᖢᕿᕐᑦ ᓯᓕᒻᑲᑦᖁᖄᒻ ᐃᓕᓐᓂᐊᖅᓂᕐᒥᒃ ᐊᒻᒪ ᐃᖅᖃᓇᐃᔭᕐᕿᒃ.

ᐊᒐᕿᓕᒃ ᖁᖅᖁᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᒃ ᐱᖁᖁᐊᖁᖅᕕᐅᖅᐅᑦᖅᐳᖅᑐᔭᑦ ᐱᖁᖁᕿᖅᐃᖅᑖᖁᒻ ᖁᖅᖁᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᕿᒻᖢᓂᒃ. ᖃᐅᔭᕈᖅᑐᔪᑦ ᑐᖅᖢᐊᖁᑎᑎᖁᕐ ᐊᒻᒪᓗ ᐃᖁᕿᕐᒥᒃ ᐃᖅᖃᓇᐃᖁᖢᕿ ᐸᖏᕿᖅ ᐊᔪᑖᖁᐅᑕᕐᖃᕋᑐᕿᖅ ᐊᔪᖏᖅᖢᒃ ᐃᓕᓐᓂᐊᖅᑎᖁᒻ. ᐅᖅᖢᖁᑕᖁᔪ ᒪᕆᐊᖁᖓᐁᖅ, 7-ᓂᒃ ᖁᖅᖁᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖁᕿᖁᒃ ᖃᐅᔨᖁᔭᕐᖁᑎᖏᖁ ᐃᓕᓕᐊᖅᖃᑐᐅᖅᑐᔫ ᑎᓕᖄᕿᕿᕐᕿ ᐊᖁᕿᕿᖁᖢᕿᖕᑦ ᐃᓕᓐᓂᐊᖅᑎᖁ ᐊᖅᖁᑎᕿᐊᕿᕐᖄᕿᑯᑦ ᓯᓕᑐᑎᕐᖁᕐᒥ ᐃᓕᓐᓂᐊᖁᐁᖃᓂᕿᓕᒃ ᐊᒻᒪ ᐃᖅᖃᓇᐃᔭᖁᒃ. ᐃᓕᓐᓂᐊᖅᖢ ᐊᔪᖏᐊᑎᑖᐅᖅᑐᔪ ᐱᒐᑎᕿᕿᐊᒃᒃᕿᒃ ᐃᓕᓐᓂᐊᖁᒃ, ᑭᕿᐊᓯ ᖁᑎᖁᖅᑲᑐᖁᐊ ᐃᖅᖃᓇᐃᖁᓂ ᐊᓂᖅᖃᖅᑐᖁ ᐃᑲᔫᑎᐅᓕᖅᑐᖓᑦ ᐃᖅᖃᓇᐃᖁᑎᑕᖁᕿᖢᕿᕿ. ᖃᐅᔭᓕᐅᖅᑐᔪ ᓄᓇᕈᑦ ᓯᓕᑐᑎᕐᖁᕐᕕᒃ ᑳᖅᖁᐅᒃ ᖃᐅᔭᖁᐊᑎᓄᒃᖅᖃᑕᖅᑐᖕᒥᓐᐅᓪᐆᕿᒃ ᖁᖅᖁᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᖁᒃ ᐃᓕᓐᓂᐊᖅᕿᑖᖁᑖᒻᒥᒃ.

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.

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

ᖃᐅᔨᓚᐅᖅᑐ� ᑕᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᒥᓱᐊᓗᖕᓂᒃ ᐱ�settᖅᑐᖕᑐᒃ ᖐᕝᖒᓴᑎᑎᕋᖅᓴᓱᐊᖅᑎᓐᒡᑐᕐᑕ, ᐃᓕᓐᓂᐊᖅᑐᑎᓕᖕᓯᖅᑯᑦ ᐱᓕᕆᕝᕕᖕᑦ ᐊᐳᑦᕝᖦᐊᕆᐊᖅᐱᓂᖕ ᐸᖘᐊᑎᓐᖃᖖᑐᑦ ᓇᓗᓇᐃᖅᕝᕿᐊᒍᓂᖕ ᓇᒡᒥᓂᖅ ᐱᓕᕆᕝᕿᓐᕆᐊᓂᕆᐊᖕᓇᓂᖕ ᐊᒻᓗ ᐊᕝᖖᑕ ᐦᑐᕐᖃ\ᖀᐱᖦᖕᑐᕐᑕ ᐊᑐᖕᓇᕿᕐᖃᕝᓯᐦᓴᓂᖕ ᐃᐦᕝᐊᐱᑎᓐᒡᓐᑦ ᐃᓕᓐᓂᐊᖅᑎᓐᖕ ᐱᕝᔅᕿᖕᓐᓚᕝ. ᐊᒻᓗ ᐊᐳᖦᑎᓐᕝᖒᓐᕝ ᖅᑎᑎᓐᖅᕐᓕᖕ ᐃᓕᓐᓂᐊᖅᓱᖕᖓᓂᖕᓯᖕ ᐊᒻᓗ ᐦᕝᔅᐊᔪᓯᖦᕝᔅᑐᐦᖖ_ᖕ\ᒡᖕ ᐃᖅᖃᓇᐃᖅᑎᕐᕝᓕᖕᑎᓴᕝᕿᓐᑐᖕᖐ ᐊᒻᓗ ᓄᖅᖃᖐᖅᑯᔅᐊᖖ. ᐃᓕᓐᓂᐊᖅᑐᑎᓕᖕᑯᑦ ᐱᓕᕆᕝᕕᖕᑦ ᐃᖅᖃᓇᐃᖅᓐᕝᖒᖖᕝᒡᒡᓐᑦ ᐊᒻᓚ ᐃᖅᖃᓇᐃᖅᓯᖅᖒᒡᖕᒄ ᐊᖖᐱᕝᔅᑖ_ᖕᓴᖕ ᐊᐳᑦᕝᖦᐊᕆᕐᕝᐱᖒᖕ ᖖᖅᖒᐱᑕᖕᖒᖕᖃᖐᑐឰ ᐃᖅᖃᓇᐃᖅᓐᕝᖒᑎᓐᕙᔅᖦឰឰឰឰᖕ. ᖃᐅᔨᓚᐅᖅᑐᑎ ᐊᒻᓚᕝ ᐃᖅᖃᐅᖦ ᐃᓕᖕᕿᕝ ᐊᐳᖅᖃᖅᑎᖖᕝᖖᕝᕙᖕᖃ ᐃᓕᓐᓂᐊᖅᓯᓐᒡᖕ ᖖᖅឰឰᓄᖖឰឰᖕᓚᕝᖕᑐᖕ. ᐳᖕᔀᖒᑎᓐᖓᓐ, ᐊᓐᕀᖒᖕᓐᓂᖕ ᑐឰឰឰឰឰᖕ ᐃᓕᓐᓂᐊᖅᖐᖖᕿᖖᕝ ᐊᕝᓂᖒᖕᓐᖒᖕᕝᒡᖒᖕᓱᖕ, ᖒᖐᖅᖕ ᖐᕝᑐᖦᕝᔅᖒᖖᕝ ᐊᖖᐃᖐᖒᖒᖕᑐᖐᖒᕝᖖᕙឰᓐᖖᕝᖕᑐᖕឰឰឰᖕ ᐊᖕᖒᖕឰឰᖒᓐ ᐃᓕᓐᓂᐊᖅᖐᖖᖐឰឰᖕᖒᖕ ᑐᖐᖖᖐᖒᖕᖒᖕᕝ ᐃᖕᖒᖕឰឰᓐ ᐃᓕᓐᓂᐊᖅᓐᖒᓐᖕ ᐳᖦᖒᖕᖖឰᖒᖕᖖᓐᓂᕝᖖឰឰ ᐃᓕᓐᓂᐊᖐᖖᕝឰឰᓐᖖᕙᓐᖖᓐᓂᖒᖕ ᖕᖒᓐᖐᖒឰᖒᖖᕝ ᖒᖒᖕឰᓐឰឰᖒᖕ. ᐊᖒᖕᖒᐃᖦ ᐃᓐឰᖒᖒឰឰឰឰᖖᖒᖒᖖᖒᖒᖖᕙᖒᖒᖖᕙᖖᓐឰᖒᖒᖒᖕᖒᖒᖖᕙᖒᖒᖒᖒᖒᖕ ᖒᖖᖃᖖᖒᖒᖒᖖᕝᖒᖖᖒᖒᖒᖖᖒᖕ ᐊᖒឰឰឰᖕᖒᖒᖒᖕឰឰឰឰឰឰᖒᖖ ᐃᓐឰᖒᖒᖖឰᖒᖒᖒᖖᕝᖒᖖᖒᖖᖖᕝᖒᖖ ᐃᐦᖒឰឰឰᖒᖒᖖᕝ ᐊᖒឰឰᖒᖒᖖᕝᐃᖒᖒᖖឰᖒᖖᕝᖖᕝ ᖒᖖᖒᖖᕝᖒᖒᖒᖖឰឰᖖᖕឰឰឰឰᖕ ᖒᖒᖒᖖឰᖒᖖᕝᖒᖒᖖᕝᖒᖖឰᖒᖖᕝᖒᖖឰឰᖕ ᖒᖖᕝᖒᖖᕝឰឰឰឰឰᖒᖒᖖᕝᖒᖖᕝᖒᖖᕝ ᖒᖒᖖᕝឰឰឰᖒᖒᖒᖒឰᖕᖒᖖᕝᖒᖒᖕ ᐊᖒឰᖒᖒᖖᕝᖒᖒᖒᖖᕝᖒᖒᖖᕝᖒᖒᖖᕝᖒᖒᖖᕝᖒᖒᖖᖒᖖᕝᖒᖖᖕᖒᖖᕝᖒᖒᖖᖒᖖᕝឰᖖᕝ ᐃᖒᖖᕝᖒᖒᖖᕝᖒᖒᖖឰឰᖒឰᖕឰឰឰឰᖒឰឰᖒឰᖒᖕ ᖒᖒᖒᖖᕝᖒᖖᕝᖒᖒᖕ ᐊᖒᖕᖒᖒᖒᖒᖖឰᖒᖒᖖឰᖒᖒᖒᖒᖒᖖᕝᖒᖒᖒᖒᖒᖕឰᖕឰឰᖒឰឰᖒᖒᖕ ᖒᖒᖒᖒᖕᖒᖒឰᖒᖒᖒᖒᖒᖒᖖឰឰᖒᖒᖒᖕ ᖒᖒᖒᖒᖖᕝᖒᖖᖒᖒᖖᖒᖒᖒᖒᖒᖖᖕឰᖖᕝᖒᖒᖒᖖᕝᖒᖒᖖᖒ

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 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.

ᐊᖓᔪᖅᑲᐅᑉ ᐃᑲᔪᖅᑎᓂᒃ, ᑭᓱᒥᒃ ᐱᓇᓱᒃᑭᔭᕈᑎᒋᓪᒍᑦ, ᑕᒪᑐᒥᖔ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᔫᓇᖅᓕᑕ ᖃᕐᓂᖅᑲᕆᔪᓐᓂ ᓄᑕᓐᓇᓐ. ᑕᒪᓐᓇ ᐱᖕᑎᐅᑉᑐᓐ ᐊᒥᕐᓐ ᐃᓐᑎ ᐃᓐᓖᔪᖅ ᐊᐅᓪᓐᑕᓐᐊᖅᖅᑎᑕᐅᖅᓃᑦ ᓄᓐᒥᒃ ᑕᐃᒪᐃᓐᑕᒥᖅ ᐃᓐᓐᓇᐊᖅᖅᑕᐅᓐᓪᓐᑎᖕ.

ᐃᓐᓐᓇᐊᖅᖅᑐᓐ ᐸᖅᓄ ᐃᓐᓐᓇᐊᓐᓂᒃ ᐸᖅᐅᖕᑎᒍᑦ ᐃᑲᔪᖅᑭᐅᔭᐊᖅᑑᓐ ᐱᖕᑎᐅᑎ ᑕᒪᓐ ᐃᑲᔪᖕ ᐊᐸᑦᓂᖕᑕᖕᑑᑦ ᖃᑎᖕᓐᓐᓂᑦ ᐸᖅᐅᖅᑐᑎᐊᕐᓈᓂᒃ. ᖃᑕᐅᑕᐅᒥᑕᐅᓐ ᐸᖅᐅᖕᑎᒍᑦ ᐃᑲᔪᖕᑎᑕᐊᕐᖕᒪ ᐃᓐᐊᓐᓐ ᔫᑎᓐᓇᓐᓇ ᐃᓐᓐᓇᐊᖅᖅᑐᓐ, ᐃᓐᐊᓐᓐ ᐃᓐᔭᐊᒃ ᐃᓐᓐᓇᐊᖅᑐᓐ ᐱᓐᐊᑐᓐᖅᑑᔭᐅᑎᖕ, ᐅᖕᖕᔫᐊᑦ ᐃᓐᓐᓇᐊᖅᖅᑐᓐ ᐅᖅᔫ ᐃᓐᐊᐊᐅᓂᖕ. ᑕᒪᓐ ᐊᐅᐃᓐᓐᑦᑎᐊᖕᖕᖕ ᐸᖅᐅᖕᑎᒍᑦ ᐃᑲᔪᖅᑕᐅᖕᑎᖕ ᐊᐅᖕᑎᖕᑕᐅᒃᓐᓐᐊᖕᑑᖅᖕ ᐃᓐᐊᓐᓐ ᐃᓐᓐᓐᓐ ᐃᓐᓐᓇᐊᖅᒥᖕ ᐱᓐᓐᒪᖕᑎᖕᖕᑎᒪᓐᓐ.

ᐊᑐᖕᑐᖕᑎᐅᓐᐅᑦᑑᑦ 12-ᓂᒃ ᑕᐃᓐᑯᓐᓇᐊ ᐱᖕᑎᒪᓐᓐ ᓐᑎᐅᔭᓐ ᑕᒪᓐᓐᖕᑎᖕᖅᑕᐅᖅᑕᐅᒪᓐ ᐊᒥᖕᑐ ᑕᐃᓐᑕᐊ ᐃᔫᐊᑎᖕ ᐊᖕᓐᓐᖕᑎ ᐊᑐᖅᑕᖕᑎᐊᑦᑎᖕᑑᖕ.

ᓄᓐᓐ ᐃᓐᖕᑎᒃ ᓐᐊᖕᑎᔭᑎᖅᓐᓐ ᐊᒥᖕ ᐃᓐᓐᓇᐊᓐᓐᓐ ᐱᓐᓐᑑᐊᖕᐅᑕᓐᓐ ᓄᓐᓐ ᑭᔭᓐᑎᐊᑐᓐᖕᓐᑎᖕᓐ ᒍᔫᓐᑎᖕᑎᖕᖕ. ᐱᓐᓐᑎᐊᖕᖕᖕ ᖃᐊᐊ ᐃᓐᓐᓇᐊᖅᑑᑎᖕᓐᔭᐊᑦ ᐱᓐᓐᑎᖕᖕᒪᖕᑕᐅᖕ, ᓄᓐᓐ ᔭᓐᑑᖕᓐᐊᐊᔪᓐ ᐊᒥᖕᑑ ᐃᓐᓐᑎᖕᓐᐊᐊᖕᑕᐊᑦ ᐱᓐᓐᑎᖕᖕᖕ ᐱᓐᓐᑎᖕ ᐊᐊᖕᑎᖕᑎᖕ ᐊᐅᖅᑕᓐᓐ ᐃᑲᔪᖕᓐᓐ ᓐᑎᓐᓐᖅᒥᖕ ᐃᓐᓐᓇᐊᖅᑐᓐ ᐊᒥᖕ ᐃᓐᐊᓐᓐ ᐃᓐᓐᓇᐊᖅᑐᓐ ᐃᑲᔪᖕᑕᐅᖅᑕᐅᖕᓐᓐ ᐱᓐᐊᑐᖕᖕᓐ ᐱᐅᖅᓐ ᐱᓐᑎᐊᖅᑕᐊᑕᐅᖕᓐᒪᑦ.

ᑕᖕᖕ ᐊᓐᐅᑎᖕᔫᑦ ᒍᑎᐊᖕᔪᑎᖕᖕ ᐅᖅᐅᔭᖕᓐ. ᖅᑕᐊᖕᑐᖕᖕᐅ ᑭᑭᖕᖕᓐ ᖃᓐᐃᑐᑎᐊᓐᓐᖕ ᐊᐃᖅᑭᖕᓐᖅᓐᖕᓐ.

ᐃᑲᔪᖕᑕᑎᖕ: Lʼᓄ. ᑕᓪᓐ ᑲᑎᖕᖅᑎᖕᓐᖅᐅᑦ ᒪᐅᖕᔫᑦ ᐅᑕᐊᑎᐊᖕ ᖃᐅᒐᔭᐅᖕᑭᔭᑦ ᐊᓐᐊᖅᐱᖕᓐᐊᖅ ᓐᒪᖕᑭᑯᑦ ᐊᐊᖅᑎᖕᖅᐊᓐᐊᖅ ᐅᖅᑭᖕᖕᖅᖅᓐᑦᑎᐊᖕ ᔭᖕᐊᖅᖅᐸᑑᐊᖕᑎᖕ ᐅᑕᐊ ᐃᓐᓐᓇᐊᖅᑐᓐᓐᖅᐅᑦ, ᒦ Lᐅᐊᑦ.

Lᐅᐊᑦ (ᑑᖅᐊᑎᖕᑦ): ᐅᓐᓐᓐᑭᑦ. ᐃᑲᔪᖕᑕᑦᐊᖕ ᑲᑎᓐᖕᓐ, ᖃᐊᐊᑦᐊᑎᖅᖕᐅ ᑎᓐᔫᓄᓐᓐᖕᓐ ᐅᓐᒍ ᑑᖅᑎᖕᑎᖅᐊᓐᐊᖕ ᑲᑎᓐᓐᐅᑎᖕᑎ ᖅᐱᖕᔭᐊᖕᖕᑎ ᓐᖕᓐᑯᑦ ᐊᐅᑐᐊᖕᐊᖕᖅ ᐸᖅᐅᖅᑎᖕᓐᐊᖕᑎᓐ.

ᖅᑭᖅᐊᐊᓐᖅᖕᐅᑦ ᖃᐊᐊᖅᑎᖕᑭᑕᖕᑦ ᐅᐅᖕᖕᐊᖕᑯᐊᑦᐅᑦ ᖃᐅᐊᔭᐅᐅᖅᑐᖕᖕ ᐊᑐᖕᑎᖕᑎᐊᖕᖕᐊᑦᐊ ᑕᒪᖕᖕᑎᔭᐊᑎᓐᔫᑦ ᓐᑎᓐᓐᐊᖕᓐ ᐅᖕᖅᑕᖅᐊᖕᖕᓐ ᐃᑲᔪᓐᓐ ᖅᑭᓐᖅᑎᖕᖅᒥᖕ ᐃᓐᓐᓇᐊᖅᑎᐊᑦ ᐃᓐᐊᓐᖅ ᐃᓐᓐᓇᐊᖅᑎᖕᑦ.

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.

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

ᖁᔭᓐᓇᒦᕆᕙᕗᓪᓗ ᑕᒻᒪᖅᓯᒪᔭᖅᓯᐅᖅᐳᖅᑎᒡᒪᓕᐅᑉ ᑎᑎᕋᖅᓯᒪᔪᖕᓂᖕ ᐅᓂᒃᑳᖕᓂᖕ ᐊᒻᒪᓗ ᐱᓕᕆᓂᖅᓯᒪᓕᖓᕐᓂᖕ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖕᒃ ᕼᖅᐳᑕᕐᑎᕐᓇᕐᖓᑖᐅᖅᑎᖅᑎᕐ᷑ᐃᓐᖐᓄᕐ᷑ᕐᖐᓀ ᓄᓇᕗᖏᐊᖁᐃᖅᐸᓇᖕᕐᖁᐃᑐᖅ ᕼᖅᐳᓐᑎᒃᑐᕐᕐᖁᐃᑐᕐᖅ ᐃᖕ ᐃᓐᑐᖅᓇᖕᕐ ᐊᖅ ᓄᓇᕗᖅᖐᓄ ᐊᓯᐊᕕᖕᖐᓄ ᐊᖅᖐᓄ ᐊᖅᖐᓄ ᐊᖅᖐᓄ.

ᐃᒃᓯᕙᐅᑕᖅ, ᑕᒻᒪᖅᓯᔭᖅᓯᐅᖅᑎᒃᒃᑯᑦ ᐃᓱᒫᓗᒍᑎᕐᔪᕐᕐᓐᑦ, ᐱᓕᕆᓂᕐᓄᓗ ᐊᑐᕐᑯᔭᕐᓐᓗ ᐱᔭᕙᕆᕙᕗᑦ. ᐃᓄᖕᒃᖅᓲᖁᖐᑦ ᐱᓕᕆᐊᖐᔮᕆᐊᖐᑐᖕᓐᖅ ᐊᖅᐅᖅᑕᐅᒡᒍᒥᓇᖏᕆᐊᖏᕐᕆᐅᖅᑕᖓᖐᑦ, ᐃᓐ᷑ᐃᖅᓯᖐᑐᖏᖏ ᕼᖅᐸᕐᖐᐅᕐᖏᑦ ᑕᒻᕠᕙ ᐅᕐᖐᕆᖕᖅ ᑕᖐᖅᓇ ᖅ᷑ᐃᖅᐅᖐᑐᖐᖐᑦ.

ᐃᒃᓯᕙᐅᑕᖅ, ᑐᖅᓱᕐᖐᖅᐅᕐᖅᒡ᷑ᖏᖅᖅ ᐊᖐᐅ ᓯᑎᑰᖕ, ᐊᐅᓪᑎᖐᑦ ᐊᖅᐊᒃᐅᖐᓇᖐᒡᓄᖕ ᕼᖐᐅᖐᐃᖐᖅᖏᖐᖅᓗ ᐊᒻᒪᓗ ᒥᐊᖐ ᕼᖐᕆᖕᖏᖐᖅ, ᐊᐅᖐᒡᖐᐅᑉ ᐊᖅᐊᒃᐅᖐᓇᖐᒡᓄᖕ ᕼᖐᐅᖐᐃᖐᖅᖏᖐᖐᖏ ᑕᐅᖐᖅᖏᖅᐊᖐᖅᖏᕐᖐᕐᖅ ᐅᕐᓗᖐ.

ᓯᐅᔾᖏᖐᖐᑦ ᑕᐊᒪᖅ᷑ᖐᖐᓇᕐᖐ ᕼᖏᒃᖏᑕᕐᖅᖐᖅ᷑ᖐᖅ ᐃᓐᖐᐅᖐᐊᖐᐅᖏᐅᖐᐊᖐᖏᖐᑦ ᐃᓐᖐᐅᖐᐊᖐᖐᖏᖅᑐᖐᖏ ᕼᖐᖐᐊᖐᖅᐅᒡ ᐃᖐᖐᖐᖏᖏᖐᖐᖏᖅᖐᖐᖏ ᕼᖏᑕᖏᖐᕐᖐᖅᖏᖐᖅ ᐃᓐᖐᐅᖐᐊᖐᖐ ᐅᖐᖅᖐᖐᖅᖏ ᐃᖐᖐᖐ ᐃᓐᖐᐅᖐᐊᖐᖅᑐᖐᖏ ᐊᖐᑎᖅᓇᖅᖐᖐᕐ ᐅᖐᖏᖅᖐᖅᐅᖏᖏᖅᖏ ᐃᓐᖐᐅᖐ᷑ᐊᕐᖐᖐᖐ, ᐊᖐᖅᖐᖐᖅᖏᖐᖏ ᐱᔭᖐᑎᖅᖐᖐᓄᖐᖐᓗ ᕼᖅᐱᖅᑕᐅᖐᐳᖐᖐᑐᖐ ᐃᓐᖐᐅᖐ᷑ᐊᖅᑐᖐᖏᖅᖐᖐᖅᐅᖐ. ᐃᓐᖐᐅᖐᐊᖅᐅᖐᖅᖅᐅᖐᖅᐅᑐᖐᓈᖏᐅᖅ ᕼᖐᕠᖅᖐᖐᐃᖐᖐᖏᖅᖏᖐᖐᑐ ᐱᐅᕐᖐᖐᖅ ᐱᖐᖅᖐᖐᖐᖅᖐᖅᖐᑕᐅᖐᖅ᷑ᖐᑦ ᐃᓐᖐᐅᖐᐊᖅᑐᖐᖏᖅᖐᖐᖅᐅᖏᖐᖐᖅᖐᖐ ᓚᖏᖅᑐᖏᖐ ᕼᖐᖅᖐᖐᐅᖐᖏᖅᖅᐅᖐᖅᖐᖐ ᖐᑕᐅᖐᖐᕐᖅᑕᐅᖐᖅᐅᖐᖐ, ᐃᓐᖐᐅᖐᐊᖅᑐᖐᖏᖐᖅᖐᖐᖅᐅᖐᖐ ᐊᖐᖐᖐᐊᖐᕠᐊᖐᖐᐊᖐᖐᖅᖅ ᓄᖐᖏᖐᖅᖐᖐᖏᐃᖐᑎᖐᕠᑕᖐ ᓯᐅᖐᔾᖐᖏᖐ, ᓚᖐᖅᖐ᷑ᖐᑐᖐ᷑ᖐ ᐃᖐᖐᖐᖐᖅᖐᖅᖐᖏᖅᑐᖅᐅᖐ᷑ᖅᐅᖐᖐ ᐃᓐᖐᐅᖐᐊᖐᖅᖐᖐᖐᐃᖐ᷑ᖐᖅᖐᖅᖐᖐᖐ ᐱᖐᖐᖏ᷑ᖅᖐ᷑ᐊᖏᖅᐊᖐᖅᖏᖅᖐᖏᖅ ᐃᖐᖐᖅᖐ᷑ᖅᐊᖐᖏᖅᑕᐅᖐ᷑ᖐᖅᖏᖅᖐᖐᓄᖏᖅᖐᖐᖐ ᓄᖐᖐᖐᖐᒥ ᐱᐅᖐᖅᖐᖏ ᐊᖐᖐᖐᖐᓇᖅᑎᖐᖐᖅᖐᕐᖐᖏ.

ᑕᒪᑐᖐᒻᖐᒃᓄ ᐃᓐᖐᑎᖐᖐᖅᐅᖐᖐᖏᖐᑐᖐᓇ, ᐃᒃᓯᕙᐅᑕᖅ, ᐃᓐᖐᐅᖐᐊᖅᑐᖐᖐᖏᖏᖅᖐᖐᖐᖐᑐᖐᖐᖐᖐᖐ ᓯᐅᖐᔾᖐ᷑ᖏᖐᖐᑦ, ᓚᖐᖅᖐ᷑ᖐᑐᖐ᷑ᖐ ᐊᖐᖐᖐᖐᐊᖐᖐᖐᖏᑦᖐ ᐊᖐ᷑ᐊᖐ᷑ᖅᐅᖐ᷑ᖐᖏᖏᖅᖏᖏᖏᖏᖏ ᑐᖐᖐᖐᖐᖏᖐ᷑ᖏᖐᖏᖐᑦ ᓚᖐᖏᖐᖅᖐᖐᒥ ᓯᖐᖐᖐᖅ ᑎᑎᖐᖐᖅᖐᖐᖏᖐ᷑ᖐᖐᖐᖐ, ᐉᖐᖐᖐᐃᖐᖐᖐᖐ ᕠᖐᖐᖐᖐᓯᖐᖐᖐ᷑ᓇᖐᖐᖐᖏᖐᖏ. ᑭᖐᖐᖐᐊᖐᕠᖐᖐᖐᖅ ᐊᖐᑐᐃᖐᖐᓇᖅᖐᖐᑎᖐᖏᖐᖏ᷑ᖐᖏᖐ᷑ᖅᖐᖐᖐᖏᖅ ᐊᖐᖐᕠᖐᖏᖐᒃᖐᖅᖏᖅᖐᖐ ᐃᖐᖐᖐᖏ᷑ᖏᐊᖐᖐᕠᑎᖐᖏᖐᖏ ᐱᖐᖐᖅᖐᖐ᷑ᖏᖐᖏᖐᖅᖐᖏᖅᖐᖏᖏ᷑ᖐ ᐊᖐᖐᖅᐅᖅᖐᖐᖐᖐᐊᖐᖐᖐ᷑ᖏᖅᑐᖐ᷑ᖏ ᐱᖐᖐᖐᖏᒡᖐᖏᖐ᷑ᖏᖐ᷑ᖏ᷑ᖐ, ᐃᓐᖐᐅᖐ᷑ᐊᖏᖏᖅᖏᖐᖏᖏᖅ᷑ᖐ᷑ᖐ ᐉᖐᖐᐊᖐᖐᖐᖅᖏᖐᖅᖐᖏᖐᖐ᷑ᖐᖅᐅᖐᖐ, ᓯᖐᖅᖏᖅ. ᐊᖅᐅᖐᖐᐊᖐᖐ᷑ᖏᖐᖏᓄᖐᖏᖏᖐ ᐅᖐᑐᖐᖐᖐᖐᖏᐅᖐᖐᖐᖐᖏᖐᖅ᷑ᖏᖏᖐᖏ ᐅᖐ᷑ᐊᖐ᷑ᓄᖐᐊᖏᖅ᷑ᖐ ᐊᖅᖐᖐᖅᐅᖐᖏᖏᖐ᷑ᖐᖏᖐᖐ᷑ᖏᖐ᷑ᖏᖐᖏᖐ᷑ᖐᖐᖏᖐ᷑ᖏᖐ ᐃᖐᖐᕠᖐᖅᐊᖐᖅᖏᖐᖏᐅᖐᖐᖅᖏᖐᖐᖅᖐᖐᖏ᷑ᐅᖐᖐᖏᖏᖐ᷑ᖐᖐᖐ ᐅᖐᑐᖐᖐᖐᖐᖐᖏᐅᖐᖐᖐᖐ᷑ᖐᖐᖏᑎᖐᖐᖏᖅᖏ ᕼᖐᖅᖐᕠᖐᖅᖐᖐᖅᐅᖅᖐᖏᖐᖏ.

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 post-secondary education and find employment.

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

ᑐ�form ᐃᓄ°ᓂᐊᖅ∩ᓄᑦ ᐊ�poᑉᒃᑕᑎᒃᖅᐸᕐᒐᖓ ᐊᔾᐱᔮᕐᑐᑐᖎᓂᒪᒍ ᐃᓄ°ᓂᐊᖅᔅᕪᖅᑦᐸᓪᕪᔪᒃ ᐃᑲᔪᖅᔮᔪᑎᑎ°ᔮᑎᓂᑦ ᐸᕪᒐᓄ ᐱᓄᐱᓄᖅᕪᓂᕆ ᒼᐱᓇ ᐊᐳᑎᕪᖅᑐᒃ ᐃᓄ°ᓂᐊᕐᐊᖅᑎᑎᓂᒃᒍᑦ ᐊᒼ ᐃᖅᑲᓇᐃᕐᕪᖅᑎᑎᓂᖅᑎᓂᒃᒍ ᐃᖅᑲᓇᐃᖓᓄᑦ ᕪᖃᐳᔭᐳᓂᒃᒍᑦ ᐊᒼ ᐊᐳᔪᓕᖅᔂᕪᖅᑎᑎᖓᐱᓇᖅᑐᓂᒃ Ċᐳᑕ ᐃᓄᕆᓂᑎᕪᖓᖅᑲᒼᕪᓕᑎᓂᑎᔪᔪᖅᑕ. ᐃᓄ°ᓂᐊᖅᑐᓄᑦ ᐊᑐᐃᓄᕭᖅᐸᖅᐃᐯᓄᖓᑦ ᓖᒍᓄᖅᑐᑎ ᐃᖅᑲᓇᐃᕭᕪᓄᕪᖅᑐᑎᒍᒃᑦᓂᒃ ᕪᖅᒍᖓ ᐃᖅᑲᓇᐃᕆᓂ ᕪᖃᔪᓂᕪᕪᖅᓄᖓᕪᖅᕪᑕ. ᒼᐳᑲ ᐱᕪᖅᑎᕪᕪᖓᓕᑦ ᕪᖃᐳᕪᑎᐊᕪᑕᖅᐳ ᐃᐳᔪᓄᔪᑎ ᐃᕪᓕᒼᐳᑦ∩ᐊᖅᑎᑎᒃᖅᒪᕪᑎᕪᔮᖑᑦ ᐱᐳᕭᖓ ᐃᕪᒼᓄᒍᐊᕪᔪᕪᖅᑐᑎ ᐊᒼᕪᕪᖅ ᓄᐊᓄᕪᒼᓄᒃ ᓄᐊᕪᒍᕪᕪ ᕪᖃᐳᕪᖅᑕᕪᖅᒪᖓᓄᐊᕭᕪᕪᑕ.

ᐃᓄ°ᓂᐊᖅᑐᓄᒃ ᕪᑯᕪ∩ᓄᕪᖅᓕᕭᕪ ᐃᖔᐃᑕᓄ ᐃᕪᖅᕪᐰ ᐊᑐᐃᓄᖅᑦᐃᑎᒃᑦᒃᒍᕭᓄᑎ ᐃᓄ°ᓂᐊᕪᐲᓄᕪᑲᖅᖅᒼᓂᒼᓂᒃ ᐃᕪᖅᑲᐳᕪᕭᕪᕪᖅᑎᐳᐲᓄᕪᑲᓄᒼᕪᖅᒼᓂᒼᓂᒃ ᐊᒼᕪᕭᖅ ᕪᕭᓂᕪᑎᕪᐲᓄᕪᑲᓄᕪᖅᑕᒼᓂᒼᓂᒃ ᑎᖅᕪ ᕪᖅᐱᕪᖅ∩ᕭᐳᓕᑦ ᕪᖔᕪᕪᕪᕪᑕᕪᔪᓄᔪᕪᖅ ᑕᐃᕪᐳᕪᕪᒼᕪᕭᖅ ᕪᖔᑕᐳᕪᑲᕪᐳᕪᕭᒃ ᑐᕪᓄᕪᐳᕪᓄ ᐃᑎᕪᕪᐳᕪᕭᖅ ᑐᕪᖅᑕᐳᕪᒼ.

ᐳᓄᑲᑕᐳᕭᓄᖕᕭ ᒼᓂᕪ∿ᒼᕪᕭ∿ᐳᕪ∩ᐳᕭ ᐊᖕᕭᕭᕪᓲᕭ ᐊᒼ ᐃᓄᕪᐱᕪᐳᕭᑎᒃ. ᕪᐳᑎ∩∩ᕪᓂᕭ ᐃᓄ°ᓂᐊᖅᑐᑎ∿ᕪᕪᑯᖅ ᓕᕪᕪᑯᕪᕪ ᑐᕪᕪᓄᕪᕪᕭᓂᒃ ᕪᖅᕭᕭᕪᕪᕪ°ᕪᕭᒃ ᐱᐳᕭᒼ ᐃᓄ°ᓂᐊᖅᑐᑎ∿ᐳᕭᕭᕭ ᐊᒼᕪᕭᖅ ᐊᕪᕭᕪᕪᕪᓲ ᐃᖅᕪᐳᑎ ᐃᖅᐳᐳᕪᕪᕪᕪᕭᕪᕭᕭ ᐃᕪᐳᕭᖕ ᓄᕪᕪᒼᕪᕪᐳᐃᕭᕪᕪᕭ. ᐳᓄᑲᑕᐳᕭᕪ ᓄᓄᐃᕪᕪᕪᕪᕪᕭ ᐃᓄ°ᓂᐊᖅᑐᑎ∿ᐳᕭᕪᓄᑦ ᐱᑎᕪᐲᕪᕪᕭᕪᓄᐊᓄᕪᖕ ᑐᕪᕪᕭᕪᕪᓄᑦ ᑎᕪᐳ∩ᕪᕪᕪᔪ∩ᕪ ᐊᒼᕪᕭᖅ ᐃᓄ°ᓂᐊᕪᕭᕪᕪᕪᕭᓄᕪ ᐃᓄᕪᕪᕪᕪᕪᕭ ᐃᖔᐃᕪᑕᓄ ᐃᓄᕪᕪᕪᕪᕪᕭ ᐊᑐᐃᓄᕪᕪᕪᕪᕪᕪᕭᕪᕪᕭ∩ᕪ. ᐊᕪᕪᕪᕪᕪᕪᕭᕭᒼᓄᐊᕪᕭᐳᑎ ᕪᕭᕪᕪᑐᕭᕪ∿ᕪᕭᕪᕭᕪᐳ ᐃᓄ°ᓂᐊᐳᕪᕪᕪᕪᕪᕭᐳᕪᕭᒃ ᐃᖔᑕᐳᕭ∩ᐊᕪᕭᕪᕪᕭᓄᕪᕭᕪ.

9 ᐊᑐᕪᕪᕭᕪᕪᕪᕪᓲᕭᕪ ᒼᕭᕪ∿ᒼᕪᕭ∿ᐳᕭ∩ᕭᕪᕭᕪᐳᕪ∩ᕭᕪᓄᕪ ᐃᓄ°ᓂᐊᖅᑐᑎ∿ᕪᕪᑯᕪ°ᕭᒃ 9-ᕪᕪᐳᕪᕪ Ċᕪᕪᐊ ᐱᑎᐱᕪᐊᕪᕪᕭ∩ᕪᕭᒃᕪᕭᕪᕭ ᐃᓄ°ᓂᐊᖅᑐᑎ∿ᕪᕪᑯᕪ ᐳᕪᕪᐳᕪᓄᒃᕪᐳᕪᕪᕪᕪ ᒼᕪᕪ∿ᕪᓄᕪᕪ ᐳᓄᕪᕪᕪ ᕪᕭᕪᕪᕪᕪᕪᕪᕪᕪᕭ∩ᕪᕭᓄᒃ 2019-ᕪᕪᕪᕭᓄᕪ ᕪᕪᕭ-ᕭ. Ċᕪᕪᐊ ᐱᑎᐊᕪᕭ∩ᕪᕭᕪᕪᕭᕭ Ċᕪᕪᐊᐊᕪᕪᕪᕭᕪᕪᕪᕭᕪ ᐃᓄ°ᓂᐊᖅᑐᑎ∿ᕪᕪᑯᕪ°ᕪᒃ ᐱᑎᐊᕪ∩ᕪᐳᕪᕭᕪ. ᐃᓄ°ᓂᐊᖅᑐᑎ∿ᕪᕪᑯᕪ ᐊᕪᕪᕪᕪᕪᕪᕭᕪ ᕪᕭᕪᕪᕪᕪ∩ᐊᕪᕪ∩ᐳᕪ

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 seven-course 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-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,

ᐊᑐᓕᖅ�48ᐸᑕᐊᓕᑦᑎᑎᐊᑦ ᐅᓂᒃᑲᐊᕆᓂᖕᒥᐃ ᐱᓕᕆᐊᖕᔪᓂᐊᖣᖕᖐᑕ ᐅᐊᕐᐊᑉᖐᐊᖀᖕᕐᑕᖅ ᑐᑭᒧᐊᑎᑕᐅᑎᐊᖣᖕᓇᑎᖕ ᐊᓪ ᑲᑐᔾᐊᖃᑎᖃᖣᖕᓇᑎᖕ ᐊᒃᕐᒥᖕᓂᖕ ᓚᐁᒃᖠᑕᐸᖕ ᐱᓕᕆᐊᖠᒃᖓᐊᖕᓂᖕ ᐱᒥᐊᖅᖒᐊᕝᕝᑕ.

ᐅᕓ ᑕᑫᖅᑳᖕᕐᑎᖕᒃᑎᓚᖕᐅᐊᖅᑐᐊᓕ 87-ᒥ ᐄᓐᐅᑎᖕᓂᐊ ᐅᖅᖄᖕᐸᖕᐅᖐᖕ ᐃᑳᖢᖅᐊᖅᑐᓚᐃᐊᒥᐊᐊᑦ ᐃᓐᐃᐁᐊᖅᖐᐊᖠᖕᐊᑕ ᖅᐸᖁᐊᖠᓐᕐᐊᖐᓯᖃᑕ ᕠᒥᓇᖕ ᓚᓕᐊᖕᒃᐅᖣᖣᑕ ᖁᑦᐁᓂᖕᐊᐁᒥᖕᐹ ᐃᖐᖂᐊᖕᒃᖕᐁᐊ ᐅᒥᖕᕌᓂᐊᖐᖕᓇ PASS-ᒥ ᑕᐃᖃᐅᖕᖕᐊᕐᒥᖕᐹ ᐊᒃᐊᐊᓕᐊ ᖃᐅᖱᖕᓇᖐᖕ ᐊᖕᐊᖒᓂᖕ ᓂᖕᖕᒥᖕ ᖁᑦ ᐃᖐᖂᐊᖕᒃᖐᐊ ᖕᖁᖕᐆᐊᓐ ᐃᐊᖅᖕᐁᓐᕐᕐᓚᕐᐁᖕᐂᖕ ᐃᐊᑕᐊᓐ ᐅᖃᐅᑕᐊᖕ.

ᐅᓂᒃᑲᐊᕆᓂᖕᖐᖕ ᒃᖕᐅᖕ ᐅᖅᖕᖕᓯᐊᖃ ᖅᐁᖕᐁᐊᑕᒃᖕ ᖕᖐᖕ ᓂᖐᖕᖕᖕᐊᖕᕐᖕᐁᖕᐊᖕᕐᐊᖕ ᖁᖕᐊᐊᓂ 12-ᑕᐊᖕᐊᖣᖣᑎ PASS-ᖐᐂᐆᑕ ᐊᕐ ᖃᐅᖱᖕᖕᐊᕐᓚᐊᖕᐊᐊ ᐊᐊᖃᑕᐁᖕᖐᐁᖕᖐᖕᐊᓐ.

ᑕᐃᒪᐊᖕᖕᐊ ᐅᓂᒃᑲᐁᐅᖅᑐᖃᑕᐅᖕᐁᖕᓇᑐ ᒥᓐᖕᑕ ᖕᖕᐁᖕᕐᖕᐁ 7-ᓐ ᐃᑳᖢᖕᐊᓂ PASS-ᖁᕐᓂᖐᖕ ᐊᕐᖕᖕᑕᐅᖐᖕᐅᖕᖕᖐᖕᐊᑕᐊ ᑕᐃᑕ ᖕᑕᐁ-ᖁᐁᖕᖐᐊ 2019-ᒥ ᐊᐂ ᖃᒧᖕ ᐊᐅᖕᖕᑎᖕᐁᖕᐊᑕᐊ ᐅᖅᐅᖕᖒᐅᑕᐁᖕᐊᖕ ᖐᐁᖐᐁᐅᐁᖕᐊᒃ.

ᐃᑳᖢᖕᐊᖅᑐᓚᐃᐊᑦ ᒃᖕᖕᒃᖕᖐᖕᒥᖕᕠᕐ ᓄᖐᖒᖕᕠᐊᖣᖕᖐᓂ ᑎᑎᖃᖕᕐᐁᖕᑐᑕ ᐊᑐᐊᖕᖕᑎᖕᖕᓚᕝᖕ ᐊᖁᐆᖕᖐ ᐊᖕᐊᖕ ᖓᐁᖒᕐ ᐃᖕᖕᖕᐄᓐᖕᓇᓂᖕ ᖕᒃᐊᖕᒃᖕᓇᕝ ᐃᐅᖱᑕᖕᖕᖕ ᑐᓂᖕᕐᖐᐊᕝᕝᑕ ᖃᐅᖐᐁᖕᖕᐁᕝᐊᖐᖃᖕᐁᑕᐅᖕ. 7-ᓐ ᐃᑕᖕᑕᐂᖕᐊᖐᖕ ᐊᐂ ᐃᐂᖕᐁᖕ ᑕᖕᖕᑎᖕᐊᖃᐁᖕᖐᐁ ᐊᐊᖕᐁᖕᐊᖀ ᐊᐊᖕᑕᐁᕐᐊᖐᖕᐊᖕ ᐊᐂ ᓚᖕᒃᖕᖐᖕ ᖁᖕᐊᐊᖕᐊᖕᐁ 12-ᒥ ᐃᐊᖣᖕᐅᐁᖕᕐᖐᕝᖐᖕ ᑕᖕᖕᐊ ᒃᖕᑕᐅᖕᕐ 7.

2019 ᓯᑎᖕᖁᐅᐅᑕᐊᑕᐅ 79 ᐄᖐᖐᐁᑦ ᐃᑳᖢᖕᖐᖃᐅᖕᖐᖕᐊᖅᐁᑕ ᐅᖐᐊ 12 ᑕᖐᐁᐁᑕᐅᖣ, 15 ᖁᖅᐁᖐᑦ, ᐊᖐᖐᐊᑦ, ᖃᒪᓂᖕᑐᐊᖕ, ᐃᖃᖢᖐᑐᑕᐁᕝᐁᖕ, ᖄᖕᖕᐂᐊᑦ, ᒃᖕᖒᖕᔪᐂᐁᓐ, ᓇᓚᖐᖕ, ᓇᕝᖐᖕ, ᐃᖃᖢᐃᑦ, ᖁᖕᖒᖕᔵᖕᖕ, ᒃᑎᖕᐆᒃᖒᖕ, ᒃᖕᖕᖕᕐᖕᖕᐁᖕ,

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 hands-on 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 Development 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 Nunavut Arctic College, the Department of Health, Nunavut Tunngavik Incorporated, and the Northern Ontario School of Medicine; and

- 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 organizations, and educational institutions.

ᖃᐅᓯᐅᐊᑕᑐᖅ, ᓴᓂᑭᓗᐊᖅ, ᑕᓗᔾᔪᐊᖅ, ᐊᒻᒪ ᑎᑭᖅᑕᕐᔪᐊᖅ.

ᐃᒃᓯᕙᐅᑕᖅ, ᐊᐃᕝᕝ ᐊᑐᓂᖅ�29ᕐᐊᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᑦ ᐱᓕᕆᐊᒋᔪᒪᖅᑐᖅ ᑲᑎᓐᓂᖃᖅᑐᓂᒃ 59 ᐅᖃᖅᑎᓕᕐᒥ ᑕᑯᕈᐊᓈᓲᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑐᔾᔨᖃᑎᖃᕈᐊᖕᒥᒃ ᐊᓯᖏᓐᓂᒃ ᐱᓕᕆᐊᐅᕙᓐᓂᒃ ᐊᒻᒪ ᑲᑐᔾᔨᖃᑎᒌᖑᕙᒃᓯᓂᒃ ᐃᓕᓐᓂᐊᖅᖢᑎᒃ ᑎᒍᔭᕐᖁᖑᕐᖁᐅᑦᖃᑐᑎᒌᓂᒃ ᐃᓕᓐᓂᐊᕈᓐᓇᕐᓂᒃ ᐅᖃᐅᔪᖔᑦ ᐃᖅᑲᓇᐃᔭᒃᐃᖃᐅᒪᖕᓂᒃ.

ᐊᒥᓱᑲᓪᓗᐊᑦ ᐱᓕᕆᐊᖅᑕᐅᓯᒪᕆᖃᖅᑐᑦ ᐅᓇ ᐅᓂᒃᑲᖅ ᓴᖅᑭᖅᑕᐅᑕᐅᖅᑎᓗᒍ ᐃᓕᓐᓂ ᐊᑕᕐᓯᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᖃᐅᔨᓴᖅᑐᐊᑦ ᐊᑐᐊᒐᖕᒥᒃ ᐱᕙᓪᓕᐊᒍᔪᖅᑕᖃᖅᑐᓂᓪᓗ ᐱᔾᔪᑎᖅᑐᖅᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᕆᖅᖁᖅᓂᒐᒡᒥ ᐊᒻᒪᓪᓗᑕᖅ ᐊᔾᔨᐅᖑᕐᑐᓂᒃ ᐃᓕᓐᓂᐊᕈᖔᕐᓂᒃ. ᖃᐅᔨᓴᕋᓱᖁᑐᓐᒃ ᑕᐸᖕᓚ ᐃᓕᓯᐅᑎᕐᔪᑐᖁᕋᖕᔪᖃᓐᖁᑦ PASS-ᒥ ᐃᓕᓐᓂᐊᓂᖅᖢᑦ ᖢᓚᑦᑕᐅᖅ ᑲᑐᔾᔭᐅᕐᓂᒃ ᐃᖅᑲᓇᐃᔭᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓴᖅᑰᖅᑕᕐᖃᓕᐅᖕᖁᑐᖁᖅᒐᒪᖕᔪᖃᒧᑉ.

ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕈᐱᖅᖕᓕᐃᐅᖅᖐᑦ ᑲᑐᔾᔭᕐᑦ ᖃᐅᔨᓴᕐᕐᐅᕈᓚᒻᒐᕐ ᕈᕐᓂᒃ ᐊᑐᖅᑕᖅᑕᖕᖁᑦ ᕈᕐᑦ ᐃᓕᖓᕌᑦ ᕈᕐᖁᑦ ᐊᑐᖅᑕᐅᕈᒐᖕᖁᑦ ᓴᖅᖁᕐᕆᑎᒡᑐᑦ ᐃᖅᑲᓇᐃᔭᑐᐅᖅᖅᓂᒐᒧ:

- ᐊᐃᕝᕝ ᐃᖅᑰᑕᓂ ᒫ 2019-ᒍᑎᒡᑐᒍ ᐊᐃᕝᕝᓂᔾᒐᓂ ᐊᕐᓂᐊᖅᕋᖕᖁᖅᑐᑕᓂᓯᒐᒥᒃ ᐃᓕᓴᓂᖅᑲᕋᑐᖅᖐᖃᖅᒐᖅ ᓴᓂᓛᖅᖃᖕᖁᕝᐃᖅᒐᓂ ᐱᖅᑎᖅᖅᑐᐱᒃ ᐊᕐᓂᐊᖃᖕᖁᖅᑐᓕᕆᔨᒃᑯᓄᑦ ᑐᖕᒐᕝᒃᑯᓂᓪᓗ ᐊᒻᒪ ᐊᖕᐃᑕᐅ ᐅᐊᕐᓂᓂ ᐊᕐᓂᐊᖃᖕᖁᖅᑐᓕᕆᔨᖕᔪᖕᓂᒃ; ᐊᒻᒪ

- ᓯᕗᓪᓕᖅᐸᐅᑎᐊᖕᖁᓂ ᐃᓄᐃᕐᓂ ᐃᖅᑲᓇᐃᔭᕐᖁᖅᖔᑦ ᐃᖅᑲᓇᐃᔪᖕᒥᒃ ᓴᖅᖁᔾᖅᖕᑎᖅᖔᕝᑦ ᖃᒪᓂᑦᑐᐊᖅᒥ ᐊᑐᖅᑕᐅᖕᖁᕆᒪᖅ ᒫᖕᔪᑎᒡᑐᒍ ᑲᑐᔾᔨᖃᖅᖅᑐᖕᒥᒃ ᐃᓄᓕᕆᔨᒃᑯᓂᒃ ᐊᕈᖅᒃᑯᖕᔪᐅᖕᖁᓪᓗ ᖃᒪᓂᑦᑐᐊᖅ ᖷᐊᓪᓚᑦᒃᑯᖕᔪᖕᖁᓪᓗ.

We are continuing to develop more hands-on learning opportunities for high school students, such as supporting the development of a STEM (science, technology, engineering, and mathematics) 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 meaningful.

The third recommendation we would like to note 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's Information Technology Division added two staff members to the Student Information System Team operations. One staff member is an experienced database expert while the other is providing much-needed organizational support to the team.

The second action involves improving training to staff at all levels. In July 2019 the Information Technology Division purchased online video training subscription software called GoToTraining. This software allows the Student Information 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 can be

ᐊᔨᒃᑲᓂᖕᒥᓂᒃ ᑕᐃᒪᐃᑦᑐᓂᒃ ᓴᖅᑭᓯᒪᖃᑦᑕᐅᐪᓕᐊᖅᑐᔾ ᐃᐳᖅᔭᖃᓂᕆᐱᖕᓐᓐᓂ ᖁᑦᑎᓂᖅᓴᒥ ᐃᓕᓐᔭᓄᑦ ᖃᐅᔨᓴᕐᓂᒥᒃ ᐊᒻᒪ ᑎᑎᖃᐅᔭᖅᓂᒥ ᒪᑯᓂ�^ᒪᔪᔭᖅ ᐁᓴᐅᓯᓂᕐᒪᓗ ᐃᓄᔅᖃᑎᖃᐁᐪᖃᓂᓐᓐ ᐃᖃᓗᒃᑐᑎᐊᒥ ᓱᑎᖁᖅ 2020-ᒥ ᑕᐃᒪᐃᖃᔭᐳᑦ ᖃᑐᔭᖃᓂᖄᓄᒃ ᔭᑦᑎᖄᖅᐆᑯᒐᓂᖄ, ᒪᑭᕆᐊᖄᑕ ᑯᐊᐳᖄᖕᖄ, ᐃᓄᐃᑦ ᖃᑎᓄᖄᓂᒃ ᖃᔾᐢᖃᑎᖃᓐᖁᖄᓐᓂᒃ ᐊᒻᒪᓗ ᐅᐳᐅᖃᑐᖅᑎ ᖃᐅᔾᓴᐃᑕᐃᒃ.

ᐃᓕᓐᓇᐊᖅᑐᑎᓄᖄᐳᑦ ᑕᐃᒪᐦ ᐃᒃᓕᔪᒃ ᐃᖃᖃᓇᐊᔾᓇᐱᖄᓐᑎᑕᐅᓐᖄᐱᖃᑦᑕᖃᑐ ᐃᖃᖃᓇᐊᔾᒎᒃ ᐸᕐᓇᓂᖅᐳᑎᑕᐅᖃᖃᑦᑕᖃᑐ ᐃᓕᓐᓇᐊᖅᕐᑎᒃ ᐃᖃᖃᓇᐊᔾᓂᒃ ᓇᓂᔾᑎᐊᖃᓇᐊᖅᐳᖃᑦᑕᖃᖅᐳᓇᐅᑦᖃᑐᔾᔭᐅᓪᓕᑕ.

ᐱᖕᓇᔾᐊᖄᑦ ᐊᑐᑦᖃᔾᔭᓐᑎᐊᖅ ᐅᖃᐅᔾᓂᔾᔭᓐᓄᔮᐳᖄᒃ, ᐃᑭᔾᐊᐅᐳᑈᖅ, 32-ᒥ ᖁᖄᐳᖕᓇᖃ ᐅᖃᖅᔭᓕᔾᔭᖅ ᐃᓕᓐᓇᐊᖅᑐᑎᓄᖄᐳᑦ ᐱᐅᔾᕇᖄᓐᑎᖄᖕᖄᐊᖄᖄ ᑎᑎᖃᔾᓂᖃᖃᖄᖃᖕᖄᐳᖄᓐᓂᒃ ᐅᕖᖃᖃᐱᖅᑐᐊᖄ ᐃᓕᓐᓇᐊᖅᑈᖄ ᖁᖄᖃᐳᐳᓇᐁᖅᖃᖕᖕᖄᒃ. ᒪᖕᖄᖄᓂᒃ ᐱᐳᖄᖅᔾᒪᑈᖄᐱᖄᒃᑐᐁᖄ ᐃᓕᓐᓇᐊᖅᑐᑎᓄᖄᐳᑦ ᑕᐤᔾᒍᖄᖅᒪ.

ᔾᐅᖃᖃᓐᖅ 2019-ᖕᔾᐱᖄᖕᔾ ᐃᓕᓐᓇᐊᖅᑐᑎᓄᖄᐳᑦ ᑐᖄᐳᖃᔾᖄᑎᖄᓂᖄᖕᖄᖄ ᐃᖃᖄᔾᔾᖄᖃ ᒪᖕᖄᖄᓂᒃ ᐃᖃᖃᓇᐊᔾᖄᖕᑎᖕᑎᖃᐊᖄᖃᖄᔾᔭᖕᖕᖄᐳᖕᖄᓂᒃ ᐃᓕᓐᓇᐊᖄᑎᖄᓂᒃ ᑐᖄᐳᖃᔾᖄᑎᖄᓇᐊᖄᔾᐳᖕᖄᓂᒃ. ᐊᑕᐳᔾᖄᖅ ᖃᖃᖃᐳᔾᖄᑎᖄᓂᕐᒪᖕᖄ ᖃᖃᖃᖄᔾᐊᖄᓕᐳᐤᖄᓄᖕᖄ ᐊᒻᒪᓗ ᐊᐃᖄᖄᖕ ᑎᒪᐤᖄᖄᖄᖄ ᐃᑭᔾᐊᖄᔾᖄᑕᐤᖄᐊᖄᖕᖄᖕᖄᓂᒃ ᖃᐅᔾᓴᐳᔾᐊᑕᐤᐳᖕᖄᖄᐳᖕᖄᒃ.

ᐊᐃᖄᖄᖕ, ᐃᖃᖃᓇᐊᖄᖕᑎᖄᖕᓐᐊᖄᐳᖄ ᐱᐳᐤᖄᖕᖄᖄᑈᖃᖄᑕᐳᖄᖃᖕᖄᖄᐳᖕᖄᓂᒃ ᐊᒻᒪᓗ ᔾᐳᐤᖄ 2019-ᖕᔾᐱᖄᖕᔾ ᖃᖃᖄᖄᖅᐳᖄᑎᖄᓂᖄᖕᖄᖄ ᓂᐳᐃᖄᐳᖄᖕᖄᖕᖄᑈᖄᖄ ᖃᖃᖄᖕᔾᖄᖄᒃ ᐃᖃᖄᐳᖕᖄᖕᖄᐳᔾᖄᖕᖄᖕᖄ. ᑈᖕᖄᖄ ᖃᖃᖄᖄᖕᔾᖄᖕᖄᖄ ᖃᖄᖕᔾᔾᖄᖄ ᐃᖃᖄᔾᔾᖄᑎᖄᖄᐳᔾᖄᖕᖕᖄᖄᐊᖄ ᖃᖄᖕᔾᔾᖄᖄᐳᖃᖕᖄᖕᖄ ᐃᖃᖄᖕᖄᔾᖄᖕᖄᖕᖄᒃ ᐃᖃᖄᖕᖄᐃᖄᖕᖄᖄᖕ ᐃᖃᖄᐊᐃᖄᖕ ᐊᖕᖄᔾᖄᖕᖄᖕᖄᖄ ᑐᖕᖄᖕᖕᖄᓗ ᐊᖄᑈᖄᖕᖕᖄᖕᖄᓗ ᐃᖃᖄᖕᐃᔾᖄᖄᖕᖄᖕᖄᓗ ᖃᖃᖄᖄᖕᔾᖄᖄᖄ ᐃᖃᖄᖕᖄᖄᖄᐊᖄᖕᑎᖕᑎᖄᖃᐳᖄᖄᖄᖅᑈᖄᖄᖄᔾᖄᖄᖄᖄᑕ. 10 ᐅᖕᖄᖕᖄᖕᖄ 15 ᒥᖄᔾᖄᖕ ᑈᖕᖄᖄᖕᔾᖄᖕᖄ ᓂᐱᑈᐳᖄᖄᖕᖄᔾᔾᖄᖄᖕᖄᖕᖄᔾᖄᖕᖄᖄᐳᖕᖄᒃ ᖃᖕᖄᖄᑎᖄᖄᖄᐳᖕᖄᒃ

viewed anytime by staff.

Since this software was acquired, the Student Information System Team has 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 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 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 OAG recommends, in paragraphs 38 and 39 of the report, that the department should:

1. Develop and carry out a strategy to recruit and retain staff in schools and

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throughout the department;

2. Periodically assess the effectiveness of its strategy and take corrective actions as required; and finally

3. 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

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2. ᐊᒻᒪ ᖃᐅᔨᓴᖅᑕᐅᒐᔪᒍ ᑖᓐᓇ ᑐᑭᒧᐊᕈᑎᖏᑦᑕᐊᓂᒃᓴᕗᑎ ᐊᐅᓚᑦᑎᐊᕈᑐᐊᕐᒪᖅᖏᖅ ᐊᖅᑭᒋᐊᑲᑕᐅᕋᐃᖃᑦᑎᐅᐊᕐᒪᖅᖏᖅᓗ ᐊᒻᒪᓐᓇᐅᕆᖅ;

3. ᐱᕆᐊᖕᓂᐅᐱᕈᖅᑐᓂᒃ ᓴᖅᐱᓄᑎᒃ ᑲᔪᖕᒋᖅᑲᐃᖅᖁᐱᔨᖅᐱᓄ�−ᓴᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᓯᓇᑦᑐᖅᕼᐊᖄᖅᓄ ᐅᖕᓕᕐᖅᑎᑦᑎᖕᓗᑎᒃ ᐅᕈᔪᖕᖄᖕ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᔨᒃᑯᖕᖅᑎᒃ ᐃᖅᑲᓇᐃᔭᒃᑎᖅᓕᕆᖅᕼᑎᑎᓗᑎᒃ.

ᖅᑐᓚᓄᒃ ᐊᕐᕋᒍᓄᒃ ᐃᓕᖅᐃᔭᓂᒃ ᐊᔾᐱᕐᑕᐃᓯᖅ−ᓯᒃ ᐸᕚᑕᓂᖅᓯ ᑐᑭᒧᐊᖅᑎᖅᑕᐅᖅᔪᐊᕐᓗ ᑲᑐᕐᒃᑕᖅᑲᓯᓂᕐᐊᖅᒃᑐᒃ ᑐᖕᖃᖕᓕᐊᖅᖓᓂ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᖅ ᑲᑎᒪᔨᖕᓯᒃ ᑭᑎᒍᖅᑎᓯᖕᓂᓯᓂ, ᓄᓇᕗᒥ ᐃᓕᖅᐃᔭᐅᒃ ᑲᑐᕐᕼᕼᒃᑎᖅᑕᓯᒃᐊᖕᓯᒃ ᐊᒻᒪ ᐅᐃᕕᑲᖕᑎᒃ ᑲᑎᒪᔨᖅᑕᖕᒃᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᖅ ᑖᕏᒥᓯᒃ ᑐᑭᒧᐊᖅᑎᖅᑕᐅᖅᑐᒃ ᓯᕐᐊᖅᕼᒃᖓᓗ ᐊᕐᒥᐱᖅᕼᖄᕐᖃᕐᐊᔪᖕᒥᐅᖓᒪᕐᒃᑕ ᐊᖕᓄᖅᑕᐅᕐᕕᖕᓚᖕᕐᕐᑎᖕᒃᔪᒃ ᐃᖅᑲᓇᐃᔭᖕᒃ.

ᑕᐃᒪᖕᓚᓂᖅ ᐱᖕᓗᕈᓯᖅᑲᖕᓕᕆᖕᑎᖕ ᐱᕆᐊᖅᕆᖕᓂᐊᖅᕼᖅᑕᖅ ᐃᖕᑯᖅᑕᒃ ᐊᑲᐃᖅᑎᒃᑯᖅᓯᒍᐊᓯᓂᒃ ᐱᖕᓗᕈᓯᖅᑲᖕᓕᕆᖕᑎᖕ. ᑖᖕᕼᑲ ᐱᖕᓗᕈᓯᖅᑲᖕᓯᕐ ᑕᖕᖅᑲᐃᖕᓄᖅ ᐱᕆᐊᖅᕐᖃᑐᖕᓯᒃ ᖃᖕᓕᖅᐃᖅᑕᖕᐱᒃᓗᑎᖕᓯᒃ.

ᐃᓕᖕᓚ ᐱᖕᓗᕈᓯᖅᑲᖕᓯᕐᕐ ᑐᖓᖕᓕᕈᖕ ᑕᖕᖅᑲᐃᖅᐅᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᖅ ᐃᓕᓐᓂᐊᖅᑎᖕᐊᖕᓕᕐᖅᖑᖅᖕᐊᖅᓕᖕ ᐃᓕᖅᐃᔭᖕᕐᖓᖕᓂᖅᓗ ᐊᔾᐱᕐᑕᖅᑕᓯᕐᐊᖅᕼᖅᓯᕐᐊᖕᓯᕐ ᐃᓕᖅᐱᓂᖕᓗ ᐃᖅᑲᓇᐃᔭᖅᑐᖕᖅ ᖁᖕᓗᕈᖕᓯᖕᒃᑕ ᐊᒻᒪ ᐊᐃᔾᓂ ᓯᕈᖓᑐᖅᕼᖅᑎᖕᖓᖕᓄ ᖄᖓᐅᖕᑎᖅᕉᕈᕼ ᐱᔪᖕᓕᖅᑐᖕᓂᖕᖓᖕᕋᖅᕈᑐᓂᖕ ᐃᖕᓕᖕᑐᖅᖕ ᐃᓕᖅᐃᔭᖕᓯᕐ ᐊᒻᒪ ᐱᖕᓗᕐᕐᖅᑲ ᑲᖕᓯᖕᖅᖄᖕᑎᖕᓕᖅᐱᖅᕐᖓᖕ ᐃᓕᖅᐃᔭᖕᐱᕐᕐᖃᕐᐱᒃᓗ ᖓᖕᓕᖕᖅᖄᖕᕐᕼᕐ. ᖃᖕᑎᖕᖓᒃᕈᖕᕐᖓᖕᕐᑎᖕᕐᔪᖕᓕᕐᖓᖕᓯᕐᖅᑐᖕᓯᖕ ᐊᕐᕋᖕᑕᖕᓕᖅ ᐊᐅᖕᓕᔾᕐᕋᖕᓗᖕᖓᖕᓯᕐᖅᑕᖕᓯᒃ ᐊᒻᒪᓐᓇᐅᖅ ᐊᕐᒥᖕᓯᖕᐱᖕ ᐃᓕᖅᐃᔭᖕᓯᕐᖓᖕᓯᖕᒃᑕ.

ᐃᑉᕈᐯᐅᑖᖅ, ᑖᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᖅ ᐱᓕᕆᖑᑕᐊᖅᑲᖕᑲᖅᖅᖅᕼᕐᖓᖕᓯᕈᖕᖓ ᐱᔮᖅᕿᖓᑐᖅᖕᖓᖕᑎᖕᖓᕈᖕᕐᕐᖓᖕᓯ ᖓᖓᖅᕈᖅᖕᓚ ᐃᓕᖅᐃᔭᖕᐱᖅᑲᖕᖃᖕᓯᕈᖓᖕᓯᒃ ᐃᓕᖅᐃᔭᖕᐱᖕᕐᖅᑲᖕᑕᖕᓯᕐᒪᕐᕐᖓ.

educators. To retain educators and build capacity from within, the department has been building on the work developed in our Inuit Employment Plan.	ᑕᐃᒪ ᐃᓕᓴᐃᔨᓂᒃ ᑎᒍᒥᐊᕐᓂᒪᓂᐊᕐᓕᐳᑕᓗ ᐱᔪᖅᐊᕐᓂᒎᕐᓄᑦ ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑕᓄᑦ ᐸᖁᐅᑎᖅᖴᓄᑦ.
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.	ᐱᓕᕆᖕᕕᐳᑦ ᐋᔾᐅᕆᔾᑎᖃᖅᑲᑦᖅᑉᖁᕐᔾ ᒦᓇᐅᑐᐅᖅᖳᓐ ᑲᕙᒪᒃᑯᑦ ᐊᒻᓗ ᐱᓕᒻᒪᒃᓴᐃᓂᒧᑐ ᑫᓗ ᑕᒪ�a ᓴᐳᑦᖅᑎᑦᕌᒥᒃ ᐱᓕᕆᐊᔪᔾᕙᖅ. ᑖᖁ ᐱᓕᕆᐊᖅ ᐋᔾᕈᑦᑕᐅᔾᖪᕙᖅ ᐃᓄᐃᑦ ᑭᒃᑐᖅᑕᐅᓂᕇᐳᕐᑯᖪᑐᑦ ᐊᖑᕐᔾᑳᕕᖑᓂᒃ ᐃᖅᑲᓇᐃᖴ ᐃᓕᖑᓕᕆᔾᖯᓴᔾ. ᒦᖁ ᐱᓕᕆᖕᕙᕐ ᐃᖏᖯᖅ ᐃᓄᒥᒃ ᐃᖅᑲᓇᐃᕐᖯᑎᒃ ᐃᓕᖑᖰᖯᖯᕈ ᐊᖏᕐᖅᐸᓐᕐᐄᓗᔾ ᑕᐃᒪ ᑖᖁ ᐱᓕᕆᖕᕙᕐ ᔾᕙᓕᓐᖅᐮᕆᒃ ᐃᖑᒥᒃ ᐊᖏᕐᖅᐸᖯᑲᕐᖯᒐᑦ ᐃᓕᖑᖰᖰᐊᓂᓕᐳᑦ ᐋᔾᖯ ᐊᖯᑐᖅᐱᑦᐄᖯᖯ.
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.	ᑖᒃᖁ ᐱᓕᕆᖕᕙᕐ ᐱᓕᕆᖅᑕᖅᑑᐳᒋᐳᔾᕋᐃᑦ ᐃᓕᖅᐊᐳᖅᐱᐊᕆᖅᑐᑦ ᑑᑦᕋᓐᖁ ᐯᓕᖅᖪᒥᒃ ᐊᒻᓗ ᐱᓕᒻᒪᒃᓂᕐᔾᑎᒃ ᐃᖅᑲᓇᐃᖯᕀᖅᐊᓂᕐᐳᔾᕐᔾᑐ. ᖃᑎᒥᕀᖯᕋᑎᖑᕀᖯᕐ ᐋᔾᒉᔪᑕᖯᒃ ᐃᖅᑲᐃᐄᔾ ᐱᓕᒻᒪᒃᖅᑕᐅᖅᕀᖅᖅᑐᑦ ᐱᐅᓂᖅᖷᕀᑯᖰ ᐱᓕᖑᐳᖳᓂᕐ. ᑐᕀᑐᐅᐄᓗᔾ ᐊᖯᖯᖅᕀᖯᕀᐳᕆᕀ ᐃᖯᖯᕀᖅᖯᒷ ᐃᖷᔾᕋᖯᖯᕀ ᐃᖯᖯᕀᖯᕀᓐᕐᕀᓗ ᐃᑲᕐᖅᖰᕀ ᐃᖯᖯᕀ ᐱᓕᒻᒪᒃᖅᑕᐅᖯᕀᖅᖴᕀ ᐋᑕᖁᖯᕀᖰᕐᔾᖴᖯ ᐃᔾᖯᔾᐳᕐᖯᕐᔾᑐᔾᕐᔾᑐ ᑕᖯᖁ ᐋᖯᖁᖅᑕᐃᖯᖑᕀᖯᖰᕐᔾᖴᖯ ᐃᖰᔾᖯᕀᖯᕀᖑᕀᖑᕐᕀᖯᕐᔾᖴᖯ ᐃᖯᖯᕀᖅᖯᕀᖰᕐᔾ ᐃᖅᑲᓇᐃᖰᖅᐄᕐᔾ.
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.	ᔾᕙᑐᖅᖯᕐᓗᔾ ᑖᒃᖁ ᑲᕀᔾᖰᕀᖯᕐᔾᕐᔾ ᐃᖰᔾᖯᕀᖅᑐᑎᕐᖯᖯᖰᕐ ᐃᓄᖅᑐᑦ ᐱᓕᕆᖯᕀᑎᖯᖰ 650 ᐳᖯᑯᖯᔾᕐᔾᑐᖯ ᐃᓄᖅᑐᑦ ᐊᒻᓗ 250 ᐃᓄᐃᖰᖕᖅᑐᖰ ᐳᖯᖰᖰᖯᖯᕀ ᐊᒻᓗ ᓚᕀᖯᖰᒃ ᓄᖯᖰᓂᒃ ᖃᖯᖯᖳᕀᖯᑎᕐᔾ ᐳᖯᖯᖳᐳᖯᖯᖰᕐᖯᕐᔾᕀᕐᔾᓗ ᐊᒻᓗ ᑎᑎᖯᖯᐳᖯᖯᖰᕐᔾ ᐃᓄᖅᑐᑦ.
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	ᑭᖰᖯᓕᖅᐳᕀᖰᕐᖑ ᐱᓕᕆᖕᕙᕐ ᐋᔾᔾᖳᖯᒃ ᑕᓚᖰᖁ ᐃᖅᑲᓇᐃᖯᐄᖰᖯᖅᐳᖰᕐᖯ ᐃᖰᖯᖯᓂᒃ ᐃᖅᑲᓇᐃᖯᑐᐃᖰᖰᖰᐄᖰᖰᖰᕐᑐᖰ ᐃᖅᑲᓇᐃᖯᖴᐃᖰᖰᖁᖰᓕᖰᖯᖰᐳᖯᕐᔾᖯ ᐊᒻᓗ

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 teaching profession. Between January 2018 and May 2019 department staff visited university campus job fairs at 37 post-secondary institutions across Canada. In April and May these staff members were joined by a member of the coalition of district education authorities at job fairs in Toronto and at Memorial University in St. John's, Newfoundland.

Staff from the Department of Education and the Department of Human Resources also attended trade shows and career fairs in Clyde River and Iqaluit in March 2019. They also attended the Nunavut Trade Show here in Iqaluit earlier this month.

Mr. Chairman, in an effort to promote professions in education to students in grades 10 to 12, the department sent information packages about the Nunavut Teacher Education Program (NTEP) to every Nunavut high school in May 2019. These packages included a video and a pamphlet. In collaboration with Nunavut Arctic College, plans are underway to produce a new promotional video, refresh the information package, and provide them to schools again

ᐃᖅᑲᓇᐃᔭᐱᐊᓇᖅᑎᑎᓂᖅᕼᐅᔭᖵᐊᓕᕐᒍᓂ.

ᐊᒻᒪᓗ ᐃᓕᓴᐃᔨᐳᑖᕆᓇᓯᖕᓂᖅ ᖃᑉᐸᓇᓂᐊᔫᓄᑦ, ᐱᐅᔫᓯᑲᓐᕼᐅᔭᖵᐅᓇᐊᔪᓇᔪᒃ ᐊᕐᖄᒍᓂ ᑖᒃᐊ ᓄᓇᖑᒥ ᐃᓕᓂᐊᕐᕕᐊᓕᓂᕐᒃ ᒪᑐᐃᖃᑦᖅᑕᖴᓄᕐᓇᕐᒌᕐᓄᒃᔪᕐᔯ. ᑐᑭᓯᐅᑎᓇ ᐊᕐᐱᐳᑦᐊᖅᔪᓕᕐᕐ ᖃᕝᑲᐅᔭᖅᕼᐅᔯᑦ ᐃᓕᓴᐃᔪᒃᑲᐅᑖᓂ ᑖᒃᐊ ᐃᓕᓴᐃᔪᖅᑐᐱᓐᔯᒃ ᐱᓂᕐᔪᖅᓂᕐᔪᔯᒃ ᐃᓂᓴᕐᐅᓄᔯ ᒪᔭᓇᓂᒃ ᑐᓇᕼᓕᖅᕼᐅᔭᖅᑖᓄᒃ ᐃᓕᓴᐊᒌᓯᕐᓄᔯ. ᑖᓇ ᐃᓕᓴᐊᕐᒌᓄᓗ ᖃᕝᑲᐅᔭᖅᑯᒃ *Education Canada*-ᒃᒃ ᐊᒻᒪ ᑖᒃᐊᒻ ᑲᔨᖅᒥᓕᕐᒃ ᑯᓂ ᐃᓕᓴᐊᕐᒌᖅᑐᒃᓂᑕᓯᑯᒃ ᐃᑭᖅᖃᕐᖃᖕᐱᑯᒃ.

ᑖᒪᓕ ᐃᖅᑲᓇᐃᔯᒃ ᑲᓇᓕᕼᔯᐊᓂᕐᒃ ᑕᑯᕼᕼᐅᑎᑕᐅᓄᕐᖅᑯᒃ ᐃᓕᐅᑕᐅᖅᑯᒃ ᑕᒪᖕᓇ ᐃᓕᓴᐃᒌᐅᓂᕐᖅ ᐃᖅᑲᓇᐃᔭᖅᓯᓂᕐᔪᓕ ᔭᖕᓇᐊᔫ 2018-2019 ᐃᖅᑲᓇᐃᔯᕼᐱᒃ ᐳᓕᕐᓕᐅᖅᑯᒃ ᔯ ᓯᑐᖅᕼᔯᖅᖸᕐᔯᒃᖸᕐ 37-ᓄ ᔯ ᓯᑐᖅᕼᔯᒃᖸᒍᒥ ᑲᓇᑕᒍ. ᐊᐃᐳᖕᒍᓕ ᒪᔩᓗ ᐃᖅᑲᓇᐃᔯᕼᐅᖕᒃ ᐱᕼᑭᓯᖅᕼᐅᖅᑯᒃ ᑲᓄᓕᐊᓂᕐᒃ ᑲᑕᖅᐱᕼᑭᖅᕼᐅᓂᕐᒃ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔯᒥᕐᒃ ᑕᒃᕼᐅᑎᑕᐅᔭᕐᒃ ᑐᖁᖅᑐᒥᕐ ᐊᒻᒪᓗ ᔯ ᓯᑐᖅᕼᔯᒃᖸᖅᖸᒥ ᔯ ᓯᑐᖅᕼᔯᖅᖸᖅᖸᒥ ᔯᐊᕐᒃ ᔮᕼᕐ, ᓂᐳᕐᔭᖕᒌᕐᒥ.

ᐃᖅᑲᓇᐃᔯᕼᐅᖕᒃ ᐃᓕᓴᐊᕐᒌᖅᑐᒃᑕᓯᑯᓕᒃ ᐃᖅᑲᓇᐃᔯᕼᐅᖅᑐᒃᑕᓯᑯᖅᔯᖕᓗ ᐃᓕᐅᖁᐅᐱᖕᖅ ᑲᖕᖅᕼᐅᑐᖁᒃᐱᕼᐊᕿᒥ ᐃᖅᖁᖅᖁᒋᒃᖅᓗ ᐃᖅᑲᓇᐃᔯᒃᓂᕐᒃ ᔭᖅᐱᖅᕼᐅᖅᑐᒃᕐᒃ ᐊᔭᑐᔭᓇᔭᖅᑐᖅᒥᕐᒃ ᐊᒻᒪᓗ ᓄᓇᖑᒥ ᔭᖅᐱᖅᕼᐅᖕᑎᑎᓂᕐᔭᓂᒃ ᐃᖅᕼᐅᖕᓇ ᑕᖅᖱᑐᐱᖅ ᐱᖕᒋᐊᕼᓂᕼᐱᓇ.

ᐃᑭᔭᖅᐅᑖᕼᖅ, ᐊᔭᑎᕿᒃᑎᑎᕼᐅᔪᖕ ᐃᖅᑲᓇᐃᔯᒃ ᐃᓕᓴᐃᖅᖅᑐᒃᑕᓯᑯᖕᒃ ᔮᕼᐊ 10-ᒥ 12-ᒍᒃ ᑖᒃᐊ ᑐᕼᐅᒪᖅᔪᖕᒃᓂᕐᒃ ᓄᓇᖑᒥ ᐃᓕᓴᐃᔪᖕᔯᖕᔪᖅᓂᕐᒃᔪᒃ ᐃᓕᓴᐊᕐᒌᒧᒥ ᓄᓇᖑᒥ ᐳᖅᒍᖅᕼᑭᕐᒃ ᐃᓕᓴᐊᕐᒌᐊᓕᓂᕐᒃ ᒪᐃ 2019-ᒍᑦᒥᓄᒃ. ᑖᒃᐊ ᐱᕼᑭᕐᐱᖅᖅᔯᕿᓕᑕᖅᖅᐊᒃᖕᒃ ᑕᕼᐱᔭᕐᑎᓂᕐᒃ ᐅᕼᑕᖁᖅᓂᖅᖱ ᐱᑎᓂᖅᕼᑭᖕᕼᑭᖅᔯᓄᒃ ᓄᓇᖑᒥ ᔯ ᓯᑐᖅᕼᔯᖅᖸᕐᒥ. ᑦᖱᑲᕿᑎᕿᖕᔯᖕᔯ ᓄᑖᓂᕐᒃ ᑕᕼᐱᔭᕐᑎᓂᕐᒃ ᓴᓇᔯᖕᑎᓂᕐᔯ ᐃᓕᓴᐃᖅᖱᕐᓇ ᐊᔭᐃᖕᕼᐅᐱᖅᖕᔭᕼᓱᒍ

during the 2019-2020 school year.

The department continued its "Teach in Nunavut" online advertisement campaign, focusing many of these online ads in Ontario and Saskatchewan this spring, where there was a significant number of educator positions cut. Also, because of these cuts to education in these provinces, the Communications Division directly contacted 220 educators in these provinces via Twitter, encouraging them to apply to teach in Nunavut.

Mr. Chairman, these actions the Department of Education has taken since the release of the OAG's report are only a sampling of the work that is happening to ensure that 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 the Committee Members. *Qujannamiik. Koana*. Thank you. *Merci*.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman and Members of the Standing Committee on Oversight of Government

2019-2020 ᐃᓕᓐᓂᐊᕐᓇᐅᑉ ᐊᕐᕌᒍᐊᓂ.

ᐱᑕᕐᖁᐊᐸᓪᖁᑦ ᑲᔪᔨᐋᓇᒐᑐᑎᐅᖅ ᓄᓇᕘᒥ ᐃᓕᓴᐃᓂᕐᒍᑦ ᑕᒃᑯᐊᓗ ᖃᕋᓴᐅᔭᕐᑎᒍᑦ ᓴᖅᑭᔅᕐᖅᑎᖃᑦᑐᑦ ᐊᓪᑎᐅᓪᒥ ᓴᖅᑯ�3ᐊᓐᓪ ᐅᐱᕐᖓᒃ. ᑖᒪ ᐃᓕᐊᖏᖃᑕᐅᑕᐅᖅᑎᓐᖅᒐᔪ ᐃᓕᓴᐃᐱᖉᓂᑦ ᐊᒻᓗ ᐃᓕᐊᖏᖃᑕᐅᑕᐅᖅᑎᓐᑐᑦ ᐊᖃᑐᖅᓯᓚᖅᓂ ᑖᒃᐋ ᑐᑦᐅᓚᔪᓪᕆᑭᑐᓐᖅᕋᖂᑐᖂᑦ 220-ᓂᑦ ᐊᖃᑐᖅᓯᓚᖅᓂ ᐅᖃᖃᑎᖃᖅᑕᐅᖅᐳᑦ ᐊᔨᐅᖅᑐᐃᓐᑐᓐᒃ ᐃᓕᓴᐃᔭᓪᖁᒐᒋᑭᑐᓐᖅ ᓄᓇᕘᒥ.

ᐃᒃᓯᕚᐅᑕᕐᖅ, ᑖᒃᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᑭᑐᑎᓐᒐᑐᓂ ᑖᒃᑯᓐᖑᓗ ᓴᖅᑭᑕᐅᑕᐅᖅᑎᓐᑐᓂᑐᑦ ᑕᒻᓚᖅᓯᓚᖅᓯᐅᖅᑎᓐᑐᑉ ᐅᓂᖅᑳᓗ ᐱᑕᕐᒥᓕᒐᖅᑐ ᑖᒃᑯᐊ ᓄᓇᕘᒥ ᐳᖅᑐᓂᖅᓴᓂᑐᓐᓗ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐃᓄᖃᐃᑐᓐᓗ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᓪᖁᐊᖅᑐ3ᐅᑎᓐᑐᓂᑐᑦ ᐱᓕᒻᒃᖂᔭᐃᖅᑕᖅᑎᓐᑐᓐᒋᑐᑦ ᑖᒃᑯᓐᖑᓗ ᐳᖅᑐᓂᖅᓯᒐᑭᑐᖅ ᐃᓕᓐᓂᐊᖅᑐᑦᑦᒐᑐᓂ ᐃᖅᑲᓇᐃᔭᕐᖅᓯᔭᖅᑭᐊᑐᑎᓐᑐᓐᑭᑐᑦ. ᓄᓇᕘᒥᑐᑦ ᐱᔭᓪᖁᓂᒃᑭᓂᐊᑭᑐᓐ ᐃᖅᑲᓇᐃᔭᕐᑎᓪᕆᓂᒐᖅ ᐃᖅᑲᓇᐃᔭᖃᐱᑐᑦᑐᓐᒋᑐᑦ ᐊᒻᓗ ᐱᑕᖅᑕᖃᖅᑐᑦ ᓄᓇᕘ ᒐᕙᒪᖁᑎᒋᓪᒐ3 ᐱᑕᖅᑎᖂᕐᒋᑦ ᑕᒃᑯᐊ ᐱᑕᕐᖃᑕᐅᑦᑐ ᑕᒻᒐ ᑲᔪᔨᐋᓇᑐᒋᑐᒍ.

ᐊᒻᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᑭᑐᑉ ᖁᔭᓂᕐᑐᖅ ᑕᒻᓚᖅᓯᓚᖅᓯᐅᐱᑐᒃᑦ ᐊᑖᓇᕐᔨᓂᒐᖅ ᐱᑕᒐᑎᑐᕐᓯᓚᖅᖃᕐᒦ ᐅᓂᕐᒃᖑ ᐊᒻᓗ ᑲᑎᒪᔨᕋᖂᖅᑦᓐᑭᑐᑦ ᑐᓇᖁᓚᕐᑐᑎᑦᑎᓪᒐᕆᖅ. ᑐᓇᖁᓚᖅᑎᑦᑎᐊᑭᑐᖅᐳᑦ ᐊᐱᖅᑯᑎᖉᖃᑐᓐᑭ ᐅᖅᑲᐅᕐᓯᓚᖅᓂᑐ ᑲᑎᒪᔨᕋᖂ. ᖁᔭᓐᓇᒦ. ᖁᐊᓇ. ᓇᑯᓯᑦ. ᒦᔅᐃ.

ᐃᒃᓯᕚᐅᑕᖅ: ᒪ'ᓇ. ᐅᖅᑲᐅᐦᐊᑦᒐᖃᑕᐅᐳᕐᑦ ᐊᒻᒥᕐᐅᓇ. ᐊᐱᖅᑯᑐᐦᐊᑦᒐᑐᖁᕐᖁᑐᓂᒐᓗ ᑲᑎᒪᔭᖑᑎᑐᒋᑦ ᐊᒻᒥᕐᐅᓇᒃ ᖃᐅᔨᒪᐅᑐᕐᓱᐦᐊᒃ. ᑲᑎᒪᑉᐃᖁᒃᑐ3ᖅᑐ ᒪᒃᖂᑎᓐᑭᑐᑦ. ᑖᒪ ᓄᓇᕘ ᐦᐃᓪᒃᑐᖅᑕᖑᑕᖅᑐᒐᑎᓪᒐᑐᓂᒃᑭᑐᑦ. ᒦᑦ ᓱᕕᐊᓚᖅ, ᐱᒐᖂᖓᕆᓚᖅᑦᑭᕐᐅᑎᓐᒐ ᒪ'ᓇ.

ᓱᕕᐊᓚᖅ: ᖁᔭᓐᓇᒦ, ᐃᒃᓯᕚᐅᑕᖅ, ᑲᑎᒪᔭᖅᑖᓂᑐᓐᑭᖂᓗ. ᖃᐅᔨᓴᖅᑕᐅᖅᑎᓐᑐᕆᓚᔭᒐᕐᓂᒃ ᒐᕙᒪᖁᑉ

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. I am the President of Nunavut Arctic College. Here with me is Rebecca Mearns, who is my vice-president. Also listening in as staff is Andrea Spitzer, as well as employees and teachers. 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 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 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 centres and campuses represent our reach into the communities and our invitation to individuals to become learners with us.

I am also 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

ᐊᐅᓚᓂᕐᖁᑎᓄᑦ ᒪᖅᒪᖅᑯᑦ ᓗ ᑭᓇᐅᔭᕐᓂᖅᕈᕐᐱᕐᑦ. ᐊᒃᐊᐅᐱᒋᕐᐳᔪᑦ ᑕᕐᕿᓴᕐᑎᖅ ᐅᖃᐅᔭᕐᖁᓴᐊᔪᑐ ᓄᕕᖅᒦ ᓴᕿᔪᖅᖄᕕᐊᑖ ᐱᓴᒍᔭᐅᑐ ᐱᒃᒍᔾᐊᓄᑦ ᑎᑎᕐᕿᐅᐊᓯ ᖅᑳᐅᐴᕐᖅᑎᑎᓕᐅᑉᕐᕈ ᑲᓇᑕᒥ ᐅᓄᖕᖁᓗᓄᑦ ᐃᑲᔪᕐᖑᑐᐱᓯᖕᕐ ᖅᑦᐁᑎᓂᓪᖅᑎᖅ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᖕᐊᕐᖅᐁᐆ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ. ᐸᐅᓗᓯ ᓱᕕᐅᑐᕐᕈ ᐊᖕᐃᕐᖅᑕᕐᔪᑦ ᓗᑯᖕ ᓄᕙᖅᒦ ᓴᕿᔪᖅᖄᕕᐃᒦ ᑕᕐᕿᓴᒃᑕᑎᕐᔭ ᕆᐱᒃ ᒧᕐᔅ, ᑐᖅᑎᕐᕋ, ᐃᖅᖃᓇᕐᕐᖅᓂᒃᖅᒥᖅᓚᔪᑦ ᑐᖅᓴᑕᐅᐊᖅᑎᒐᖀ ᐊᖁᑐᓪᐊ ᓱᐱᑕᕆ, ᐃᓕᓐᓂᐊᖅᐱᒦᓗ ᐃᖅᖃᓇᐃᔭᖅᐴᒦᓗ, ᐃᓕᑕᐃᔭᕐᑦᓗ ᑐᖅᑕᖅᑕᐳᑦᒦᓄᖁ. ᐃᓕᑕᐃᔾᒪᓕᒦᔭᖅᐱᒦ ᒪᖂᖀ ᐃᖅᖃᓇᐃᔭᖅᑕᕐᕐᖁᑕᐁ ᒍ ᔾᕐᕐ, ᐃᖕᔭᖁᐅᑕᕐᔭᖀ ᓄᕙᖅᒦ ᓴᕿᔪᖅᖄᕐᖅᑕᑐ ᖃᑎᒪᔪᕐᖁᓄᑦ ᐊᑦᓗ ᒥᓂᕐᑕ ᐃᖅᐱᓕᕆᖅᑕᖅᑐᖅ ᓄᕙᖅᒦ ᓴᕿᔪᖅᖄᕐᖅᑕᑐᒦ, ᒥᓂᕐᑕ ᐸᑎᕐᖅ ᓇᑦᓯᖅ.

ᓄᕙᖅᒦ ᓴᕿᔪᖅᖄᕐᖅᑕᑐᖅ ᓴᖅᕿᕐᕐᔭᖅᑐᐱᖅᓕᐱᐳᖅᑦ ᓄᕙᖅᒦ. ᓄᕙᖅᒦ ᐱᖅᒋᐊᖅᑕᐳᒦᖁᕐᕐᖅ ᑐᓂ ᐃᓕᑕᐃᔭᐳᒃᐱᕐᕈᕐᖅᓂ ᓴᕿᔪᖅᖄᕐᖅᑎᕐᑕᕐᕐᔭᖑᒦᒦ ᐊᒋᔾᓂᕐᖅ ᐃᓕᓐᓂᐊᖅᕐᖁᑕᕐᖅᕋᕐᖁᐊᑦ ᑕᒪᐃᑎᒦᑐ 7-ᒦ ᐱᓕᑎᐊᖅᖑᕐᕐ. ᓴᕿᔪᖅᖄᕐᖅᑕᖅᖅᑕᕐᕐᔭᕐᕐ ᐱᖕᕐᕈᕐᖅ ᐃᖅᒍᒐᖅᒦᑎᖅᑦᕋᕐ, ᑳᕐᕐᕐᖅᖅᖅᓄᕐᕐᒦ, ᐊᑦᓗ ᐃᖅᖅᔭᖅᓂ. 22-ᖑᕐ ᓄᕙᓕᓂᕐ ᐃᓕᑕᖅᕐᖅᑎᕐᖑᕐᖁᖀ ᑳᖅᕐᖀ ᐃᓕᑕᖅᖁᐁᖀ ᓴᕿᔪᖅᖄᕐᖅᕐᖀᖂ ᐱᓕᑎᕐᖅᖂᑎᖅᕋᕐᕐᖅᕋᖀᐳᖀ ᓄᕙᓕᓂᕐ ᐊᑦᓗ ᐱᐱᕐᖅᖅᖅᑎᕐᕋᕐᕐᑎᓇᕐᕐᖁᑦ ᐃᓕᓐᓂᐊᖅᕐᖅᑎᑎᐳᐊᓂᖅᖁᖀ ᓴᕿᔪᖅᖄᕐᖅᕐᖀᖁᕐ.

ᐅᐱᒍᓱᒦᖅᕋᕐᕈ ᐅᖃᑐᑦᐳᕐᕐᖅ ᑖᖀ ᓄᕙᖅᒦ ᓴᕿᔪᖅᖄᕐᖅᕐᖀ ᓄᕙᖅᕐ ᐱᓕᑎᖅᑕᐳᐊᕐᕋᕐᕐᖑᕈ ᓴᕿᓕᖁᑦ. ᖅᑳᐅᔭᕐᖅᖅᑕᕐᖀᒪᐊᕐᕐᖁᕐ ᑫᔾᓴᕐᑫᑎᕈᖅᐊᕐᕐᖅᑎᓇ ᐊᔾᕐᕐᖁᕐ ᑎᕐᐳᕐᖁᕐ ᐱᓕᑎᕐᖑᕐᕐᕐᖀᕐᕈᖅ ᐊᕐᖃᓇᕐᕐᔭᑎᓇᕐᕐ ᐃᓕᓐᓂᐊᖅᕐᖅᖁᕐᕐ. ᒫᖕᕐᒧᒪᖅ ᓴᕿᔪᖅᖄᕐᖅᕐ ᐱᓕᑎᖅᑕᐳᐊᕐᕋᖅᕐᖅᑐᖅ ᒦᐊᕐᕐᑎᐳᑦ ᓴᕿᔪᖅᖄᕐᖅᕐᖀᕐᕐᔭᐳᕐᖀᓄᕐ, ᓂᑐᔭᖅᕿᕐ ᕐᕐᖂᐊᕐ ᑕᒪ ᐱᓕᑎᕐᕐ ᐱᖕᕐᕐᖁᑦ ᐱᖕᕐᕐᖁᑕᖅᑐᕐᖅ ᓴᕿᔪᖅᖄᕐᖅᐊᑖ ᖅᑭᕐᖁᑎᖅᓂᓂᕐ ᐊᑐᐊᕐᕐᕐᖁᕐ ᐱᖅᑎᕐᖅᕐᖁᕐᕐᕈ ᐅᖅᐱᕐᕐᖅᖀᒦ ᖅᑳᐅᔭᕐᖅᕐᖂᖅᖅᖅᓄᕐ ᐱᓕᑎᐊᕐᕐᖁᕐ ᐅᐱᔪᖅᕐᖁᕐᖅᑎᓇ ᐃᓕᑐᕐᕐᖅᖀᕐᖀᖅᕐ ᐃᓕᑎᕐᕐᖅᕐᖀᖅᕐᕐᕐᑎᕐ ᐊᔾᕐᕐᖅᖅᖅᖅᕐᖅᑕᕐᖅ ᓴᕿᔪᖅᖄᕐᖅᕐᖀᒦ ᐃᓕᑎᕐᕐᖅᕐᖀᕐᖅᓇᖀᕐ. ᐃᓕᑐᐳᖅᕈᕐᖁᕐ ᓴᕿᔪᖅᖄᕐᖅᕐᖀᕐᕐᔭᖅ ᖅᔄᑐᕐ ᐊᑦᓗ ᑎᐳᖅᕐᕐᖅᖅᕐ ᓴᕿᔪᖅᖄᕐᖅᕐᖀᕐᕐᔭᕐᕐᖅᓇᕐ.

ᓄᕙᖅᒦ ᓴᕿᔪᖅᖄᕐᖅᕐ ᐱᓕᑎᖅᑕᐳᐊᕐᕋᕐᕐᖁᖅ ᓄᕙᖅᕐ ᒪᖃᓕᑎᕐᖅᕐ

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 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

ᐱᑕᓐᔅᐱᕆᔭᕆᒐᓂᑦ ᐱᓗᐊᖅᑐᒥᒃ ᐃᑉᐱᓂᐊᖅᓂᑕᓕᕈᒃᑯᑦ ᐃᓄᓕᕆᔭᒃᑯᑦ. ᐊᑕᐅᑦᓯᒃᑯᑦ ᐱᑕᓐᔅᖃᑦᖃᖃᖅᓯᒪᒐᐳᒃ ᐱᐱᕐᔭᖅᑎᖕᓂᓗ ᐃᓄᓐᓂᐊᖅᑎᓂᓚᓂᓐ ᑕᒫᐃᓄᓂᑦ ᒪᒃᑯᑐᓄᑦ ᐃᓐᓇᐅᖅᑎᓄᑦ ᐃᓄᓐᓂᐊᖅᐱᓚᔭᕆᓂᑦ ᐱᐊᓂᖅᔭᓐᓴᑕᓄᑕᕐᑦ ᐃᓚᐅᓐᔭᑎᓐᓗ ᓄᓇᐳᑦ ᐱᕐᑕᐊᓂᕆᔭᓂᐅᒥ.

ᓇᓗᓇᐃᖅᔨᓚᑦᓄᓂ ᐅᓂᒃᒥᖅ ᐅᓂᒃᒥᓐᐊᕐᒥᖅ ᔭᓐᓚᓂᑦᑕᖅᔪᒍᑦ ᑐᑭᔪᐳᓚᔭᖅ ᐱᑎᐊᕐᓂᓂᒃ ᐊᓂᖄ ᐃᓄᓐᓂᐊᖅᓯᑦ ᐅᔾᒪᓗᖃᑯᔭᖄᓂᑦ ᐊᒥᓘᓂᒃ ᐃᓄᓐᓂᐊᖅᓯᓂᖅ ᐊᔪᐊᓄᐊᐳᔪᕆᓂᓗᓂ. ᐱᐱᕐᔭᐳᑎᑦ ᐃᓄᓐᓂᐊᖅᑎᓄᑦ ᐊᒥᓗᔅᑕᐳᖅ ᒪᓐᔅᑕᐳᖅᓄᐊᓄᑦᓂᒃ ᐃᓄᓐᓂᐊᖅᑎᐳᕆᓚᓯᐊᖅᓂᐊᓐᔪᑦ. ᐊᑕᖃᐊᓂᒍᕋᔅᐳᑦ ᑐᖅᖃᑎᑎᐊᓐᓛᖏᑦ ᑲᑎᓕᓯᕆᓂ ᔭᓐᓚᓯᖅᔭᕐ ᐃᑭᖃᓇᐃᓐᑎᖅᖃᖅᑕᐳᔭᓚᐄᒥᔭᑕᐳᖅ ᑐᖅᐳᓚᔭᓐᓂᓐᔪᕐᐳᖅ ᐱᔭᖃᐳᑎᓂᓗ ᐃᓄᓐᓂᐊᖅᑎᐆᕐᔭᖅᑐᑎᓐᓂᓗ ᓇᓇᐄᖅᔭᓐᓚᖃᓂᓗᓄ. ᑐᖅᖃᑕᓂᓗᓯ ᐊᐳᓚᑎᔭᑎᖃᖅᑕᓄᑦ ᐱᔭᖃᐳᑎᓂ ᓇᓇᔭᖅᖃᖃᖅᑎᓚᓗ ᐊᒥᓗ ᐃᓄᓐᓂᐊᖅᑎᔭᑦᓇᓇᖅᑐᓄᑦ ᓇᓇᖃᑕᒃᕐᔪᑦᔪᑦ. ᐊᖃᔭᖅᔭᓚᐱᓚᐱᓇᕐᒥ ᐱᐊᔭᔅᐊᖅᖃᓇᕐᔭᑦ ᐱᔭᖃᐳᑎᓂᒃ ᐱᑕᓐᔭᐳᓚᔭᓐᔪᖏᑦ ᐊᒥᓗ ᐃᓄᓐᓂᐊᖅᑎᐊᐳᕋᖅᑐᓄᑦ ᓯᖅᐱᔭᖅᑎᑎᓂᓐᔭᕐᒃ. ᖄᐳᕋᔪᓚᔅᐳᑎᐊᕐᔭᓐᔭᑦᓄᑦ ᑐᑭᔪᐳᓚᑕᓐᓄᑎᖄᓗ ᐃᓄᓐᓂᐊᖅᑎᓂᒃ ᐃᑯᔭᖏᖅᔭᑦ ᐱᓚᖃᑕᐳᔭᓚᓐᓴᐳᑎᓐᓄᓗ ᐊᑐᖃᓇᔭᖃᖃᖅᓯᒪᔭᓂᑦᑕᓄᑦ ᓄᓇᐳᒥ. ᐃᑭᖃᓇᐃᓐᓇᖏᑦ ᐱᑕᓐᔅᐱᕆᔭᖅᑯᖅ ᓄᓇᓐᓂ ᐃᓄᓐᓂᐊᖅᖃᐊᓂ ᔭᓐᓚᓂᖅᖃᔭᓂᓄ ᑐᖃᓐᓚᐃᓂᕐᒥ ᐊᒥᓗ ᓄᓇᓐᓂ ᐱᑕᓐᖃᑕᐳᕆᐊᖅᓄᒃ ᐱᖃᑕᐳᔭᑦᓄᕐᓗ ᐃᑯᔭᖅᑕᐳᓂᕐᑕᐳᕐᐊᓂᓄ ᓄᓇᐳᒥᐳᑦ.

ᐅᖅᐳᔭᓂᑦᓗ ᐊᐃᐱᕐᖃᐳ ᖃᓄᐃᑕᐳᑦᑕᐳᕐᔭᖅᔭᐳᖅ ᔭᓐᓚᓂᑦᑕᖅᔪᒍᑦ ᐱᔾᑎᑎᑦᔭᑐ ᐊᑐᖅᑕᐳᐊᓇᖃᓐᓄᓂᒃ ᐃᑯᔭᓂᑐᓯᓐᔭᓂᓐᓗ ᐊᑭᓇᕐ ᐃᓄᓐᓂᐊᖅᑎᓄᑦ. ᐃᑯᕐ ᐊᖅᑎᖃᖅᕙᐳᑦ ᖃᐳᔅᖃᑎᒪᐳᐄ ᖃᓄᐊᑕᐳᖅᑕᖅᑦᔭᓇᕆ ᑲᑦᔭᓄᐊᖅᐳᔭᑦᓗ ᓯᔭᒍᐊᐳᐊᔭᖅ ᑕᒪᓗᒥ ᐊᖏᖅᑎᖄᖅᑎᖃᖅᓄᓗ. ᓯᓐᓗ ᔭᓐᓚᓂᑦᓚᐳᑦ ᖃᖃᕆᐳᓯᐳᑦ ᐃᓄᓐᓂᐊᖅᑎᓄᑦ ᓄᓇᐳᒥᕐᑕᓂ ᐅᖅᐳᑎᓐᓄᕋᖅᔪ ᐃᓄᓐᓂᐊᖅᑎᓂᑦ ᐱᑕᓐᑕᔭᓄᐊᓂᑦ ᐱᔾᒪᔭᓚᔭᓐᓂᒃ ᓄᓇᓂᕐᓂ. ᐊᖃᑕᓂᐊᖅᑕᐳᔭᓚᖅᑕᖅᑕᖅᐳᑦ ᓄᓇᓐᓂ ᖃᓄᖃᑕᖅᑕᖅᖃᓂᓂᒃ ᐃᓄᓐᓂᐊᖅᑎᖅᖃᖏᒃ ᑐᔾᑕᐳᑎᖅᑕᖅᓂᖏᒃᓗ ᓄᓇᖅᓄᒥ ᖃᐳᔅᖃᑕᖅᑎᐳᐊᔭᖅᑐᖅ. ᔭᓐᓚᓂᑦᓚᐳ ᓄᓇᐊᑐᐊᖅᑎᑎᔪᐊᐳᔅᐳᑦ ᑐᖅᖃᕐᓂᓐᒃ ᐃᖅᐊᖅᖃᓇᓚᑎᑦ ᖃᖃᐄᔭᖃᐳᑦᒪᔭᐳᕐᔪᑦᓗ ᐱᖃᑕᖅᑕᐳᔭᓚᔪᒃ ᐊᒥᓗ ᐱᔾᑎᑎᑦᔭᒃᐳ ᐊᒥᓗ ᐃᓄᑦᑐᑦ ᐅᐃᕕᑦᑐᑦ

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 help to build. We are continuously examining our programs and services to ensure that they are meeting the needs of our clients.

We thank the Office of the Auditor General of Canada and their team for their work on this report. I welcome any questions that Members may have. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Following our agenda, the Department of Family Services can now begin. Ms. Niego.

Ms. Niego (interpretation): Thank you, Mr. Chairman. I am Yvonne Niego. (interpretation ends) Here with me today are Family Services Director of Career Development Robert Clift as well as Family Services Executive Director Arijana Haramincic in the gallery.

(interpretation) Thank you, Mr. Chairman and Members of the Standing Committee on

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ᐃᑭᐊᖅᑭᕕᐊᐊᑎᒍᑦ Ćᵃᓇ ᓴᓇᔭᐅᖅᓕᓚᐊ�r�. ᐱᓕᕆᐊᑎᒥᔭᔾᖃᑦᑕᐅᖅ ᐊᖅᑭᕆᐊᖅᐊᖅᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᖃᖅᐅᔾᓯᓕᔾᔨᖕᓄ ᓇᓄᐊᐳᑎᐅᔾᓂᖕ ᖃᖃᐱᑐ SIS. ᓴᓐᑐᖅᓴ�” ᐃᖅᑲᓇᐃᔭᖅᑎᑉᑕᐅᓇᙵᖅ ᐸᓇᐃᕆᖕ ᖃᖅᐅᔭᖓᒥᖕ ᐅᖅᑲᐅᔾᐊᑎᐊᖅᑎᒥᖕ ᐊᒻᒥ ᐊᑐᖅᑕᐅᔾᖃᖅᒃᑐᒥ ᖃᑲᐅᑎᖕ ᐃᑲᔪᖃᖅᔾᔾᖃᖅᓄᑦ ᖅᑲᐅᑐᐊᓂᖕᖕ ᖃᑲᖅᐅᔭᓄᑦᒍᑦ. ᐅᑲᐱᔾᔾᔾᐅᑦ Ćᖃᖃ ᐃᓯᒪᕆᖅᖃᖅ ᐃᓕᓴᖅ ᐱᓯᐊᑐᖅᑕᖅᖃᙵᖅᐅᖕ ᐱᓕᕆᖃᖅ ᐅᓂᖃᖃᐅᑎᖕ ᖃᑲᖅᐅᔭᖅᑐᒍᑦ. ᐅᖅᑲᔭᔾᖔᔾᐅᑦ Ćᖃᖅᖃ ᐱᓕᕆᐊᖅ ᐱᓯᐅᖅᔾᖅᑎᑦᐊᔾᖕᓂ ᐱᓕᕆᖃᖃᖅᐅᔾᖃᓗᒃ. ᐃᓯᒪᑕᐅᐳᖅᐊᖕᐊᖅᓄᖅᑐᒍ ᐸᖃᐅᑐᔪᕝᑐᖕ ᐃᓕᓐᓂᐊᒃᑐᒃᖕ ᐃᖕᖃᖅᓄ. ᐃᖕᖃᖅᖕ ᑎᑎᕋᐅᖕᖃᓇᖅᖅᐅᑦᒍᔾᐊᖕᐊᓇᖕ ᐊᒻᒥ ᐸᖃᖃᐅᑕᐅᖕᓇᖕᖃᖕᓄᖅᔾᖕ.

ᐊᓯᓕ, ᐅᖅᑲᖃᖕᔭᓕᖕ ᓄᓇᖅᒥ ᓴᓐᑐᖅᓴᖕᖕ ᐅᔾᐊᖅᔾᖕᑎᔾᑐᖕ ᐱᒻᒪᐅᔭᐅᖕ ᐱᓕᕆᐊᖅᖃᒐᑎ ᐅᐸᖕᑲᐃᔾᐊᖕᖕ ᓄᓇᖅᒥᖕᓂ ᐃᖅᑲᓇᐃᖅᖃᖕᖕ ᓄᓇᖅᒥ ᐱᖅᖕᐊᕝᐊᖕᓗᖕ. ᑐᖕᑲᓇᖅᖃ ᓰᔾᖕᑐᖃᖅᖕ ᐱᐅᓗᖕᖃᖅᑎᖅᖕᓗᖅ ᐃᑲᔪᖅᔾᑐᐊᖕᖕ ᐃᓕᓐᓂᐊᒃᑎᖕ ᐃᑲᐅᔾᐊᖅᓄᑦᒍᑦ ᓄᐊᖕᖕᓂ ᖃᖃᐅᓖᖕ ᐃᔾᔾᖕᑐᐊᖕᓗᖕᖕ ᖃᓄᐊᖅᖕᑎᐊᖅᑐᖕ ᓄᐊᖅᖕᓂ ᓴᖅᖕᓄᖕ ᐱᐅᓗᐊᖕᖕᖕ. ᐃᑲᔪᖕᖕᓄᑦᒍᑦ ᐱᓯᖅᖕᐊᖕᑲᐅᑦᒐᖕ ᖃᖃᖅᐅᖃᖕᐊᐊᖕᖃᖅᑐᖕ ᖃᐅᖅᖕᐊᖕᐊᖕᑎᐊᖅᒐᖕ ᓄᐊᖕᖕᓂ ᓴᖅᖕᓄᖕ ᐱᐅᓗᐊᖕᖕᖕᓂ. ᐸᔾᕈᖅᐊᑐᖕᓗ ᐱᒥᔭᖕᐊᔾᐊᖕᖕ ᐱᐅᓗᐊᐱᒍᔾᐊᖅᖕᓂᖕ ᐱᔾᕈᖅᐊᑐᖕᖕᓂᖕ.

ᖃᔾᖕᐊᖃᖅᖕᐸᖕ ᑎᑎᕋᖃᐊᖅ ᖃᖃᖅᐅᖅᖕᑎᒪᓄᐊᖕ ᑲᓇᑕᒥ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᓂᖕᓗ ᐱᓕᕆᖕᓄᖕᓗ ᐅᓂᖃᐊᖕᐊᔾᐅᑦ. ᐊᐱᖅᑯᑎᖅᖕᖃᖅᖕᖃᐊᖕᐊᐅᑦ ᑲᖕᒪᓂᖕ ᑭᐅᔾᓕᖕᔾᐊᑐᐊᖃᖕᖕᑐᑦ. ᖃᔾᖕᐊᖕᖕᓂ, ᐃᒃᓯᕙᐅᑕᖕ.

ᐃᒃᓯᕙᐅᑕᖅ: ᖃᔾᖕᐊᖕᖕᓂ, ᒪᖃ. ᑲᖕᒪᖅᔾᓐᑲᕼᐊᔾᐅᑦ ᒪᓄᖕᓄᑦ, ᐃᓄᓕᕆᔨᖕᑯᑦ ᐊᖃᖕᑐᖅᕼᐊᓄᓂᖕᑦ. ᐱᓕᐊᖅᖕᐊᖕᕼᐊᐱᖅᖃᖅ Ĺᖃᖃ ᒥ ᓇᐃᔪ.

ᓇᐃᔪ: Ĺᖃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᖃᖕᖃ ᓇᐃᔪᖕᒐᖕᓂ. (ᑐᖕᔾᖕᐊᑎᔾᓗᖕᖅᑐᖅ) ᐃᓄᓕᕆᖕᖕᑯᑦ ᕼᔾᖕᑦ ᑭᓕᖕᖕ ᑎᕝᕙᖕᖕᖃᖕᑲᖕᖕ ᐊᒻᒥᔾᖕᑐᖅ ᐃᓄᓕᕆᖕᖕᑯᑦ ᑐᑭᒧᐊᖕᑎᖅᖕᖕᓗᖕ, ᐃᐅᓕᐊᖕ ᕼᐃᒪᖃ ᐳᖕᖕᖃᖕᓗᕼᖕᑐᖅ.

(ᑐᖕᔾᖕᐊᑎᖃᖕᐊᑐᖕᖅᑐᖅ) ᖃᔾᖕᐊᖕᖕᓂ, ᑲᖕᒪᑎᖕᑎᖕᖕ ᐃᓕᕆᖅᐅᔭᖕᖕᓗ ᐅᑎᖅᖕᐱᖕᑐᖕᑦ ᑲᖕᒪᕆᖃᖃᖕ

Oversight of Government Operations and Public Accounts, for inviting the Department of Family Services to appear before you today. (interpretation ends) I am pleased to be here discuss the department's commitment to supporting Nunavummiut obtain quality education and training and to discuss the department's response to the Office of the Auditor General of Canada's report on support for high school students and adult learners.

The Department of Family Services is committed to helping students and adult learners achieve their goals and prepare them for future employment opportunities. We do this by offering financial assistance to help offset the costs associated with pursuing post-secondary education or training.

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

ᐱᓐᕿᐊᖏᓱᓕᖃᖕᑎᑐᓄᑦ ᒐᕓᒃᑯᑦ ᐊᐳᒥᓂᖃᖅᑕᖕᑏᓂᖕᓂᖅᑦ ᐲᒃᑐᒥᖃᓕᖕᑕᓗ ᑰᐊᐅᔭᖅᖃᖅᐊᒥᔭᐅᔭᖕᖃᑕᖕᑯᖅ ᖃᐃᓱᖅᒐᔭᖅᑕᖕᖃᑕ ᐃᒪᑕᖕᑎᔭᖕᒋᖕᑎᓂᖅ ᓴᖅᐳᕐᑭᖃᑕᑐᕆᑖᑦ ᐃᓕᕐᔭᑎᖃᖅᓴᖕᑭ ᐅᓴᓗᒋ. (ᑐᖕᓇᑎᓚᖕᓴᑲᖕᑐᖕᖃ) ᓴᔭᑲᐅᑭᑐᖃᖕᒐᑕ ᑎᓚᔭᓱᑐᖃᖅᖃᔭᔪᔭᑐᖕᑖᑦ ᐃᐳᖕᑎᓂᖅᖃᔭᖃᑯᔭᔭᑐᖕᑖᑦ ᐊᑕᔭᑐᓂᔭᓂᖅ ᖃᖅᐳᔭᑐᖕᒋᑐ ᓴᔭᖅᐃᔭᑕᔪᖅ ᐱᓐᒋᑐᖅᑭᖃᓴᖅᑭᓂᑖᑐᑦ ᐊᓐᑭᖕᒋᐃᖕᓴᑭᑕ ᐊᑕᑐᓂᖅᖃᖕᔭᒐᑐᓂ ᓴᖅᐳᑐᖅᑐᕆ ᐅᐃᓴᕋ ᖃᖅᐳᔭᔪᑐᖅ ᐃᐳᔭᖅᖃᑕᔪᖅ ᔭᖃᔭᓂ ᐅᐃᓂᖅ ᖃᕓᒃᑯᒥᑕᔪ.

ᐃᐳᑕᖕᒋᖕᑎᑕ ᐊᖕᑎᖅᑭᓴᑭᔭᖕᓴᖃᑕᖅᑭᐃᓂᖅ ᐊᑕᔭᖃᖅᑎᔭᓂ ᖃᕓᒃᑯᑦ ᖃᐅᓯᖅ ᐃᓂᖅ ᐊᓐᑭᖕᒋᒋᖅᐃᓂᖅ ᔭᖕᓴᖕᑭᑕᖕᓴᖃᖕᑐᑐ ᐃᐳᓂᖅ ᓴᔭᑭᖃᑕᑭᓂ ᑐᖅᑭᖃᑕᔭᓂ ᐊᑕᑭᐱᖃᑕᖃᕆ ᐃᐳᖅᖕᑎᖃᔪ. ᔭᖕᓴᖕᑭᑕ ᑖᖃᕆᖃᖕᒋ ᐊᖕᑭᔭᒋᖕᑎ ᓴᖅᐳᔭᒋ ᐃᐳᔭᖃᑕᔪᑐᔭᖕᒐᑕᖅ ᐃᐳᖅᑎ ᐊᑕᔭᑐᑭᖃᖅᑎᔭᖕᒐᑐ.

ᐊᑭᑐ ᒋᖃᕆ ᒐᖃᔭᑎ ᑎᖅᑭᑎᖃᑕᑭᓂᖕᑎ ᐊᑕᑭᔭᑐᔭᒥᔪᖃᔭ ᖃᖅᐳᔭᑕᔭᓂ ᐃᐳᖅᖃᖅᖃᑕᔪᖕᒐᑕ FANS-ᒐᓴᑭᖃᖅᑕᖅᑭᑭᔭᖅ ᖃᖅᒥ ᔭᖕᑎᖃᔭ ᔭᑐᑭᔭᖃᑕ ᐊᔪᓂᖕᒐᖅ ᐊᖅᐃᔭᖃᕕ ᐃᐳᓂᖅᒐᑐᖕᓴᑕ ᐃᐳᑐᖅᔭᑐᑐᒋ ᔭᔪᖕᒐᖅᑎᖅᑭᑭᔭᑐ. ᐃᐳᑕᖅᒋ ᑖᑭᖕᒋᓂ ᖃᑐᖅᑐᔭᒥᑕᖅᖕᖃᑕᖅᐳᖅ ᖃᑐᖕ ᐃᐳᖅᖃᖕ ᔭᖅᑭᖃᔭᒋ ᐃᐳᖅᖃᑕᔭᖕᒋ ᖕᑎᔭᖕᑭ ᖃᑐᖕᒋᔭᖕ ᐊᑕᔭᖅᑕᖅᑕᑭ ᓴᖕᖃᑕ ᐃᐳᑐᖃᔭ ᔭᖅᑎ ᓴᖅᑭᖃᔭᒐᓂ ᐃᐳᔭᑭ ᔭᖕᒐ ᐃᒋᖅ ᐅᔭᔪᐃᖃᖕᑎᒋᓂᖅᑭᔭᑐᔭᒋ ᑖᐃᓂᖃ ᐅᔭᔪᐃᖃᖅᑐᑎᔭᒐᑭ ᐃᐳᓂᖅᖃᑐᔭᖃᓂ.

ᐃᐳᑕᖅᒋ ᔭᕆᔭᑐᖃᖃᖅᑕᑭ ᑐᖕᒐᖃᕆᓂᖅ ᓚᑭᓴᓂ ᔭᖕᖃᕕᔭᒋᖅᑎᖕᑭ ᔭᑐᔭᑭᖃᖅᓂ ᖃᖅᐳᔭᕐᑎᖃᖃᕆᖅᑕ ᖃᖅᒐ ᑖᑭᖕᖃ ᐃᐳᑐᖅᒋᑎ ᔭᖅᑭᑭᖕᒋᑕᖅ ᔭᑭᑐᖅᖃ ᔭᕆᖃᑕᔭᒋ ᖃᖅᐳᔭᖅᑎᑭᖅ. ᑖᑭᖕᖃ ᔭᑐᔭᑐᖅᑎᑭᑐᑭ ᖃᕕᑭ ᖃᖅᐳᔭᖅᑎᑭ ᐃᐳᖅᑎᑭᖅᖃ ᔭᖕᖃᑕᔭ ᖃᖅᐳᖅᑎᑭᖕᖃᑕᔭ ᔭᖅᑎᓂᖅ ᖃᑕᑭ ᑐᔭᖕᖃᑕᑭᖅᑎᖃᔭ ᑖᑭᖕᖃ ᔭᑐᔭᑐᖅᑎᑭᑐᑭ ᐃᐳᑕᖕᒋᖕᑎ ᐃᖅᑎᖅᖃᔭᖕᒋᓂᒋᑭ ᐃᐳᖅᖃᑕᔭᒐᖕᒐ ᔭᑐᑐᖅᖃᕕᔭᑐᖕ ᐃᖅᖕᑎ ᐃᐳᑭ

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.

(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

ᐊᒻᒪᓗ ᐊᖅᐊᐊᓄᑦ ᑎᑎᕋᖅᐊᖕᕈᓂ ᐊᒻᒪᓗ ᐅᖅᐊᒥᖕᑎᒍᑦ.

ᑕᒻᒪᖅᔭᓛᖅᐴᖅᐳᖅᐅᑉ ᐅᓂᒃᑲᖕᕐᒥ ᐊᑕᐅᓯᖕᒧᐳᖅ ᐊᑐᓛᖅᕋᑦᕋᐅᖅᔭᖕᑮ ᐃᓄᒐᕐᕕᖕᖑᖕ ᐊᑐᖅᑐᓄᖕ ᖅᒪᕐᖔᖕᑦᐊᖅᔭ°ᓗᑎᒍᑦ ᐃᐳᖕᐊ ᐱᓇᐅᐸᐃᑦ ᐃᑲᔪᖕᑎᕐᐴᖅᓴᕐᕋᖕᑐ ᐊᐳᖕᑕᖕᑲᖕᐴᖕᐴᐊᖕ°ᓭᕐᖔᖕ°ᓗᖔᕐᐊᖅᓛᑕ ᐃᖕᐊᐃᑦ ᐃᓴᐊᓯᐊᐳᒪᕐᕋ ᐃᓴᐊᓯᐊᖕᑲᐊᓂᐴᐳᖕᑐ.

ᐅᓂᒃᖔᖕᑎᒍᑦ ᐃᐳᖕᐊ ᐊᖕᑎᑎᖕᑎᕐᐴᐳᐳᐴᖕᑭᖕ ᐊᑐᓛᖕᔭᐅᐃᑦ ᐊᒻᒪᓗ ᐃᒪᐊ ᖅᒪᕐᖕᐊᕐᕐᑐ ᐱᐳᖕᑲᖕᕐᓄᖕ ᐃᑲᔪᖕᑲᖕᑲᖕᐊ. ᐅᖕᓗᒥᕐᑎ ᑎᑎᖕᑐᓗ ᐃᓴᐊᓯᐊᐊᒍ ᖕᑕᐳᐊᓴᑲᖕᕐᑐ ᖅᖕᕋᖕᑎᕐᒥᓇᐊᖕᑭᐳᖕᑭᖕᑲ ᐸᐅᐳᖕᕋᖕᑕᐴᓛᖕᕐᐊ ᐱᕐᐴᑎᕐᐴ°ᓗ ᐱᑕᖕᑭᖕᐊᖕ°ᓄᖕ ᐃᐳᖕᐊ ᖅᒪᕐᖔᖕᐊᑐᐴᖕᐴ ᐃᓴᐊᓯᐊᐳᖕ°ᓗ ᐊᓇᓄᐃᖕᕐᒥᒍᐴ°ᓗᐳᖕᑲ ᐴᕐᕐ ᐃᕐᓗᐴᖕᑎᕐᐴᖕᓄᐴᑕ ᐊᐴᕐᔭᖕᑎᕐᐴᖅᑐᕐ°ᓗ.

(ᐴᕐᔭᐊᖕᐴᑎᖕᑲᖕᑎᕐ°ᓛᑐᖕ) ᐊᕐ°ᐊ ᐱᑎᕐ°ᐊᕐᕐᐴᕐᐳᖕ ᐱᑎᖕᐊᖕᑲᖕᕐᐴᑐ°ᓛᖕ ᐴᖕᐴᖕᑎᕐᐊᖕᐴᖕᑎᖕᑎᕐ°ᑐᖕ ᐃᑲᔪᖕᑐᐊᓇᕐᕐᑎᕐᑲᖕᖕᐊᖕ ᓄᐊᐴᕐᒥ ᐃᑎᖕᐊᖕᐴᖕᑎᖕᐊᖕ ᐃᖕᐊᕐᖕᐴ°ᓗ ᐃᑎᖕᐊᖕᐴᖕᑎᖕᐊᖕ ᐊᓄᐊᕐᖕᑎᐊᐳᖕᑎᖕᐴᖕᑭᐴᖕ°ᓗ ᐸᐅᐳᖕᕋᖕᐊᕐᕐᒥᑕᐴᖕᐴ ᐊᖕᕐᐴᕐᑲᖕᖕᑎᖕᑎᕐᐴᕐᐴᖕ°ᓗᕐ°ᓚᖕᐳᖕ ᐃᐳᖕᐊᕐᑲᖕᖕ°ᐊ ᐃᐳᖕᐊᕐᐴᖕᑎᕐ ᐃᐳᖕᐊᕐᐴᖕᐴᖕ°ᓄᑲᐴᕐᖕᐳᖕ ᐃᐳᖕᐊᕐᐴᖕᑲᖕᖕ°ᓄᖕᐴᖕᑐᖕᐴ.

ᑕ°ᐴ ᐴᖕᐳᖕᑎᖕᑲᖕᐊᖕ ᐊᕐᐊ ᐱᕐᐊᕐᑲᓛᖕᑎᕐᐳᖕᑲᖕ. ᑲᐴᐳᖕᑯᖕ ᖕᐳᐴᑕᖕᐊᖕ ᐊᐸᖕᑲᖕᑲᖕᕐᐴᖕᑎᐴᖕᑐ ᒍᐳᖕᕋᐊᕐᖕᑎᕐ°ᓗ ᐴᖕᕐᖕᐊᐴᖕᑲᖕᐊ ᐱᕐ°ᓗᐴᖕᑲᖕᖔᐊ ᑕᒻᒪᖅᔭᓛᖕᑎᕐᐴᖕᑎᕐᑎᐳᖕᑕᐴᐴᖕ ᑎᑎᖕᑎᖕᐴ ᐱᑎᖕᐴᕐᒍᓄᑕᐊᖕ°ᓄᖕ. (ᐴᖕᕐᖕᐴᐳᖕᐴᖕᐊᖕᑐ) ᒪ°ᓄᕐᐴᐴᖕ, ᐃᑲᔪᐳᖕᑕᖕ.

ᐃᑲᔪᐳᖕᑕᖕ: ᒪ°ᐊ. ᑕᐊᒪ ᑲᐴᖕᐳᖕᑎᖕ°ᓄᐴᖕᕐᐳᖕ ᒪᑎᖕ°ᑐᕐᑕ. ᐴᖕᑐᐊ ᐱᕐᐊᖕᑎᕐᐳᖕᑎᖕᑲᐴᖕᑐᖕ ᐴᖕᐳᖕᑎᖕᑲᖕᕐ ᐊᖕᑎᕐᐴᕐᒪᑕ. ᑕᐊᒪ ᑲᐴᖕᐊᖕᑎᖕᑲᖕᑎᖕᐴ ᐊᐱᖕᑎᖕᑯᐱᐊᕐᑲᖕᐴᖕᑎᕐᐴᖕ ᐊᓄᐊᕐᕐᑎᕐᑎᕐᑲᖕ ᐊᐴᖕᑎᕐᑕᐴᕐᐴᖕ°ᓛᑕ. ᐴᖕᐴ ᒪᑎᖕᐳᑕᐴᖕᑎᕐᐴᖕᑎᖕᑲᖕᖕᑎᖕ ᑲᐴᖕᑎᖕᑲᖕᑕ, ᐊᐱᖕᑎᖕᑯᖕᐴᖕᑎᖕᑎᖕᐴᖕ°ᓗ ᐊᕐᐴᖕᕐᖕ ᐊᓄᐊᕐᕐᑎᖕ°ᑐᖕ. ᐴᐊ ᐅᓂᒃᑕᐊᐴᖕᑕᐴᖕᑎᕐᐴᖕ ᐊᐊᖕᑐᖕᕐᖕᐴᖕᒥᖕᐊᕐ°ᑎᖕᑕᖕᑯᑎᖕᑕᖕ ᐊᖕᑎᐊᕐᐴᖕᑎᖕᑕᐴᖕᖕᑐᖕᑎᐳᐊᕐᖕᑐᖕᐴᖕᐴᖕ°ᓗ ᐴᖕᐴᐴᖕᐴᖕᐴᖕᑲᖕᑕᖕᐴᖕᑎᖕᑐᐴᖕᒍᐴᖕᑕᕐ°ᓗᐴᖕᐴᖕ ᐅᖕᓗᒥ. ᖕᐴᖕᑎᕐᑐᖕᕐ°ᓛᖕᐊᕐᐴᖕᑐᖕ ᐴᖕᐊᕐᐴᖕᑭᐊᖕᑕ 1-ᕐᐳᖕ 15-ᒍᑦ ᒪ°ᓇᐴᕐᖕᑲᑐᖕᑐᖕ 1-ᕐᐳᖕ 4-ᒍᑦ ᐴᖕᐊᕐᐴᖕ. ᐊᐳᖕᕐᖕᐳᖕ ᒪᖔᖕ ᐊᐴᖕᑐᖕᕐᐴᑲᐴᖕ ᐴᑲᐊᖕ ᑲᐴᖕ°ᐳᖕ

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.

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 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 I would note that they were able to and my understanding is the Department of Education in Yukon has been collecting information on graduation rates, so

ᖄᑦᑎᓂᖅᓴᓂ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᒪᕝᐱᒋᕐᒥᑦ 5-ᒥ� 15-ᓗᑦ ᐊᒻᒪ ᐱᖕᒪᕐᑕᐅᑉ ᐱᔾᑐᖅᓱᓗᐊᖅᑐᖅ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᒪᕝᐱᒍᐃᑦ 15-ᒥᑦ 25-ᓗᑦ. (ᑐᑭᓯᑎᒍᒪᑯᖅᓴᖅ) ᒪᕐᑲ ᑕᐅᓪ ᐊᐱᖅᓱᒐᒪᖅᕐᔪᓗᐊᑦ ᑲᑎᒪᔩᑦ. ᒥᔅ ᑕᐅᑐᖕᒥ.

ᑕᐅᑐᖕᒥ: ᒪᕐᑲ, ᐃᖅᔮᖅᐸᑦᖅ. ᐅᓇᑦ ᐊᐱᖅᑯᑎᒋᕐᔭᕐᑦ. ᒡᖅᑐᐊ ᑕᒪᖅᔭᒧᖅᕐᔭᐅᖅᓐᑦ ᑕᐃᑭᓂ ᔾᖅᐊ ᒪᑐᓚᑐᖅᕿᓚᓂ ᖅᐅᔭᓴᔪᐅᒡᒪᑕ ᐃᓐᓂᐊᖅᑎᓂᑦ ᑕᐃᑲᖀᖕᒥᑦ ᐱᒋᕐᐊᖅᑐᖅ ᒥᐸᒐᓂᑦ ᖄᑎᓂᑦ 12 ᑎᑭᖅᓱᒍ. ᑕᐃᒪᓚᖅᕿᐃ ᓄᓇᖅᑦ ᓚᕿᑉᖅᑯᑦ ᐃᓐᑎᐧᖅᐊᕐᔨᕐᐊᖅᕿ ᒡᕐᐊ ᔾᖅᐊᒥ ᖅᖂᖅ ᐊᖅᑭᕈᐊᖅᕿᓚᓂᑭᕐᐃᑦ ᐃᓐᓂᐊᖅᑐᑕᓂᓂᕐᔾᑦ ᖅᖂᐃᑕᖀᓚᓚᖅᕿᑦ. ᐃᑭᕈᑕᐅᑎᐊᕐᕿᐧ ᑉᖅᑐᖅᕐᒥᕐᖅ ᐃᓐᓂᐊᕈᐊᕿᒪᕐᕿ ᑲᓇᑎᒥ ᐅᕈᐅᖅᑕᕐᑐᒥ ᑕᐃᑯᖅᕿ ᐃᓐᓂᐊᕿᑦᒋᕐᐊᕐᓱᑯᕐᖅ? ᖅᑯᖔᒡᕐᖅ, ᐃᖅᔮᖅᐸᑦᖅ.

ᐃᖅᔮᖅᐸᑦᖅ: ᒪᕐᑲ. ᒥᔪ ᑎᔾᖂ.

ᑎᔾᖂ (ᑐᑭᓯᑎᔪᑦ): ᖅᑯᖔᒡᕐᖅ, ᐃᖅᔮᖅᐸᑦᖅ. ᒥᕐᑕ ᒪᑭᕐᔨᓗᑦ.

ᐃᖅᔮᖅᐸᑦᖅ: ᒪᕐᑲ. ᒥᔪ ᒪᑭᕐᔨ.

ᒪᑭᕐᔨ (ᑐᑭᓯᑎᔪᑦ): ᖅᑯᖔᒡᕐᖅ, ᐃᖅᔮᖅᐸᑦᖅ. ᐅᖅᖃᖅᑲᐅᑲᐅᓵᑭᕐᖅ ᑎᑎᕋᖅᐸᔪᑦ ᓵᖅᑭᑎᑎᓚᐅᖅᕿᓚᒪᒐᑕ ᑕᒪᖅᔭᒧᕐᔭᐅᑉᑎᑎᑯᐅᖅᑕᓇᒥᓂ ᐃᓐᓂᐊᖅᑐᑕᓂᓂᕐᒥᑦ ᔾᖅᑐᓂᒥ. ᑕᒪᖅᐊ ᑕᒪᖅᔭᒧᕐᔭᐅᑉᓄᖅᕐᖅ ᑐᑕᖕᓂᑭᑲᑕᐅᖅᕐᔾᖅ ᐊᕐᐃᐊᕐᓂᑐᒐᕐᖅ, ᖅᒥᖅᓇᐅᖅᑕᑭᐅᖅᑐᑦ ᒪᑐᓇᒥ ᐱᕐᔾᐊᑦᔾᐅᖅᔾᐊᕐᖅ ᓇᓄᐃᖅᑕᐅᔾᐊᕐᖅ ᑕᒪᖅᔭᒧᕐᔭᐅᑎᐊᒧᑦ. ᐃᓐᖅᓂᑦ ᓇᓄᐃᑕᐅᖅᑕ ᖅᖅᐅᔭᕐᑎᑭᓂ ᖅᖅᐅᔭᑭᐊᕈᕐᑎᑭᓂᖅ ᐊᖅᕐᔾᑎᑭᒪᑕᐅᖅᒐᓪᒪᑦᑕᑕᑐᖅ ᑐᑭᕈᐊᕈᐊᕐᓂᕐᖅ ᐊᒐᖅᑐᑕᕐᖅ, ᐱᔪᐊᖅᒥᕐᖅ ᐃᓐᓂᐊᖅᐃᑦ ᑭᕐᔾᓇᕐᒪᕐᖅ ᐊᒪᖅᔪ ᓄᓇᖅᖀᖅᖂᑐᑦ ᐃᓐᓂᐊᖅᖀᑦ ᑭᕐᔾᓇᕐᒪᕐᖅ ᓄᓇᖅᖀᖅᖂᒀᖅᑐᒐᕐᑐᓴᓗ ᑭᕐᔾᓇᕐᒪᕐᖅ. ᑕᐃᒪᖅᖀᐃᖅᓇᖅᓂᑕᕐᔾ ᖅᖅᐅᒀᖅ ᑐᑕᖕᓂᑭᑲᑕᐅᖅᑕᑐᒐᕐᖅ ᐱᑎᓂᖔᓪᑦ ᑐᑭᕐᐊᓂᖅᑕᐅᖅᑭᕐᑐᕐᓗᑦ ᕿᔾᒥᖅᓇᕐᑲᕐᑦ ᐊᓗᐊᖔᕐᑎᒐᐅᖅᑎᕐᓗᐊᑕᐅᑦᖅ ᐱᕐᔾᑕᐅᔭᑦ ᐊᒪᖅ ᖅᖂᖅ ᐊᒐᖅᖀᖔᕐᑦ ᒥᕐᖀᖀᖅᔾᖀᖀᖅᑕᐅᒀᓗᖀᕐᑦᖅ.

ᓇᓄᐃᖅᔾᕿᒐᕐᖅᕐ ᔾᖅᐅᓂᒥ ᐃᓐᓂᐊᖅᑐᑕᓂᐧᑦ ᑐᑭᕐᑭᓂᒥᑦ ᑲᑎᖅᕿᐃᕐᒐᖅᕐᔾᒐ ᐃᕿᕐᑐᕐᐧᖅᑕᕐᐊᓂᕐᔾᐊᕐᖅ,

they have an understanding of graduation rates between First Nations students and non-First Nations students. It 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 that they are taking the appropriate action to try to address those challenges.

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. They are introducing 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

Cᐃᒪᵃᖃᒧ ᑐᑭᕐᐊᓂᖅᖅᑐᑦ ᐃᓯᓕᵃᓂᑲᕆᐅᕐᑦ ᐃᖅᐱᓕᐊᑦ ᐊᒻᒪ ᐃᖅᐸᓕᐅᑕᓂᕐᑕᒍᑦ ᖃᓄᑎᒋ ᐊᒍᓕᓂᕐᑎᑎᒪᐧᖕᕐᑦ ᑭᓪᓂᒍ ᐱᕐᐱᑎᖅᖅᑐᑎᖅ ᐃᓯᓕᑭᕐᑲᑦᵃᒥ ᑐᐊᑲᕐᑐ ᐊᑐᓂᑲ ᑐᐊᑲᕐᑲᖅᖅᑐᖅ Cᐃᒪᵃᐅᓕᑲᕐᑲᕐᖅᐸᓴᐅᑲᒍᑦ. ᖃᐅᓯᓴᖅᑲᑕᑲᑲᓂᑲᖃᑲᓂᑕᖅᐸᓂᑲ ᑭᓯᓂᑲ ᐱᕐᐃᑐᖅᖅᑐᑎᖅ ᐊᓯᓕᕐᑎᒍᐊᖅᖅᑲᑲᕐᖅᖕᕐᑦ Cᐃᑲᑕᐊ ᐱᓂᖅᖅᕐᐸᓂᑲᕐᐊᖅᑦ ᐃᖅᐱᓕᑦ ᐊᒻᒪᓕ ᐃᖅᐱᓕᐅᖅᖕᕐᑕᑐᑦ. ᐊᕐᐃᑲᕐᓂᑲᕐᑐ ᐃᒪᐃᒃᓕᐅᐸᑐᖅᐸᓇᓕᒻᑖᕐᑐ ᐊᐸᕐᑲᑐᓂᑲᕐᑲᑲᕐᐱᑲᑐᖅᖅᑐᑦ ᐃᓴᖅᑲᑎᓂᓕᖅ ᐃᖅᐱᑲᐅᐱᓇᓕᐊᑲᕐᑎ ᐃᖅᐱᓕᐅᖅᖕᕐᖃᓕᐊᑲᕐᑎᓇ ᐊᕐᐃᑲᕐᑐᐊᕐᓱᐊᕐᖅᓂᑲᕐ ᐊᒻᒪᓕ ᖃᓂᕐᐳᑎᑕᕐᑲᕐᐅᑲᕐᖅᑲᓂᕐᑲᑐᑦ Cᐃᒪᵃᓇ.

ᖃᓇᖅ ᑭᕐᑲᑲᓂᵃᓂᑲᕐ ᐱᐱᓂᖅᖅᑲᖃᓱᖕᕐᖅ ᑲᓇᑲᐃᖅᕐᑲᑲᓇᑐᒪᑲᖕᕐᑲᕐᖅᐧᑐ ᐊᒻᒪᓕ ᐃᓯᖕᕐᑦ Cᐃᑲᑕᐊ ᐅᖅᐊᐃᑲᑲᕐᑲᑲᑐᖅᖅᒪᐱᓂᕐᐳ ᐃᑎᵃᓇᓕᖅᖅᑐᑲᐱᑐᑲᓂᑲᒧᑦ ᓇᖃᕐᐃᖃᒥ ᐊᒻᒪᓕ Ḻᵃᐊᕐᑐᐱᑐᕐᑲᕐᖅᖅᖃ Cᑲᑲᖅᑲᕐᕐᑐᖅᕐᐅᖅᖅᑐᖅᖕᕐᑐᕐᑕᑐ ᐃᖅᑲᓇᐃᑕᐅᕐᐱᑐᑲᓂᕐᓴᑐᑦ ᑐᑲᑲᓂᑕᕐᓕᒐᕐ ᖃᐅᓂᓕᒪᑎᑲᖅᖃᑲᓂᑲᕐᖅᐸᑐᖅᖅᑐᖅ. Cᑲᑲᑲᑲᑲᒥᑎᑕᒪ 6-ᑲᑲᑲᕐᑐᖅᖅᑕᐊ Ċᕐᑲᓇ Cᑲᑲᑲᑕᓂᑲᒃᒪ ᐱᑎᑲᐊᖅᖃᖅᕐᑲᑐᑦ, ᐃᑲᑐᖅᖃᑲᑲᕐᑲᕐᑐᕐᒧᑦ ᐅᖅᖃᑲᑲᖅᖃᑲᑲᕐᑲᕐᑐᕐᒧᑦ ᐅᕐᕐᑲᖃᕐᕐᑲᓇᑦ ᐃᓄᐃᑲᕐᐱᑐᑲᕐᒧᑦ. Cᐃᒪᵃᓇᖅ ᐃᑲᕐᖃᖅᑲᑲᕐᑲᑕᐅᖅᖅᖃᒪᑲᖅᐸᑲᑐᑦ. Ȧ, ᑐᑲᕐᒐᓇᖅᑐᖃᕐᖅ Cᑲᕐᒐᓇᖅᑐᖅᕐᑐ Cᑲᑲᑕᐊ ᐱᑎᑲᐊᖅᖃᑲᕐᖅᑲᕐᐱᑐᑐᑦ ᐊᑐᖅᖃᑲᕐᖅᖅᖃᒪᑲᓇᖃᕐᓂᖃᒥᖅᒍᑦ ᐃᑐᐅᖅᖃᖅᐊᖅᕐᐱᑐᑲᕐᑕᒪᖕᕐᑲᖅᐸᖕᕐᑐ ᐃᖅᑲᓇᐃᑎᑭᑲᖅᕐᑐᑕᖕᑦᕐᖕᑦᒧᑦ ᐃᖅᑲᓇᐃᑕᐅᖅᐃᑲᑲᕐᑐᕐᑲᕐᑐᑲᕐᑲᖕᕐ ᐱᖕᑲᖅᓂᕐᑐᒍ.

ᑐᑭᑲᐅᐱᓇᓕᕐᓴ Ḻᑎᑲᑐᒍ ᐱᑎᑲ ᐊᖅᑲᓂᑲᖅᑐᑦ ᐸᓂᑲᐅᖅᖅᐸᓂᑲᕐᑐ Cᐃᒪᐃᑐᓇᖕᕐᑐ ᖅᕐᑭᑲᑲᖃᖅᑲᕐᑲᕐᑲᓇᕐᑲᑲᕐᒻᑐᕐᑲᑐ

introduced, I believe, this year for grade 9 students. 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 have 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, but then again, that is in the Northwest Territories and that's not something we specifically audited.

Coming back to your question about 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 have 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 the activities of 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.

ᐃᓕᓴᕐᖑᐃᑦ ᐃᓄᓴᕐᑎᒃᖃᓂᓂᐅᒪᖃᓴᓂᐊᖁᒪᑕ ᖅᑐᑎᓂᒃᖅ 9-ᒥᖅ ᐱᓇᖅᔪᓐᒍ. ᑐᑭᓯᐅᒪᓕᕐᖅ ᒪᒃᑯᒍ ᐊᖏᓐᖁᖔᒻᖅ ᑕᐃᒃᑯᐊ ᐃᓕᓐᓇᐊᖅᑕᐅᖕᐊᖅᖃᓐᒐᓐᒍᖅ ᐃᓕᕐᓐᖁ ᓇᓂᖅᓴᑕᐅᔪᖔᖅᔪᖔᖅ ᐁᓕᒪ ᐃᓕᓴᖅᑕᐅᑦ ᐃᓕᓐᓇᐊᕐᑕᓕᔪᖅᖄᓄᖅ ᑐᓲᖄᓂᖅᔍᖅᑐᖅᖃᖅᓂᒻᒐᖅ. ᑕᒪᓇ ᑐᕐᑐᒥᓇᓛᖄᖅ ᐊᒻᓪᓇ ᐅᓂᖄᕿᑖᓯᖅᑕᐅᔪᖅᖅ ᑕᒻᑯᐊ ᐊᖕᓴᕈᖕᐊᖅᑕᐅᒃᓇᓄᖅᓄᖄᐊᖕᓴᖅᑕᐅᒃᓗᒎᓄᖔ. ᐃᖅᑕᐅᔪᖅᖄ ᑕᒪᓇᖄᐊᖕᓴᖅ ᑕᒪᓐᖅᑕᐅᖓᖔᖅᑖᖅᑐᖅᖄᓂᒃᖅᖄᒻᒐᒐᖅ ᑕᐃᒪᐃᓕᐅᕐᑕᖔᖅ ᑕᒪᓂᒐᖅ.

ᐃᖅᑕᐅᔪᖄᖅ, ᐊᖏᓐᖁᖔᓂᖅᓂᒃ ᐱᖄᕿᓐᖄᖅᑐᓂᒐᖅ ᑖᖒᖅ ᑕᑖᑰᖅᖕᑲᖅᖄᖅ. ᐊᖔᖄᖅᖃᖄᐊᖃᖔᖅᓂᖄ ᐊᖏᖄᓄᖕᖁᖄᓂᒃᖅ ᑕᐃᖅᑯᖄᓂᒻᓯᒃ ᕿᖅᓂᖅᒥ ᐊᖅᖀᖅᑕᐅᓄᐅᑕᐅᒃᑐᓐ. ᖅᖕᓄᓇᖀᖕᓄᖄ, ᐃᖅᑕᐅᔪᖅᖄ.

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 the activities of district education authorities. Given the legislated role of Nunavut's elected district education authorities, they develop policies such as registration, attendance, and the Inuuqatigiitsiarniq Code of Conduct. Why were the activities of district education authorities not included in the audit? That's my final question. Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. You're correct. As we state in our audit, we did not specifically audit the activities of the district education authorities. As they were locally elected officials, we felt that it was more appropriate to focus on the Government of Nunavut departments, in this case in particular the Department of Education.

You had mentioned, for example, they do have a role with respect to attendance policies, and we do note some comments in the report around attendance with respect to the Department of Education that were discussed also in the department's opening statement.

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

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓐ, ᒥᔅ ᑕᐅᑐᖕᒋ. ᑭᒡᕙᓂᓄᑦᑕ ᑐᓵᕐᔾᑎᐅᑉ ᓈᒻᒪ�KᕿᑦKᖏᒃᑲᐅᕐᒋᓕᑦ ᑐᓯᖓ ᑐᓵᖅᑕᐅᑲᐅᒐᖅ ᐃᓄᒃᑑᖅᑐᒧᒡᖏᖓᑦ ᐃᓂᖓ ᑐᓵᖅᐹᖏᕈᑎᒍᒃ ᑐᓵᖅᐅᑲᕐᓪᓂ. (ᑐᓵᕈᑎᒍ) ᑐᓵᕉᕐᕈᑎᓄᒡᐅ ᑳᓂᖅᐊ ᐊᒥᖅᑎᖏᑯᓄᑌᒍᕋᕿᒃ. ᒥᔅ ᑕᐅᑐᖕᒋ.

ᑕᐅᑐᖕᒋ: ᐃᓛᒃ, ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᕈᑎᒍ) ᒪᕝᕚᒡᕿᖅ 3-ᒥ ᐅᓂᖅᑲᑕᓕᐊᖏᓂ ᑌᒪᖅᒥᕘᕘᐅᕈᕐᑎᒌᕈ �́ᕐᓛᖁᐊᓕᑕᖅᑎᕘᕐᑎᕘᒥ ᖃᓄᐃᑕᕘᖁᓄᒡᒐᕿᒃ ᓄᓕᕗᖓ ᐃᓕᖅᓂᐊᖁᒡᑐᓕᐅᕿᑯᕈ ᑲᓂᓕᖏᖅᓂᖅ, ᒪᓂᓕᑐᕘᕐ ᐊᕐᖅᖅᖅᑎᖅᑐᒡᕼᕼᓂᓄᒡᑐᕈ ᓄᓇᐅᕐᒥ ᐃᓕᖅᖅᓂᐊᖁᒡᑐᓕᐅᕿᑯᕈ ᑲᓂᓕᖏᖅ ᖅᖅᑭᕕᐃᓄᑎᑕᖅᕝᕙᕐᕈ ᖅᑐᕐᖁᓄᒃ ᐊᓂᑎᕘᖓᒋᒡᒐᒡ ᑐᖓᕐᓇᓂᐅ ᐅᕘᕿᑎᕐᕼᒃ ᐊᒥᓗ ᐃᓄᖓᖅᓇᑌᕘᕐᖏᕘᑎᒃᒍ ᐊᓂᐊᓂᖁᕘᕈᓂᖁᑌ. ᖃᓄᐃᕘᕈ ᓄᓇᖅᓂ ᐃᓕᖅᓂᐊᖁᒡᑐᓕᐅᕿᑯᕈ ᑲᓂᓕᖏᖅ ᐃᑐᑕᐅᕘᕐᖇᐅᕈᕐᕼᕼᕗᒡᕿᕿᕈ ᑌᒪᖅᒥᕘᕘᐅᕈᕐᕼᕼᕈ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓐ. ᒥᒃ ᒪᑲᓐᓯ.

ᒪᑲᓐᓯ (ᑐᓵᕈᑎᒍ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑌᒪᖅᒥᕘᕘᕘᐅᕈᕐᕼᕼᕈᑕ ᓄᓇᑌᖅ ᐃᓕᖅᓂᐊᖁᒡᑐᓕᐅᕿᑯᕈ ᑲᓂᓕᖏᖅᓂᖅ ᓄᓇᑌᖅ ᓂᕆᐊᖅᑕᕘᖅᖅᑌᕘᖓᖅ ᐱᕘᕐᑎᕘᕐᕘᑌᕗᒡᓂᖅ. ᓴᐧᖅᓕᑯᒡᓕᑌ ᐱᓂᐊᓂᕘᖅᓂᖅᕘᒃ ᑌᒪᖅᒥᕘᕘᕘᐅᕘᒡᑌᖅᖅ. ᑕᐃᕘᒡᐊᕘᑌ ᓄᓇᑌᖅᓄᒡ ᓂᕆᐊᖅᑕᐅᕘᖅᖅᑯᑌ.

ᐅᓗᕘᑕᖅᑲᖅᐳᓕᕃᑌ ᐊᑐᐊᓕᐊᑌ ᒥᕼᕼᓄᑌ, ᐤ, ᐱᑕᓪᖅ ᓂᑌᑕᐅᑎᕘᓐᕼᑕᖅᕘᕾᕨᑌ ᐃᓕᖅᓂᐊᖁᕘᓂᐊᑕᖅᖅᓂᖅ ᑳᕘᑎᑌᒪᖅᕼᕐ, ᐊᒻᓗ ᐃᓕᖅᖅᓂᐊᖁᒡᑐᓕᐅᕿᑯᕈ ᓂᑌᑐᐤᑕᐅᑎᕘᒡᑌᕼᕗᕾᑌᖅᑲ ᓄᓇᑌᖅᕘ ᐃᓕᖅᖅᓂᐊᖁᒡᑐᓕᐅᕿᑯᕈ.

ᑲᓂᓕᖏᖅᓂᑕᖅᑯᒡᐊ ᐊᑐᐃᑌᖑᑕᐅᑌᒡᕼᕼᕼᑌ ᑲᓂᓕᖅᖅᑲᑎᖏᖅᑕᕃᑕᐅᕘᖅᑕᕃᖅᖅᕘ ᓄᓇᑌᖅᓄᒡᐅᕿᕼᕨᑌᑌ

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as well as the coalition representing the district education authorities. We certainly tried to get their input where we could. Thank you.

Chairman (interpretation): Thank you. (interpretation ends) Just to clarify that before we go to the next name on the list, which communities in particular did you visit as part of this audit and which schools? Thank you. Mr. McKenzie.

Mr. McKenzie: We visited seven schools. We made an effort to visit schools in all three regions. We visited the school in Arctic Bay, Kimmirut, Iqaluit, Rankin Inlet, Chesterfield Inlet, Baker Lake, and Kugluktuk. We also visited Cambridge Bay, but that was more to speak to the college given they had a campus there. I should note as well that we met with college officials in Rankin Inlet. There were a couple of other schools that we had identified that we wanted to visit, but for a variety of reasons, whether it was lack of staff or a situation involving the community, made it difficult for us to visit those two communities, so we were unable to visit with them.

I should note as well that during those visits, we met with a wide range of individuals that included, for example, school leaders, so principals and vice-principals, teachers, regional executive directors, DEA representatives; I had it mentioned. We also met with career development officers who work for the Department of Family Services, adult educators, private sector representatives, as well as counsellors or teachers who had been assigned that role in certain schools. I should note that we may have contacted some of those representatives over the phone because they were not necessarily in the communities that we visited, but we reached out to them via telephone. Thank you.

ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕐᒧᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒥᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓐ. (ᑐᓵᔨᑎᒍᑦ) ᓇᓗᓇᐃᑎᐊᕐᓂᐊᕐᒪᑦ ᑭᒍᑦᑎᕐᓗᑖᐅᖲᑎᒋᖅᓂᖓᑦ ᐊᐱᕆᔪᒪᔪᒍᑦ, ᓇᓕᐊᓂᒃᑕᐊ ᓄᓇᓖᑦ ᐳᓛᕆᓯᒪᖅᐱᓯᐅᑦ ᑕᒪᖅᓯᒪᔪᖅᓯᐅᖅᑐᒃ? ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᒪᑭᓐᓯ.

ᒪᑭᓐᓯ (ᑐᓵᔨᑎᒍᑦ): ᐳᓛᕆᐊᕐᕈᑦ 7-ᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᖕᓂ, ᐳᓛᕆᐊᕐᓴᕐᕈᑦ ᓄᓇᐅᑉ ᐊᕙᑐᖅᓯᒪᔪᕐᓕᖕᖕᓂ; ᐃᕉᐊᕐᔪᒃ ᐃᓕᓴᕕᒍᖲᕈᑦ; ᑭᒻᒥᐅᒥ; ᐃᖃᓗᓐᓂ; ᖃᒻᒪᓐᑐᕐᒥ, ᐃᑳᓗᐃᑦᔪᒃ, ᖃᐅᓐᑐᐊᖅ ᐊᒻᒪ ᖅᑐᓗᖅᑐᖅ ᐊᒻᒪᓗ ᐳᓛᕆᐊᕙᓖᕈᑦ ᐃᖃᓗᐅᑦᑕᐅᑎᒍᑦ ᓴᑦᑐᖅᓴᖕᖕᒥᓗᐊᑦᑐᐃᐦᐅᖕᓇᖕᑕ ᓴᑦᑐᖅᓴᖕᖃᖅᑲᑕ ᑕᑯᖅᑐᐋᒪᖅᑭᔾᖃᑕᐅᖅ ᖃᐅᓐᑐᐊᖕᒥᓗᑦᑕᐅᖅ ᓴᑦᑐᖅᓴᖕᖕᓗᓄᑦ ᐳᓛᕆᐊᔫᒻᔪᕈᑦ. ᓕᒃᐳᖅᕋᖕ ᐃᓕᓴᐃᑦ ᓇᓄᐃᒃᔮᒻᖲᕐᕐᓱᖰᐊᖮᕈᑦ ᐳᓛᕆᐊᐲᓗᑦᑕᐅᑎ ᐊᑕᐅᔨᐊᖕᖕᑐᒻᖕ ᐱᕐᕐᓂᖅᖕᑐᑕ ᐃᖅᑲᓇᐃᔮᖅᑎᒐᐊᓵᕐᖮᖕ ᒥᐦᓄᑲᖕ ᐊᒻᒪ ᓄᓇᕐᖮ ᐊᑲᐅᖅᓴᖕᖲᖲᓯᕈᕐᕐᕗᑦ ᐳᓛᕆᐊᒪᒻᐲᕐᓇᖕᖲᔪ ᑕᐃᒃᑕᐊ ᒪᕐᖺᖮ.

ᐳᓛᕆᐊᖃᖕᖲᖕᑑᑕ ᑲᑎᒪᖃᖕᖕᕿᖃᖕᖕᖕᓵᖕᓲᔪᕈᑦ ᐃᓄᖕᐊᕐᖷᖓᒻᖭᓲᖕᓂᖕ. ᐃᓕᓴᐁᑦ ᐊᖕᖲᕐᖮᖃᖕᖕᕐᓐᖮᖕᑕ, ᐃᓕᓴᐄᑦᔨᑦ, ᐊᑖᖅᖲᖅᒪᒣᖕᖕᖓᖕᓯ ᐊᖕᖲᔮᖕᖑᑦᔮᖲᖕᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑖᖓᓗᖲ ᐃᓕᓐᓂᐊᖅᑐᓕᕐᖮᖕᖲᑕ ᑲᑎᒪᔨᕐᖱ ᐊᒻᒪ ᐃᖅᑲᓇᐃᔮᔭᓗᒍ ᐱᖁᑕᖕᐊᖕᑕᑎᖓᖲ ᐃᓕᓴᐃᑖᖲ, ᐃᖕᖲᖲᖮ ᐃᓕᓴᐃᖲᖕ ᐊᒻᒪᓗ ᓇᒻᕐᓂᖃᖕᑕᓂᖕᖲ ᐊᒻᒪ ᑲᑎᒫᖲᖲᔫ ᐃᓕᓴᐃᖲᖕᖲᔫ ᐃᑴᓚᓐᓂᖕᐊᖕᖭᖕᑕᑖᖲᖮᕐᖲᖿᐃᖲ ᐃᓕᓴᖕᖮᖲᑷ. ᐃᓕᓐᕐᖮ ᑭᖭᒍᖕᖮᕐᖮᖲ ᐅᖅᑲᖮᐳᐅᖕᖮᖲᖲᓯᕈᑦ ᐅᖅᑲᖕᑲᖕᖮᖲᖓᕐᓐᖮᖲᖰᑐᖕ ᐳᓛᕆᐊᖕᖲᖕᖮᖲᖳᖲᖲᖲᖮ ᐅᖅᑲᖕᑲᖮᐳᐅᖕᖮᖲ ᐅᖅᑲᖕᖮᖲᖲᓐᑷᖮᖮᐃᖲᖲᓯᖲᖲᖳ ᐃᓕᖕᖮᖲ. ᖁᔭᓐᓇᒦᒃ.

Chairman (interpretation): Thank you. Ms. 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 TV, radio, and who are present here. It's a very interesting topic and an important one.

I guess my first question to start off is: I noted that your report is focused on some of the links between education and employment in Nunavut, but what specific factors prompted your office to focus both on the high school students and adult learners in the same audit? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Mr…I'm sorry. Mr. McKenzie.

Mr. McKenzie: Thank you, Mr. Chairman. There are a number of factors. One, I think, was just the overall importance or significance of the topic and the fact that it has the notion of providing education to children, youth and adult learners, as we note in the first paragraph of our report, is a priority of the current government and has been the priority of previous governments as well.

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 terms of achieving that goal and we saw that high school students were essentially that future supply of employees in the government, and we wanted to know what support was being provided to them to help them transition through high school, achieve their High School Diploma, and move on either into the workforce directly or into

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ᐊᑲᑭᑭᑭ: ᒪᐊ. ᒥᒃ ᐊᑭᓄᑭᑭ.

ᐊᑲᑭᑭᑭ: ᖁᔭᓐᓇᒦᒃ. (ᑐᒃᓯᕌᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ, ᐅᓄᖅᓯᐊᑦ, ᑐ�运᝖ᓯᕆᔾᔪᕆ ᒪᓕᑕᑎᐅᖅᐱᒪᖕᒪᒍ ᐃᓕᖅᒍᔾᑕᒥᒃ. ᑕᑕᐅᔾᖁᑦ ᑕᑯᖀᓯᖅᑐᐃᑦ ᓂᓕᖅᑐᐊᑦᓗ ᑐᓂᖅᓯᕆᔾᔪ. ᑐᖅᑎᓂᖅᑐᐊᒍᒥᒃ ᖃᓄ ᓂᓕᖅᑎᔾ.

ᓯᐳᑕᑕᖅᕙᖅ ᐊᐱᖅᑯᑎ ᐅᓄᖃᑕᐊᒥᖕᓄᑦ ᐅᓇ ᖅᓗᖅ ᑲᓯᖅᔭᒡᒥᖕᒎᕆ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐃᖅᑲᓇᐃᔭᕋᓗ ᖅᑲᐅᔭᖅᔭᒡᒪᑕ. ᑭᔪᑕᑯᖃᖅᓂ ᐱᕐᔪᑎᖅᑭᔾ ᑕᐃᒪᐃᑐᓂᒃ ᖅᑲᐅᔭᕆᓕᖅᓂᖅᐱᔾ ᖅᑯᑎᓂᖅᖁᓂᒃ ᐃᓕᖅᐊᖕᓂᒃ ᐊᒻᒪ ᐃᖕᓗᑐᓄᒃ ᐃᓕᖅᐊᖕᓂᒃ ᐊᑐᖅᔭᒃᔪᒃ ᑕᒡᒪᖅᔭᕐᓯᔾᔪᐅᖅᒪᓂᖅᐱᒐᐃ? ᖅᑯᑕᖕᓂᕕᒃ, ᐃᑲᒃᑫᐅᑕᒃᑭ.

ᐃᑲᒃᑫᐅᑕᒃᑭ: ᒪᐊ. (ᑐᒃᓯᕌᑎᒍᑦ) ᒥᑕ. . . ᒪᒥᐊᓇᒃ. ᒥᑕ ᒪᑭᐊᓯ.

ᒪᑭᐊᓯ (ᑐᒃᓯᕌᑎᒍᑦ): ᖅᑯᑕᖕᓂᕕᒃ, ᐃᑲᒃᑫᐅᑕᒃᑭ. ᐊᑐᖅᔭᐅᕋᖕᑕᒐᒥᒃ ᐱᔭᖅᑎᒃᕐᔪᖕᒍᑦ. ᓯᐳᑕᑕᖅᕙᖅ ᑖᓇ ᐱᓪᓗᐃᑐᓂᖕᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᑕᓂᓂᐅᕐ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑎᑎᖅᐊᖅᓯᖅ ᓯᖂᔾᓄᑦ ᒪᑯᑐᓄᑦ ᐋᓇᖅᑯᑐᓗ. ᑖᓇ ᓯᐳᑕᑕᖅᕙᖅ ᐱᑎᐊᖕᒌᖕᒍᖕ ᐅᓂᖅᑲᑎᐅᒐᓚᑦ ᐅᓪᓗᒥ ᒐᕙᒃᑯᔭᒡᖁᑦᓄᒃ ᓯᐳᓯᑎᓇᐅᓂᒃ ᒐᕙᒪᒃᑯᔭᒡᖁᑦ ᓯᐳᑕᑕᐅᖅᑭᖅᑕᐅᖅᑲᑦᑭᔾᖕᒪᓕ.

ᐃᓇᑕᐅᖅᔭᐅᓂᒥᒐᒡᔫᒍᑦ ᖅᓂᑎᖅᓂᖃᖅᒪᑎᑎᒃ ᑲᓯᖅᔭᒥᓇᖕᖁᑕ ᒐᕙᒪᐅᑕᒃ ᓯᖅᑭᑐᐊᑲᔾᖕᒐᑦ ᐃᖅᑲᓇᐃᔭᕐᔪᖅᑎᑖᕆᐊᖅᑲᑐᖕᒐᑦᑭᖅ ᐃᓄᖕᑎ ᖅᑭᔾᔪᑕᓇᖕᒐᑦ ᒪᓯᓗᑐᑦ ᓄᓇᖃᒑᑎᑕᐅᔭᒃᑕᓂᒃ. ᑕᑯᑕᐅᖅᑕᑦ ᐊᔾᖕᓗᑲᓪᓯᓂᒃ ᓯᑕ ᐱᖅᑕᑕᐅᖅᑲᐊᑲᑲᔾᖕᑭᔾᖁᑕ. ᑕᑯᑕᐅᖅᔪᑐᒃ ᐃᓕᓐᓂᐊᖅᑖᖅ ᖅᑯᑎᓂᖅᖁᓂᖅ ᐃᓕᓐᔭᓕᒃ ᓯᐳᑎᑕᒃᖅᑕᑎᖅᑕᖕᓂᖅ ᐃᖅᑲᓇᐃᔭᕐᖅᑎᓕᖅᖅᓯᔾᖀᖅᑖᐃᑦ ᒐᕙᒃᑯᔭᒡᖁᑕᑦ ᖅᑲᐅᔭᐱᖂᔾᑕᑎᐅᖅᑐᓇᐅᒍ ᖅᓗᖅ ᐃᑲᔾᖅᔪᖅᑕᐅᖄᖅᓯᓚᓂᖕᒐᑦ ᐊᐅᑕᖕᓯᖅᑎᓗᖕᒐᑦ ᖅᑯᑎᓂᖅᖁᒌ ᐃᓕᖅᐊᐊᓗᐃᑦ ᐱᓯᖀᑐᑎᖅᑎᔾᖁᑎᖕᑭᒃ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᔪᓄᒃ ᐊᑐᖅᑌᑎᔾᖁᑭᔾᖁᑎᒃ.

post-secondary.

We were also conscious of the fact that a number of individuals were leaving school without getting a High School Diploma or they may have graduated from high school and still required some additional education either, for example, to get courses they may not have taken in high school in order to get into a post-secondary education program, and also the number of individuals who do not have a High School Diploma according to Statistics Canada, as we note in our report. I think it's in paragraph 60.

There were a number of factors and we didn't want to really treat them as separate; we saw them actually as very much the same part of a continuum. There are people who are in high school now. There are people who are outside of high school but still have goals or objectives for themselves to improve or ladder up, if you will, in terms of their 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 employees for both the government but also the private sector, for example, in the mining 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.

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

Ms. Angnakak: Thank you. Thank you for your response. My next question is to the Department of Education.

The Auditor General's report focused on a number of factors that impact the department's ability to support high school students in transitioning to post-secondary education. Does the department feel if there

ᖁᐅᕐᓗᑕᐅᓯᒪᔪᑦᑕᑦ ᖃᕐᓱᒥᓚᓈᖅᐸᐊᖅ ᐃᓕᓴᐃᒥ ᐊᓂᖅᑕᑦᖁᑦᑕ ᐱᔭᓅᑐᓈᓯᑦᓅᑦ. ᖁᑕᑎᓂᑦᓯᒥᑦ ᐱᔭᓈᖅᐳᔾᓯᑐᐊᖅᑐᑦ ᐃᓕᒪᓂᐊᑕᓈᓂᐊᑦᑭᔭᐃᔪᓕᑕ ᖁᑕᑎᓂᑦᓯᒥ ᐃᓕᓴᐊᖁᓈᖅᑎᒪᓄ. ᓱᓚᑐᖅᓱᖅᐊᔪᑐᓈᖅᓱᑲᐅᓈᔪᒦᑐᓂ ᐃᓕᓴᑲᓈᓂᐊᑦᖄᖅᖃᑦᖅᓱᒪᓅᓚᓯ. ᖃᕐᓱᒥᓚᓈᖅᐸᐊᖅ ᐱᔭᓅᑐᑦᓱᒪᓈᖅᒥᑦᑕᑦ ᑲᓇᑕᒥ ᕿᓅᑎᓯᓄᑕᑲᖅᑏᑭᓂ ᑎᑎᕐᓱᒪᓚᖅᑭᑦ ᒪᓅᑐᕐᑦ.

ᖃᕐᓱᒥᓈᓈᓯᐱᔭᖅ ᐱᔾᕐᑎᖅᑲᓅᑐᖅᑐᐊᑦ. ᐃᓅᖅᑯᓂᑐᑎᓅᑲᔾᓅᒐᓚᑕᕆᐊᖅᕆᓚᑎ ᑕᖅᖃᓂᓱᐃᖄᖃᔾᑐᔭᖅᑕᐅᕆᑦ ᑕᐃᑯᑕᐊ ᒫᓇ ᖁᑕᑎᓂᑦᓯᒥ ᐃᓕᓴᔭᐃᑦ ᐊᒥᓚ ᐃᓕᓴᒐᓈᖅᓱᒥᓚᔭᐃᑦ. ᑕᐃᒦᓯᓯᐊᓈᓯ ᐊᒦᒐᐃᑦ ᑐᓴᓂᖅᖅᑎᓯᕐᑲᓚᑐᐊᖅᑐᑦ ᐱᐅᔾᕝᓕᑐᑲᕐᓈᓂᔾ ᐃᓴᐊᓯᐊᖅᓱᓈᑦ ᐱᔨᓅᐳᔾᓯᑐᐅᕝᓅᒪ ᑕᐃᑯᑕᐊ ᐃᔫᑦᐊᕐᑦ ᖁᕆᖅᐳᐊᑕᐊᑦᑭᓂᓯᓂᖅᑲᖅ ᓯᐲᑕᐅᐅᓂᑕᐅᕆᔪᒥᓚᑦ ᐃᓕᓴᐃᖅᓄᓂᑐ ᑕᓅᑯᑕᐊ ᐃᖅᐃᑦ ᕿᐅᒐᑐᐃᖅᓈᐊᐃᑦ ᓯᖄᖅᓂᖅᖄᓂ ᐃᖅᖃᑲᐅᔭᐅᓈᔪᖅᖅᐳᓚᑦ ᓚᖅᖃᖅᓈᓂᑦ ᐊᒥᓚᓂ ᖄᑕᓂᖅᖃᑲᐅᑐᓚᑐᓯ ᑕᖅᖃᓂ ᐅᔾᖅᓂᓈᖅᑐᓂᓅᓂ ᐊᔪᖅᓈᓚᑕᕐᓅᓂ. ᐱᐅᔾᕝᓕᑐᑲᕐᓈᓯᑐ ᑕᖅᖃᑦ ᐊᑐᐳᑎᒥ ᖃᕐᓱᕆᐊᕆᓚ ᐊᔾᓂᖅᖃᕐᑐᑐᐊᑦ ᐃᓕᓴᑐᐊᖅᑐᑦ. ᖁᕝᓅᓚᖅ.

ᐃᐳᕐᐸᐳᑕᖅ: ᓄᐊ. ᒻᓯ ᐊᖁᓚᖅᖅ.

ᐊᖁᓚᖅᖅ (ᐳᓅᖽᐸᑐᔭᑦ): ᖁᕝᓈᓚᖅ. ᖁᕝᓈᓚᖅᑦᑎᓯᑐᖅᑕᐅᖅ ᕿᐅᖅᓱᑎᐊᖅᓯᓅᑦ. ᕿᐅᔾᖅᑕᖅ ᐊᐱᖅᖄᑎᓚ ᐃᓕᓴᐊᖁᑐᓚᖽᖅᐳᐊᖅᑦ.

ᑕᕐᓚᖅᓅᓚᑐᔭᖅᐳᖅᑎᐳᖽ ᐅᓂᖅᖃᓚᐊᓈᓂᑦᖅᑦ ᑕᐊᒪ ᐊᑐᐳᓚᐳᓈᖅᓱᑐᒦᓈᖅ ᐱᔾᖅᑎᖅᖄᑐᑦ ᖁᐅᕐᓱᑲᐊᖅᐳᓚᓅᓚᑦᑕᑦ ᐃᓅᓂᐊᖅᑐᓚᑕᕆᒃᑐᕐ ᐃᐳᔭᖅᔪᒐᖃᖅᐊᖅᖅᓚᖃᑦ ᐃᓕᓴᐊᖅᑎᓈᖅᑎᓅ ᓯᓅᑐᖅᓱᕐᐸᓚᑕᐊᖅᓱᔾᖅᑎᓯᓄᓅᑦ ᐃᓕᓴᐊᐃᐳᑐᓚᕐᑦᔨᓅᑯᐅᓂᑕᐅᓈᑦᑕᑦ. ᐃᓕᓴᐊᖁᑐᓚᖽᖅᑯᓚᖁᑲᐊ

were any factors that weren't addressed in the Auditor General's report that you feel should have been? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. It was comprehensive and, as we prepared in our opening, we are moving forward with addressing the recommendations. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Ms. Angnakak, maybe you want to rephrase the question. Ms. Angnakak.

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 post-secondary education. Does the department feel that 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.

Chairman (interpretation): Thank you. (interpretation ends) I hope that is a bit clearer. Ms. MacMillan.

Ms. MacMillan (interpretation): Thank you. (interpretation ends) 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,

ᑕᒪᖅᔭᒐᔮᒡᔭᐅᖅᑎᓄᐃ ᖅᑭᕐᔭᕽᐅᐊᓈᕐᒋᑐᓂᑐᒃ ᐱ�́ᕿᐅᑐᔪᔭᓇᖅᑐᓂ ᐱᑕᖅᖃᖃᓂᓇ◌? ᖅᑯᖷᓈᒻᖃ, ᐃᖃᕆᐊᐅᑖᖅ.

ᐃᖃᕆᐊᐅᑕᖅ: ᒪᐁᓇ. ᒥᔅ ᒪᖕᒐᓇ.

ᒪᖕᒐᓇ (ᑐᖽᐱᑎᒍᔅ): ᖅᑯᖷᓈᒻᖃ, ᐃᖃᕆᐊᐅᑖᖅ. ᐃᖃᕆᐊᐅᑖᖅ, ᒑᖃ ◌ᑕᖅᖁᖽᔭᒡᒥᒐᐅᖅᑐᖅ ᑕᐁᒪᖃ ᒪᑐᐃᖅᔭᒍᑎᓂ ᐅᖃᖅᖃᖅᐅᒪᐃᒪᐃ ᔦᖬᒡᖅᖤᓈᒻᖤᒻ◌ᐁᖁᒍᑦ ◌ᑐᓂᖅᑯᖤᓇ◌ᐋᖃᖤᒻᒋᑦ ᑑᒡᐊ ᒪᓂᖼᖃᖤᐋ◌ᐁᖁ◌ᐊᑏ. ᖅᑯᖷᓈᒻᖃ, ᐃᖃᕆᐊᐅᑖᖅ.

ᐃᖃᕆᐊᐅᑕᖅ: ᒪᐁᓇ. (ᑐᖽᐱᑎᒍᔅ) ᒥᔅ ◌ᖃᓈᖃᖅ, ᐅᖃᖃᓈᒻᖁᓈᖮᐁᐃᑐ ◌ᑕᐁᖅᖁᖤᑲ. ᒥᔅ ◌ᖃᓈᖃᖅ.

◌ᖃᓈᖃᖅ (ᑐᖽᐱᑎᒍᔅ): ᐃᒪᐃᓇᒪᐁᖿᖤᖅᐊᒻᖤᒐᓇ. ᑕᒪᖅᔭᒐᔮᒡᐅᖅᑎᐁ ᐅᓂᖃ◌ᐁᖿᖤᓂᖭᒻ ᐅᖅᖤᐅᔽᖃᓝᖤ ◌ᑕᐅᔭᐅᖽᐁᒻᕼᓇᖄᖮᒻᒐ, ᐃᓇᐋᓇ◌ᖅᑐᓇᖽᖤᒻᒍ ᐃᖤᔽᒍᖃ◌ᐁᒻ◌ᖁᓝᒻᖁᑦ ᐃᓝᖃ◌ᐁᐋᔭᖄ◌ᖔᒐ ᐃᓝᐃᐋᔭᖔᒻ ᔮᓪᖤᒻᖿᖤᖓᓪᒻᖮᖅᖤᓈᒍᖤᔅ. ᐃᓇᐋᓇ◌ᖅᑐᓇᖽᖤᒻᒍ ᐃᔽᒪᖃᖔᔅ ᑑᒡᐊ ◌ᑕᔭᖸᖆᓇᖅᖤᒻᑐᖅ ᐱᖽᔭᑎᖽᖭᖃᖅᖤᒻᖁ◌ᖾ ᖅᖤᐅᔮᖅᖤᒻᐅᒻᒐᓝᖤᓈᐁᔭᖃᖅᖤᒻᒐᓝᔽᖤᒐ◌ᖅᐅᓈᔭ◌◌ᖔᖱ ᑕᒪᖅᔭᒐᔮᒡᐅᖅᑎᓄᐃ ᖅᖤᐅᔮᖅᖤᒻᐅᓇᖽᖤᒐᓝᖤᒻ? ᖅᑯᖷᓈᒻᖃ, ᐃᖃᕆᐊᐅᑖᖅ.

ᐃᖃᕆᐊᐅᑕᖅ: ᒪᐁᓇ. (ᑐᖽᐱᑎᒍᔅ) ᑐᖁᔭᒪᖅᖿᖃ◌ᖭᖤᓇᖅᖤᒻᑐᖅ. ᒥᔅ ᒪᖕᒐᓇ.

ᒪᖕᒐᓇ: ᖅᑯᖷᓈᒻᖃ. (ᑐᖽᐱᑎᒍᔅ) ᖅᑯᖷᓈᒻᖃ, ᐃᖃᕆᐊᐅᑖᖅ. ◌ᑕᖱᖤᓝᔾᒻ ᐃᓝᖃᖤᔽᒻᖮᒻᒐ ᐃᓇᐋᓇ◌ᖅᑐᓇᖽᖤᒻᒍᓝᖤ ᐃᖤᔽᖃᔾᖿᖤᖃᖀᖤ ◌ᑕᐅᖿᖤᖼᖤᒻᐊᑎᖤᓝᒻ ᐃᓇᐋᓇ◌ᖅᑎᖤᒍᑎᓇᖽᔅ ᖅᑯᑎᓇᖅᖾᒻ ᐃᓇᐋᓇ◌ᐁᐋᔭᖔᖤᖮᖤᒻᑐᖤᔅ ᐱᓝᐋᖅᑐᖤᔅ. ᑑᖱᖃ ◌ᑕᖤᖅᖑᔭᖄ◌ᖱ ᐱ◌ᓝᒍ ◌ᖃᖅᖿᔭᖔᖤᔅ ᓇᒻᖮᖱ ᐃᓇᐋᓇ◌ᖅᖤᖩᖤ◌ᓈᖤᔅ ◌ᑕᐅᖽᖤᑎᖩᔭᓝᖤ ᐃᖅᖱᖃᓇᐃᔾᖤᖕᖮᖤᒻ ᖱᑲᖽᔭᕼᖤ◌ᓈ ᐃᖤᔽᖃᖿᖤᖃᖤᖱᖃ◌ᖅᑐᐁ ᖅᑯᑎᓇᖅᖿᖃᒻ ᐃᓝᖃᖤᖾᖤᑎᖿᖤᒻᑎ◌ᐁᖤᓝᖤ ◌ᑕᐅᖽᖤᖕᖤᖔᖤᖮᖤᒻᖱᖤᔅ ᐃᖅᖿᖃᓇᐃᖸᖮᖤ ᑖᖽᖪᖱᖤᔾᒻ◌ᑲᖮ◌ᖃᖅ

including cooperative experiences, hands-on learning, and continuing to expand in that area. It was a valid area to be examined. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Ms. Angnakak, I will just try to phrase this a bit differently. The things that were included in the scope of the audit, is there anything that maybe should have been included that wasn't, let's say for example, the DEA function or maybe the effects of language in the school or language use? Is there anything from the Department of Education's perspective that would have provided a more complete 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, and our partners with Nunavut Arctic College. 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 programs 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 Nunavut Arctic College as well basically the same question; 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 post-secondary education or employment. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr.

ᑲᑐᔾᐋᓂᕐᓛᒧ�excᓂᒃ ᐃᓕᓐᓂᐊᕿᐊᕈᓯᖃᑦᑕᕐᓗᒍ. ᑖᓐᓇ ᓴᖅᑭᓪᓚᖃᐅᐳ᝷ᓯᓂᑦᒃ ᖃᐅᔨᓴᖅᑕᐅᔪᓂᐊᖃᐅᐳᕐᓛᑦ ᑕᒫᓐᓇ. ᖁᔭᓐᓇᒦᒃ, ᐃ�']ᐊᐳᑖᖅ.

ᐃᑦᓯᕙᐅᑕᖅ: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅ ᐊᖓᖅᑲᖅ, ᐊᔾᔨᒋ�╗ᑖᕐᓗᒍᑦ ᐊᐱᕆᓗ╗ᖕᒌᖅᐃ. ᑕᕋᑕᓂ ᖃᐅᔨᓴᖅᑕᐅᑕᐅᖅᑑᐊᑦ ᑕᑲᒫᕐᒑ╗ᒍᑦ ᑕᕋᑕᓂ ᖃᐅᔨᓴᖅᑕᐅᕐᐊᑦᒪᒑᓂᐅᕿᖅᑑᓄᐊᖅᒑ ᐱᔪᐃᕐᒃᓲᓂᕐᒌ? ᐅᒡᑐᓐᑎᓗ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᐱᖅᑯᑦ ᑲᑎᒪᔾᖅᑎᑦ ᐊ�|ᑎᓂᖅᑦ ᐅᕿᓗᐊᖅᒑᑦ ᐅᖅᑲᐳᔾᑦ ᖃᓄᐃᑦᒍᑦ ᐊᑐᖅᑕᐅᐸᐸᑦ ᐊᑐᓴᖅᑕᑦᒋᓇᖅᒋᒌᑦ ᐃᓕᓴᐃᐳᑦ ᐃᓗᐊᓂ. ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᑯᑦᒌ ᑕᑲᒫᖅᑕᖅᒃᒍᑦ ᐃᓗᐃᑦᑐᓂᖅᓯᒌᑦ ᑕᑲᒫᒌᖅᒍᐊᓗᓂᖅᑎᑎᓂᔾᑐᓇᕐᒍᐊᖅᒌᑦ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᒌ? ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᖃᐅᔨᒪᓪᓗᑕ ᐃᓕᓐᓂᐊᖅᓯᓂᖅᑦ ᓯᕿᔾᖅᒍᑎᑦᑦ ᓴᖅᑭᑕᐅᖅᑕᑕᖅᒌᑦ ᐊᔾᔾᒑᒌᕐᑕᓗᓂᑦ ᐊᐳᑕᑎᖅᒃᑕᐅᖅᒑᓂᑦ ᑲᑐᔾᖅᑲᑎᒌᒃᔭᒌᓂᑦ ᐱᖅᑲᑕᐅᑦᒍᓂᒃ ᓄᓇᑕᓂ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᑯᑦ ᑲᑎᒪᔾᖅᑎᑦ, ᐃᓕᓐᓂᐊᖅᑏᑯᑎᒌᑦ, ᖅᑐᖅᒥᒌᑦ ᐊᒻᒪ ᓯᓇᑐᖅᒍᒑᑦᒥᕐᑕᑲᐃᑦ. ᑕᕋᒌᒒᑕᐃ ᖅᒉᖅᒾᔾᐳᑦᑎᔾᒉᓂᓂᖅᐸᑦ ᐃᓕᓐᓂᐊᖅᑐᑎᑦ ᑕᑲᒫᖅᑕᐅᑦᒋᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᒌᓄᑎᑦ ᑮᓇᐅᔾᕐᑕᓗ ᑕᑲᒫᖅᑕᐅᒌᖅᒑᑦᒥᒃ ᓴᖅᑭᖅᑕᐅᔾᖅᑎᓂᐊᔾᑦ ᐃᓯᒪᒌᓐᓗᑦ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᒑᑎᑦᓂᑦ. (ᑐᓵᔨᒪᔾᒑᖅᑐᑕᖅ) ᖁᔭᓐᓇᒦᒃ.

ᐃᑦᓯᕙᐅᑕᖅ: ᐅᕝ. ᒪ'ᓇ. ᒥᔅ ᐊᖓᖅᑲᖅ.

ᐊᖓᖅᑲᖅ: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐊᐱᕆᒍᒪᔾᕙᖕᒑ ᓯᓇᑐᖅᒃᓯᕙᒃ ᑕᐃᒪᒃᑦᒥᐊᓂᑦ ᐊᕐᓚᖅᒃᐸᓐᑕᑐ ᓯᓇᑐᖅᒃᓯᖅᒋᒾᑦ ᐱᔾᑎᐊᓂᖅᒾᑖᐳᑎᔾᒑᖅᑐᓂᑎ ᐱᓇᖕᒥᔾᒋᐳᑎᔾᒑᖅᑐᓂᑎ ᖃᐅᔨᓴᕐᒋᖅᓂᑦᑦ ᐱᑕᖅᑲᑎᖅᒾᓂᖅᒾᔾᐳᑦᒃᒑᐃ ᐃᑲᔾᖅᑐᖅᔭᒒᑎᖅᒃᑕᑕᖕᒾᖅᑐᑕᖅᓂᑦ ᐋᓇᒍᑎᖅ ᐃᓕᖅᑕᑕᑕᖅᑦ ᓯᓇᑐᖅᒃᓯᖅᒃᒉᒃᐊᔾᐳᑦᒃᓂᓂᖕᓄᕐᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.

ᐃᑦᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔾᑐ

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, the college, Education, and Family Services, are collaborating more closely and better when we're trying to answer certain things. We try to respond in a tripartite way. Maybe that could have been better looked at on how the three parties could work together more. We can think of all sorts of things together. Maybe there is a way to make it so that we work more closely together. It's better now where we can basically give out the same answer on a topic. I hope that was clear. Thank you, Mr. Chairman.

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

Ms. Angnakak (interpretation): Many of us want to ask questions, so I'll take a break for now and ask another question later.

Chairman (interpretation): Thank you. I'm sure you will have another opportunity. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman, and good afternoon. My first question is for the Department of Education.

Earlier the auditor's department stated that they visited seven communities, and I know we have 25 communities in Nunavut with over 40 schools. Do you feel that the auditor's report was representative of Nunavut as a whole? Like the findings that they found in these seven communities, is this common throughout Nunavut? Thank

ᓯᕕᒐᖅ.

ᓯᕕᒐᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕚᐅᑕᖅ. ᑕᒃᑯᐊ ᑕᐃᔅᓯᐅᖅᑳᕐᒪᑕ ᐊᒃᓱᕐᑎᑕᐅᖅ ᑲᑐᔾᔨᖃᑎᒌᑦᓕᒃᑲᖅᑐᑦ ᓯᓕᑖᒥᐊᒃᔪᐊᑦ ᓯᓕᑐᖅᓴᔅᔭᐅᒥ ᐅᖂᔫᖑᑦ ᒐᕙᒪᒃᑯᓂ. ᐃᓪᖐᓴᖂᑦᑕᐅᖅ ᐊᑐᑎᖃᖅᑕᒃᑲᕐᒪᑕ ᐱᓇᑎᐊᖅᓯᑦ ᐅᖂᔫᖂᓄᑦ ᐱᓇᑎᐊᓄᖂᓯᓇᐊᕐᓄᑦ. ᐆᖀᖃᐃ ᐃᓯᒪᒥᔭᐅᖃᓐᓂᕿᖂᓇᕿᔭᖅᑐᖅ ᓯᔪᒐᑎᐊᓂ. ᒫᓇ ᐃᓯᒥᒍᖃᑕᐊᑦᑎᒍ, ᐊᑦᑕᔾᖂᑦ ᒫᓂ ᖃᓄᑐᖅᑎᑦᓂᕐᑎᓂ ᐋᖅᑭᐊᖅᒪᒥᓐᓴᐅᑕᕐᒪᔪᑕᐅᖅ ᐱᖂᑭᖂᑐᑦ, ᓯᓕᑐᖅᓴᔅᒥ ᐃᓇᐊᑦᓇᑎᓚᔾᖂᓂ ᐃᓄᑎᓇᔾᖂᑐᓄ. ᐊᑐᓂ ᑭᐅᓇᔾᖂᓐᕐᑐᑦ ᐊᑕᐅᓯᔭᖂᑦ ᐊᑕᖅᑎᓂᖅᓴᐅᔪᕐᑖ ᑭᐅᓇᔾᖂᓂᖅᓴᐅᖅᓴᑦᑕ. ᖃᓄᖅᑕ ᖅᒉᔭᔅᑕᖅᖂᓂᕐᖂᓇᖅᑐᓇᐅᕇ, ᐃᓇᖃᓇᒥᑎᑦᑕᐊᖂᕐᑐᒃ ᐱᓇᔪᒥᓃ ᒪᔪᑕᐋᓇᑦ ᐃᓯᒥᒃᓇᔾᖂᖅᑕᐊᔅᑕᐊᑕᔾᖂᓂ. ᖁᕙᔪᓯᔭᖅᑐᖂᐅᖅᓇᑎᐊᑦᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕚᐅᑕᖅ.

ᐃᒃᓯᕚᐅᑕᖅ: ᒫᓇ. ᒥᔅ ᐊᖅᓇᒃᒃᖅ.

ᐊᖅᓇᒃᒃᖅ: ᐅᑭᕆᐊᒥᐊᓇᒥᒐᑎᓕᔭᖅᓇ: ᐊᒥᕐᖂᓈ ᐊᐱᖅᒥᒐᑎᔪᑦ? ᐊᒥᕐᔪᑖᑦ ᑕᐃᒪᒃᐅᔾᐊᖂᖅᑐᔾᖂᓇ. ᑕᐃᒪᒃᐅᔾᖂᓇᑦᓇᑦᓇᖂᓇ.

ᐃᒃᓯᕚᐅᑕᖅ: ᒫᓇ. ᐱᕕᖃᖅᖂᓇᖂᔾᖂᓯᖂᓇᔾᖂᑐᑏᑦ ᓇᓄᓇᖅᑎᔾᑐᖅ. ᒥᔅ ᕈᒻᐳᑦ.

ᕈᒻᐳᑦ (ᑐᓴᖂᑎᔾᖂᔪᖂᒃ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕚᐅᑕᖅ, ᐅᔾᓄᑭᖅᒃᔾᖂ. ᓯᔪᖂᑦᓇᖅᑭᖅ ᐊᐱᖅᑯᑎᒐ ᑐᖂᖅᑐᖅ ᐃᓇᔾᓯᓇᔾᖂᑐᓯᓇᔾᖂᑎᐊᖂᓄᑦ.

ᐅᐊᑎᐊᔾᖅᖂᐅᔭᖅ ᖃᐅᔭᖅᑎᔾᖂᐊᑦ ᑎᑎᖂᖂᓇ ᐅᖅᖅᖂᐊᑐᑦᒪᑕ ᐳᓇᖂᑐᒥᓇ ᑎᖂᓐᐅᔾᖂᖂᑎᖅᑐᖂᑦ ᓄᓇᓇᖅᓇᓄᑦ. ᖃᐅᔭᓇᔾᖂᓇ 25-ᒧᓐᓕᑕ ᓄᓇᓇᖂᑦ ᓄᓇᖂᒥ 40 ᐅᖂᓈᓯᖂᓇ ᐃᓇᔾᖂᓇᔅᓇᖅᑐᖅᑐᓐᖂ. ᐊᒥᕐᓇᔅ ᖃᐅᔭᖅᑎᔾᖂᐊᑦ ᐅᖅᖂᓄ ᓄᓇᔪᑎᒐ ᑕᑯᖂᓇᒪᒃᔨᔾᖂᔅᔾᓇᖂᕐᖂᓇᑕ? ᖃᐅᔭᖅᓇᓐᔾᓇᖅ ᑎᖂᓐᐅᔾᖂᓇᔾᖅᑎᐊᖅᑐᑐᐋᖂᓇᔾᑦ ᓄᓇᓇᖂᓯ ᐊᔾᔨᑎᐊᖂᖂᑦ ᓄᓇᖂᒥ? ᖁᔭᓐᓇᒦᒃ,

you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Nunavut communities are very diverse. There are some commonalities. However, of course it would have been beneficial to be able to visit each one of our schools and communities given the language dialect differences, our communities and our learners, and the differentiation. Yes, it would have been beneficial to visit all of our communities and our schools. *Qujannamiik*, Mr. Chairman.

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

Mr. Rumbolt: Thank you. I think, in any audit, it would be very difficult to visit every community in Nunavut. We are very spread out and it would be very difficult for the Auditor General's office to visit every community in such an audit.

My next question will be for the Auditor General's office. In paragraph 89 of your report you indicated that in a couple of high schools you examined, there were dedicated classrooms for adult learners. Did your audit also examine community learning centres and, if so, in which communities? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. In the course of our community visits, we did visit community learning centres, but it was really more as part of our focus on the adult learners. In maybe one or two communities that position may have been vacant, so we weren't able to actually go to the community

ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᓄᓇᕗᑦ ᓄᓇᓕᖏᑦ ᐊᔾᔨᒌᖖᒋᑦᑐᑎᐊᓗᒍᐊᑦ, ᐊᔾᔨᒌᓗᒍᑦᑲᕝᓗᒍᐊᑦ ᐃᓕᓐᓂᖅᓴᐅᔪᑦ, ᐃᓪᓗᖅ ᐊᑐᓂᖅᑐᖅᓱᑦᑲᑎᐅᒃᕝᓯᑐᐊᕐᕝᖅ ᐃᓕᓴᐃᓕᑦ ᐳᓕᕆᐊᖅᑕᐅᒐᓱᖅᑲᑕ, ᓄᓇᓕᑦᓪᓗ ᐅᖃᐅᓯᖏᑦ ᐊᔾᔨᑦᑎᐊᖅᒥᓕᑦᑐᖅᔪᑕᐅᖓᒻᒥᓕᑦᑦᑲᐅᖅ ᓄᓇᖅᑎᑦᑎᑎᖓ ᐃᓕᓴᔾᖅᑕᐅᔾᒥᓗ ᐊᔾᔨᖏᓄᑉ. ᐃ, ᐊ�.ᑎᖅᑲᖅᖅᑐᒥᖅ ᐳᓕᕆᐊᖅᑕᐅᒍᐊᖅᑲᐅᑐ ᓄᓇᓕᑦᑐᓪᑲᔾᖅ ᐃᓕᓴᐃᖅᑎᓕᔾᐅᓕᗱ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅᑕ ᕐᒧᐴᑦ.

ᕐᒧᐴᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᓇᒥᑐᐃᓐᓇᖅᑎᒡᖅ ᖅᑲᐅᔭᓴᒧᐊᕐᒧᓂᒥ ᓄᓇᕗᑦᒥᓱᕐᓗᒻᒧ ᓄᓇᓕᑦᓯᖅᓯᕐᕝᑎᒡ ᐳᓕᕐᕋᔭᕐᕝᑎᒡ ᐱᓯᓂᐊᑐᕝᐊᓗᖅ ᐅᖖᓗᔿᖏᔾᔪᓪᒪ. ᓄᓇᓕᑦᓂᖀᓕᖅ ᖅᑲᐅᔭᓴᖅᑕᐅᑉᐊᓯᐸᐅᓗᐊᑦ.

ᑕᐃᔾᖀᓇ ᖄᓯᖖᖁᓴᖏ 89 ᐊ.ᓯᐅᑎᓯᐴ ᓇᓄᓯᐃᖅᕐᓯᓚᓯᒪᑦ ᒪᖒᖅᒃᖅ ᖅᑲᑎᖅᓯᖅᖀᒡᖅᒃᕝ ᐃᓕᓴᐊᖅᖀᕝ ᖅᑲᐅᔭᓴᖅᑕᐅᒃᕝᖖᔾᖅᒃᕝ ᐊᒻᒪ ᐃᓅᖅᒃᖅᑎᖅᑎᖅᕝ ᐃᖅᑲᕐᖀ ᐃᓕᓴᖅᔾᖅ. ᖅᑲᐅᔭᓴᖅᑎᕝᔪᓚᖁ ᐃᖅᑲᐃ ᐃᓕᓴᖖᕐᖀᕝ ᖅᖀᖅᔿᖅᓯᓂᐊᖅᔾ, ᐃᖅᒧᖏᖅᖄᖅᖁ ᖀᖖᐊᖀᕝ ᓄᓇᖀᐊᖀᕝ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅᑕ ᒪᑭᓐᓯ.

ᒪᑭᓐᓯ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᐃᔾᖀᓇ ᓄᓇᖀᖀᖅ ᐳᓚᕐᕐᑎᑦᓗᑕ, ᐳᓚᕐᖅᑐᐃᐊᖀᕝ ᐳᓚᕐᕐᑎᐊᑦᑲᖅ ᐃᖖᐊᐃᑦ ᐃᓕᓴᖖᕐᖀᐊᖀᖅ ᐃᖖᐊᓯᖀᕝ ᐃᓕᓴᖏᖀᕝ ᖅᖀᖅᖁᖅᖖᔾᖅᔿᑐ. ᒪᖒᖅᒃᖀᕝ ᓄᓇᖀᖀᖀᖀᕝ ᐃᖖᐊᓯᖀᕝ ᐃᓕᓴᐃᔾᖖᖀᖅᔿᖖᒻᕐᖁᓕᕐᖁᒻᕐᖁᖁ ᐅᕝᕐᕐᑎᖖᖀᖀᖀᖀᖀ ᑕᐃᖅᖀᖀᖀᖀᖀᖖᖁᖁ.

learning centre *per se*, but it was really more not so much to assess those facilities but really more as a means of meeting the individuals that work there.

The one takeaway, the one observation that I would suggest or make was that it was certainly space was an issue in terms of the number of programs that the college offers, but they're limited in terms of the space that they can offer those in. I guess that would be one observation that we had. It was just the ability of the college to meet that need to 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 educators and as part of the adult basic education part of the audit. Thank you.

Chairman (interpretation): Thank you. Following 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 Yukon, and obviously we're different from them. We have more Inuit in Nunavut and Yukon has a smaller Inuit population, and that is where the difference is.

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

ᖃᐅᔨᓴᕐᓕᕆᑎᕆᐊᖅᑐᕋᑕ ᑕᐃᑲᑯᓂᖕᒍ ᐃᓄᖏᑦ ᐃᓕᓴᖕᕿᕐᓂᖕᓂᒃ, ᐃᓕᓴᕐᔾᖕᒎᓂᖕᒃ ᑲᑎᖃᑎᖃᕿᐊᖅᑐᕃᒃᔪᔪᑦ.

ᐊᒻᒪᓪᓗᑕᐅᖅ ᑕᑯᔾᖕᕆᓱ ᐅᖃᐅᔨᓯᒪᓗᒍ ᐃᓴᖕᓱᖕ ᑖᒦ ᐊᓯᒃᓗᖕᐊᖕᒥᔮᔾᕃᖕᔾᖕ, ᐃᓕᖕᓂᐊᕐᑦᓐᖕᔾᕿ ᑕᑯᖕᔾᖕᕃᖕ ᓴᕐᓂᑐᖕᓱᖕᖕᒃᐅᕃᖕ ᐊᑐᐃᖕᖕᐅᐃᑎᕿᖕᓂ, ᖕᒃᔾᐊᓂ ᐃᓴᖕᔾᖕᕆ ᑞᖕᐱᔪ ᐱᑯᓂᐅᐊᖕᔾᖕᕃᔾᕃᖕ. ᑌᖕᖕ ᑕᑯᔾᖕᕃᖕ ᐃᓕᖕᓕᖕ. ᔾᓕᖕᖕᒃᓱᖕᖕᒃ ᐃᓕᖕᓂᐊᕐᑦᖕᓲᕃᖕᐊᕆᔾᕃᖕᔾᖕ ᐃᓴᖕᖕᕃᓕᖕᖕᔾᕿᐊᕆᖕᒃ ᐱᑯᓂᐅᐊᖕᔾᖕᕃᖕᖕᑕᖕ.

ᐳᖕᑎᐊᕐᓂᕃᓱᖕᖕᑕᖕ ᐃᖕᖕᖕᓴᖕᑯᖕ ᐃᓕᖕᓕᖕᓱᖕ ᑕᑯᖕᒃᑐᖕᖕᕃᖕᔾᕃᖕᔾᕃ, ᐃᖕᖕᖕᕃᖕ ᐃᓕᖕᔾᕃᖕᔾᖕᕃ ᖃᐅᔾᖕᕃᖕᔾᖕᒎ. ᖕᒃᔾᕿᖕᕆᖕ.

ᐃᖕᕿᔾᕃᐅᑕᖕ: ᒫᖕ. ᐊᖕᔾᑯᖕᖕᕃᖕ ᒪᖕᖕᖕᖕᕃᖕ, ᕿᖕ ᖕᑯᕃᖕ.

ᖕᑯᕃᖕ: ᖕᒃᔾᕿᖕᕆᖕ, ᐃᖕᕿᔾᕃᐅᑕᖕ. ᒎᖕᖕᑕᖕᖕᖕᒃᓐᕃᖕ ᑐᖕᕃᖕᔾᖕᑎᐊᕃᓐᑎ ᑕᖕᔾᖕᑎᐊᖕ ᑖᖕᖕᖕᑯᖕᑎᕃᐃᖕᖕᖕᖕᕃᖕ ᑞᖕᑯᖕ ᑕᖕᔾᕆᖕ.

ᑖᐃᒪᐃᓕᖕ ᑖᓱᖕ ᖕᐅᐊᖕᖕ ᖃᐅᔾᕃᖕᕿᖕᑎᕃ ᐊᕿᔾᐅᖕᖕᕃᕃᖕᒎᖕ ᐅᖕᑎᐃᖕᖕᖕᖕ. ᒪᖕᕃᖕᐅᖕᕃᖕᑎᕃᖕᑎᖕ ᐊᕿᖕᖕᑯᖕᕃᖕᖕᖕᐅᑦᖕ ᑕᐅᐲᖕ ᕃᖕᖕᖕ ᖃᖕᓕᐃᖕᖕᓱᐃᖕᖕᒃᖕᖕᕃᖕ ᐊᕃᖕᖕᖕᖕᕃᔾᕃᖕᖕᕃᖕᑎᕃ ᕃᖕᖕᕃᒪᖕ. ᐃᖕᖕᖕ ᐊᕿᔾᖕᖕᖕᕃᖕᑎᕃᖕᐅᑦᖕ ᑖᓱᖕ ᖕᐅᐊᖕᑎᖕᕿᖕ, ᕃᖕᖕᕃ ᑕᐅᐲᖕ ᖕᖕᕃᖕᖕᖕᑎᕿᖕᕃᖕᕃ ᑕᖕᖕᕃ ᐊᕃᖕᖕᖕᖕᕃᖕᖕᕃᖕ.

ᑖᐃᒪ ᐊᕿᔾᖕᑎᕃᖕᖕᕃᖕᕃᖕᕃᖕᑕᖕᕃᖕ ᑞᖕᑯᖕᖕ ᕿᖕᕃᔾᖕᖕᕃᖕᑎᖕᓱᖕ ᖃᖕᑎ ᐃᒪᖕᖕᐃᖕᖕᕃᖕᕃᖕ ᖕᖕᓱᖕᐅᐃᖕᖕᖕᖕᕃᕿᖕᖕᖕᕃᖕᖕ, ᐃᖕᕿᔾᕃᐅᑕᖕ. (ᒎᖕᔾᖕᑎᖕ) ᖃᐅᔾᕃᖕᕿ ᐃᖕᕃᖕᔾᕃᐃᖕᕃᖕᑦᖕ ᐊᖕᖕᑕᑖᐅᔾᖕᖕ ᖕᑯᖕᖕᖕᖕᕃᖕ ᐃᓕᖕᓂᐊᕐᑦᖕᓱᖕ ᐃᖕᖕᑯᖕ ᐃᖕᖕᕃᖕᖕ ᐃᓕᖕᓂᐊᕐᑦᖕᒪᕃ ᖕᖕᒎᖕᖕᔾᕃᖕᖕᑕᖕ ᒪᑖᖕᕃ ᔾᕃᖕᖕᖕᕃᖕᖕᕃᖕᑯ ᖕᑯᖕᖕᖕᖕᖕᕃᖕ ᐃᓕᖕᓂᐊᕐᑦᖕᒪᖕ ᑖᓱᖕ ᕿᖕᐅᑕᐅᖕᖕᕃᖕᖕᖕᕃᖕᒃᖕ ᐃᖕᖕᖕᖕᐃᕃᖕᖕ ᐱᖕᒎ. ᖕᖕᓱᐃᖕᖕᕃ ᑖᖕ ᖃᐅᔾᕃᖕᕿ ᐅᖕᖕᔾᕃᖕᒃᖕᐅᐃᖕᖕᑎᖕ ᑞᖕᑯ ᐃᓕᖕᓂᐊᕐᓱᖕᕿᖕ ᑕᖕᖕᖕᕃᖕᒪᖕ ᒎᖕᖕᖕᖕᐅᑕᕃᖕ ᐃᖕᖕᖕᖕᕃᐃᖕᕃᖕ ᐃᖕᑎᐅᑎᖕᑎᖕᖕᕃᖕᖕᖕ ᑖᓱᖕ

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 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 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

ᐃᓕᓐᖁᓯᐳᖅᑯᑦ ᐅᕐᖁᔪᖓᑦ ᓄᓇᒥᖅᑲᑦᑭᓯᓂᖅ, ᑭᐅᐅᖅᓴᐅᐨᓄᖅ ᒫᓗ ᐊᖕᔪᓇᕐᖁᓄᒃᑦ ᐊᒻᓗ ᖃᑭᔫᑦ ᐅᕐᖁᔪᖓᑦ ᐊᒪᓄᖓᐅᐨᓄᖕᔪᑦ ᐱᐱᖃᐳᖓᐃᓂᖓᒃ_ᔪᖓᑦ? (ᑐᖁᐱᐸᔪᖃᓐᔪᑦᖅ) ᖁᐃᓇᐂᖅ, ᐃᑭᓇᐦᐅᑦᖅ.

ᐃᑭᓇᐦᐅᑦᖅ: ᐂᓇ. ᒥᑦᑲ ᒪᑲᓐᔨ.

ᒪᑲᓐᔨ (ᑐᖁᐱᐸᓐᔪᑦᖅ): ᖁᐃᓇᐂᖅ, ᐃᑭᓇᐦᐅᑦᖅ. ᑕᒪᔪᒡᒥᖃᓐᐃ ᑕᒻᕐᖁᑦ ᖅᑎᖃᐃᑎᒪᐦᔨᖅᑐᑦ ᐃᓐᓐᓂᖅᕙᕐᒪᒃ ᐃᓕᓐᖁᑎᔪᑐᐦᖅᕐᒃ ᐊᒻᓗ ᖁᐅᐅᔪᕐᖁᐅᖃᐨᓄᒃᒃ, ᒪᖃᐳᖁᐅᔪᓄᑦᖃᒃ ᐊᒻᓗ ᑕᑲᓐᖃᖁᐃᒍᒡ ᐃᓐᓐᔪᖁᕦᓇᓐᖁᖃᖅ, ᑕᖃᐂᕐᓭ ᐃᓇᐦᑦᖅ ᖃᑉᕕᔪᐃᕐᖃ 56-ᒥ ᑕᖃᓇᔪᐊᖁᐦᑦᖁᑦ ᐃᓐᓐᔪᖁᕦᓐᖃᐃᖅᔪᖁᑦ ᐊᔪᐃᐦᐂᐅᐦᑎᖃᐨᓄᒃ ᐃᓐᓐᔪᖁᐦᑎᓄᒃ ᑕᒪᖁᕐᖁ ᑕᖃᓇᐸᐅᖅᖁᑦᒃᖅ. ᑕᒻᕐᖁᑦ ᐃᓐᓐᔪᖁᕐᖁᕝᐧᐃ ᑐᖃᓐᖁᑦᖃ ᐃᓐᓐᔪᖁᕐᖁᑎᓄᒃ ᐸᕝᖃᐳᑕᐅᔪᓐᓇᖅᖁᑦ ᐃᓐᓐᔪᖁᒃᖁᖃᕝᒃᖅ ᐃᓐᓐᔪᖁᐊᐳᑕᐅᐧᑦ. ᑕᐂᓕ ᑕᐃᖃᐅᖅᖁᑦᔪᑦ ᐃᓐᓐᔪᖁᕐᖁᒃᕙᖁ ᑕᐂᓕᐂᑐᖃᒃ ᐃᓐᓐᔪᖁᕐᖁᑎᖃᐧᖃᑐᕐᓯᐅᐃᖅᕙᖅᑐᖅ, ᐅᒃᑐᐱᐨᖃᒍ ᐃᓐᓐᔪᖁᕐᖁᑎᔪᑐᖅᕐᒃ ᖁᐂᐦᓯᕐᔪᑐᖅᕐᖁ_ᔪ, ᐃᒃᔪᑕᐅᐨᖅ, ᖃᕝᑕᐅᐨᖅ, ᐃᖅᔪᓯᐦᐂᖅ, ᐱᑎᓗᖅᖁᐊᖅᕐᐂᖅ, ᒥᖅᕐᐂᖅ.

ᑕᐂᓕ ᐊᕐᖃᑎᐂᖅᑕᐅᖅ ᐃᓐᓐᔪᖁᐂᐨᖅᖁᑕᑲᐅᖅᔪᑦ ᑭᓐᓗ ᐳᓕᖅᑐᑎᓇᖅᖅ, ᐅᖅᑎᓐᖃᖅ, ᑕᐂᖁ ᐃᖅᕙᓇᐃᐦᖁᐳᒃᑕ ᑐᖃᐨᖅᔪᑦ. ᑐᖁᐱᐨᖁᐦᐂᑕᑕᐅᖅᕐᑕ ᐃᓐᓐᔪᖁᕐᖁᑎᖅᕙ ᖁᐱᐃᐳᖁᐃᐂᖅᔪᓄᒃᖁᐅᒃ ᐃᓐᓐᔪᖁᑎᔪᐧᐨᖅᐅᐦᑕᓄᖅᑲ ᖁᖅᕐᐂ ᐱᐨᕙᓐᐅᔪᐃᕝᒃ ᓇᓂ_ᔨᐨᑕᖁᐂᖅᑎᓄᒃ. ᑕᐂᖁ ᐃᓐᑎᐦᑐᐂᓐᔪᖅᖁᐧ_ᔪ ᐃᐨᐂᖁᐃ ᐃᓐᓐᔪᖁᕐᖁᑐᖅᖁᐦᑎᑐᕐᖁᐦ_ᔪᐊᐧᐨᑐᓇᔪᖅᖅ, ᐸᕐᐊᓂ ᐳᐂᖅᑐᑎᓇᕝᐅᔪᐨᖅ ᑲᕝᕐᕝᐂᖅᖁᒃᕐᒃ ᑕᐨᐂ ᐊᕝᐃᐨᐨᖁᐃᓄᕝᓇ ᓄᐂᖅᕐᐂᓇ ᐱᑎᓇᐃᔪᕝᒃᖅ ᐊᒻᓗ ᐳᐂᖅᑐᑎᓇᕝᐨᐂᐂᐨᐂᖅᕐᐂᖅ.

ᐊᒻᓗ ᑕᐃᖃᐅᖅᒥᓇᑕ ᑕᒻᕐᖁᑦ ᐃᓐᓐᔪᖁᕐᖁᑎᓄᒃ ᐊᔪᐃᐦᐂᐅᐦᑎᖁᐂᐅᖅᖅᑐᑦ ᐃᓐᓐᔪᖁᑎᔪᐦᑦᖁᑦ ᑕᐃᓕ ᖁᐱᐃᐦᕝᐅᐦᑐᐂᐧᐨᖅ_ᔪᖅ ᐳᖅᑐᓇᖅᕦ_ᔪ ᐃᓐᓐᔪᖁᐊᕭᐳᑎᑦ ᖃᖕᐨ ᐳᖅᔪᐧᐨᑲᖅᕐᐂᕝᐂᖅᕐᖁᒃ ᐊᒻᓗ ᖃᓄᐃᑕᐅᐳᑕᐅᐧᐨᐂᖅᖅᑐᑦ

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.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I also thank you for that response. I'll reiterate that those who are not necessarily in school, unilingual Inuit had a lot of education and they have more knowledge than some of us in harvesting, in treatment of animals or sewing, and so on. They had a lot of learning experience.

(interpretation ends) Again to the Auditor General of Canada, on page 2 of your report, paragraph 9 states, "Citizens whose education is limited face fewer opportunities for jobs and civic participation." Can you clarify what you mean by "civic participation" in the context of Nunavut society? (interpretation) Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. "Civic participation," when I reflect on that word, I wonder if we did enough to put it in plain language, but really it's some people who may not have sufficient literacy skills can be hesitant or…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

ᐃᓕᓐᓂᐊᕐᕕᐣ ᐱᖅᑯᓯᖅᑐᓕᒫᖃᖅᐳᑎᕐ ᐃᓕᓐᓂᐊᖅᑎᓄᕐ ᐃᒪᓐᓇᑐᐃᓐᓇᐅᑕᐅᖅᒪᒥᒧᕐ. ᐃᒪᓐᓇ ᐃᖅᑲᓇᐅᔭᖅᑭᕐᖦᓂᖠᖅᑐᒻᑲᐅᐅᖅᑎᒧᖅᕐ, ᑭᓯᐊᓂ ᐃᓕᖅᑯᔭᖅᑭᖅᒧᕐᕐᑕᐅᖅ ᑕᐊᐃᒪᓇᕐᑎᐊᖅᕐ ᓇᓚᕐᖠᖅᕐ ᐱᔪᓪᓇᐳᔪᓄᕐ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᖤᖢᖤᖠᖃᖅᑖᖅᓄᕐ ᐃᒪᓐᓇ ᐊᔾᑎᖅᑭᖤᐊᖅᑯᖤᖠᓄᕐᕐ, ᐱᐊᖅᑭᔮᖦᖠᖤᑯᖤᓄᕐ ᑖᖤᐊ ᐃᓕᓐᓂᐊᖅᒪᖤᕐᑎᖠᕐᑎ ᐃᓕᓐᓂᐊᐅᕝᕐᖤᖠᕐ. ᖤᑯᖤᖢᖤᖠᖦᕝᖤ, ᐃᖤᕆᐅᐊᖤ.

ᐃᖤᕆᐅᐊᖤ: ᒪᖤ. ᒣᖤ ᖤᑯᐊᖤ.

ᖤᑯᐊᖤ: ᖤᑯᖤᖢᖤ, ᐃᖤᕆᐅᐊᖤ. ᖤᑯᖤᖢᖤᖠᖤ ᖤᖤᑱᖤᖤ ᐱᐅᖤᖠᖤ. ᐃᖤᖤ ᐅᖤᖤᖠ ᐅᖤᖤᖤᖤᐊᖤᖤᐅᖤᖤᖤᖤᖤᖠᐊᖤᖤ ᑖᐊᖤ ᑕᖤᖤᐊ ᐃᓕᓐᓂᐊᖤᐊᖤᖤᖤᖤᐊᖤᖤᖤᖤᖤᐊᖤ ᐃᖤᖤᖠᖤᖤ ᖤᖤᖤᖤᖤᖤᖤᖤᖤᖤᖤᐊᖤᖤ ᑕᖤᖤᐊ ᐃᓕᓐᓂᐊᖤᖤᖤᖤᖤᖤᖠᖤᖤᖤᖤ ᖤᖤᐊᖤᖤᖤᖤᖤᖤᖤ, ᐃᖤᖤᖤ ᐅᖤᖤᖠᖤᖤ ᖤᖤᐊᖤᖤᖤᖤᖤᖤᐊᖤ ᐊᖤᖤᖤᖤᖤᖤᖤ, ᓂᖤᖤᖤᖤᖤᖤᖠᖤ, ᒣᖤᖤᖤᖤᖤ, ᓂᖤᖤᐊᖤᖤᐊᖤ. ᑕᖤᖤᐊᖤᖤᑱᐅᖤ ᐃᓕᓐᓂᐊᖤᐊᖤᖤᖤᖤᖠᖤᖠᖤ ᖤᖤᖠᖠᖤᖤᐊᖤᖤᖤ.

(ᑐᖠᖤᖤᑎᖤᖤ) ᖤᖤᖤᖠᖤᖠᖤᖠᖤᖤᖤᖤᖤ ᒪᖤᖠᖤ 2-ᒣ ᐅᖤᖤᖤ ᖤᖤᐅᖤᖠ 9 ᐅᖤᖤᖤᖤᖠᖤᖤᖤ ᑱᖤᖤ ᖤᖤᖤᖤᖤ ᐃᓕᓐᓂᐊᖤᖤᖤᖤ ᐃᖤᐊᖤ ᐱᐊᖤᖤᖤᖤᖤᐊᖤᖤᖤᖤᖤ ᐃᖤᖤᖤᐃᖤᖤᖤ ᐊᖤᖤᖤ ᐃᑕᐅᖤᖤᖤᖤᖤᖤᖤ. ᑐᖤᖤᖤᖤᖤᐊᖤᖤᖤᖤᖤᖠᖤᖤ ᖤᖤᖤ ᑐᖤᖤᖤᖤᖤᖤᖤᖤᖤᖤ ᑖᖤᐊ ᖤᖤᖤᖤᖤᖤ ᐃᑕᐅᖤᖤᖤᖤᖤᖤᖤ ᖤᖤᖤᒣ ᐃᖤᖤᖤᑎᖤᖤᖤ ᑕᑱᖤᖤᖤᖤᐅ? (ᑐᖠᖤᖤᔮᖤᖤᖤᖤᖤ) ᖤᖤᖤᖠᖤ, ᐃᖤᕆᐅᐊᖤ.

ᐃᖤᕆᐅᐊᖤ: ᒪᖤ. ᒣᖤ ᒪᖤᖤᖤ.

ᒪᖤᖤᖤ (ᑐᖠᖤᖤᑎᖤ): ᖤᖤᖤᖠᖤ, ᐃᖤᕆᐅᐊᖤ. ᖤᖤᖤᖤᖤ ᐃᑕᐅᖤᖤᖤᖤᖤᖤᖤ ᑖᖤᐊ ᐅᖤᖤᖤᖤ, ᑕᐊᔮᖤᖤ ᖤᖤᖤᖤᖤᖤᖤᖤᑎᖤᖤᖤ ᐅᖤᖤᖤᔮᐃᖤᖤᖤᖤ ᐅᖤᐅᖤᖠᖤ: ᐃᖤᐊᖤ ᐃᖤᖠᖤ ᐃᓕᓐᓂᐊᖤᔮᖤᖤᖠᖤᖠᖤᖤᖤᖤᖤᖤᐅᖤᖤᐊᖤ ᑱᖤᖤᖤᖠᔮᖤᖤᖤᖤ, ᔮᖤᖤ ᐱᖤᖤᖤᖤᐅᖤᖤᖤᖤᖤᖠᖤ ᑱᖤᐅᖤᖤᖤᖤᖤᖤᖤᖤᖤᖤ ᐱᖤᖤᖤᖤᖤᖤᖤ ᖤᖤᖤᖤᖤ ᖤᖤᖤᖤᖤᖤ ᐃᖤᖤᖤᖤᖤᖤᖤᖤᖤᖤ, ᐃᑱᔮᖤᑎᖤᔮᖤᖤᖤᖤᖤᖤ,

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 discussed.

I would also extend, 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 skills 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 family 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 people's daily lives where they can play a role. Thank you.

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

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

ᐅᒃᑑᑎᒋᓗᒍ ᒪᑯᐊ ᓂᕆᐊ�La'ᐃᓚᐅᖁᔪᖅᑕᖃᑦᑕᖐᕐᕐᓂᒃᑯᑦ. ᑖᒃᑯᐊ ᐱᓕᕆᒃᑭᔾᓕᐊᖕᒥᓚᐅᖁᔪᓂᒃ ᓛᓗ ᐅᖃᑎᒥᔭᐹᖏᓂᕐᓗᒍ, ᓈᓴᐅᓯᓂᕐᒍ ᑲᑐᖕᒡᒥᐲᐅᕈᐸᖁᑕᖐᒡᒍ ᑕᒃᑯᒥᓂᐅ ᐃᑲᐅᔭᑎᖃᕆᐅᖐᑏᐳ. ᑖᓇ ᓄᓇᓖᓂᒍ ᐃᑲᐅᖅᑲᑦᑐᖐᕐᓂᕐ, ᓄᓇᓖᓂᕐ ᐃᑲᐅᖅᑲᑦᑎᖐᕐᓂᕐᒥ ᑐᑭᖅᑲᖐᒡ ᖃᒥᓂᕐ ᐅᖅᐱᓇᔭᐅᖐᕐᒃ ᑐᒃᓯᐳᓚᑐᐹᖐᕈᒄᑎᒍ ᐅᓯᓕᑐᕓᐅᒃᖐᒃ ᐅᖅᐳᑐᖐᕐᑏᖐᑦ.

ᑖᙱᓂ ᐅᖅᐅᔭᓯᖐᒡᒡᖔᖅᖕᐏᑐᖐᓗᑖᕓᑦ ᐅᓂᒃᑲᖔᑏᒡᒥᐅ, ᑭᓖᒡᓯ ᐃᑳᖅᖐ ᐊᑐᐍᑭᐹᐅᑎᒍᑎᒡᑍᑦ ᐃᑲᐅᑎᐊᕐᒥ ᐅᑐᑎᒡ ᐱᓯᖐᐊᐸᑐᒡᐃ ᖐᐅᕓᒓᑏ ᓯᒄ ᑖᒃᐲ ᐅᖅᐹᖅ ᓂᕓᕐᒥᒃᖐ ᐸᐋᕓᔭᖐᓯᖐᒃᖐᓂᒥᒃ ᒪᖐᒃᓯᐹᐅᐊᕓᖐᒄᕐ ᓯᒄ ᖐᖕᐏᖔᒡᖐᒃᖐ. ᑖᖐ ᐅᖐᒡᖐᖕᒥᖕᖐᐅ ᑐᕓᐅᓚᕐᒥᖐᑖᖐ ᐊᒡᖐᒅᐹᖐᒡᒥᕐ ᓄᓇᓕᖐ ᑐᑭᓯᐹᖕᖐᒄ ᐊᒡᖐᒅᒡᒄᒡᔔᐅᖐᐅᕓᒄᓂ ᓄᓇᔇᒄ ᓄᓇᓕᖐᒥ. ᐊᒃᓗ ᐃᓄᐃᒄ ᐃᑲᐅᖐᒃᖐᕓᒥᖐᒄ ᐅᖅᖐᒅᕐᖐᖐᒡᔔ ᐅᖐᒅᓯᖔᒄ ᐱᖐᑏᐅᖐᒅᑖᑏᐅᐊᖁᖐᒄᑏᒄ ᓄᓇᓖᒄ. ᑖᖐ ᓄᓇᓖᓂᕐ ᐃᑲᐅᖅᑲᑦᑐᖐᖐ ᑕᒃᑯᐊ ᐃᑲᕓᖐᒄ ᐃᑲᑐᑏᖐᖐᒄ.

ᖃᐅᔨᒪᓖᒄᒡᕝ ᑖᙱᓂ ᐃᑲᐅᖐᐊᖐᑐᓯᕐᓂᐹᑏ ᐊᖐᖕᐹᓯᒄᐹᔇᓯᒄᐹᕐᒄ ᖃᖕᐹᑖᐅᓚᐅᖐᒅᐹᔇ 2008-ᒥ ᓯᖐᑖᐅᓚᐅᖐᒅᐹᔇ ᐅᖐᒄᐹᖐᖐᒅᒄ. ᑕᒃᑖ ᐃᑲᐅᖐᕐᓂᕐ ᐊᒄᒄ ᐃᑲᐅᖐᒅᒄᐹᖐᑏᖐᒡᔔ ᓯᖐᐅᖐᖐᒄᖕᒥ ᒪᖐᒄᒡᒄᕝ ᖐᔇᑐᒄᖐᒄᓂᒄ ᑕᒃᑖ ᓯᖐᖐᖐᖐᑏᖐᒄ ᐃᓄᐃᒄ ᐃᑲᐅᖐᐊᖐᑎᖐᖐᖐᖐᒅᖐᒄᖐ ᐃᓄᒡᖐᖐᐊᖐᒅᒡᒄᒄᔔ. ᐃᖐᖐᑲᐅᖐᔇᓄᑖᐃᒅᒄᐅᐊᐹᒄᒄᖐᖐᑏ, ᑭᖐᐊᒄᒄᖐ ᐊᔇᖐᒅᖐᖐ ᑕᒄᐃᐅᖐᒡᒄ ᐃᑲᖐᒄ ᐅᖐᖐᖐᒅᖐᒅᐊᖐᒅᒄᖐᒄᒄ. ᖐᒄᖐᖐᒄᖐᒄᖐ.

ᐃᑲᖐᐍᐳᑖᖐ: ᒪ'ᖐ. ᒥᑕ ᖐᒄᐊᖐ.

ᖐᒄᐊᖐ: ᖐᒄᖐᖐᖐᒄᖐ,

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, there is the Financial Assistance for Nunavut Students program and the Adult Learning Training Supports 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 some 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.

ᐃᒃᓯᕙᐅᑕᖅ. ᑭᖑᓪᓕᕐᒥᒃᐸᓕᕆᓐᓂᓪᒍᖅᑲᐃ ᑖᓐᓇ ᒪᖄᐅᑲᓗᖅᑐᖅ ᑕᐅᒡ ᑖᒃᑯᓄᖕᖏᐊᒡᒃ ᐃᓄᓕᕆᓂᖅᑯᓐᖏᓄᒃ, ᐃᓄᓕᕆᓂᖅᑯᓂᖅᓇᖅᑕᖅᑕ ᑖᒃᑯᐊ Family Services. (ᑐᖅᓯᐊᑎᒍᓐ) ᒪᕝᕌᒥ 2-ᒥ ᖃᐅᔨᓴᖅᑎᕐᕖᐟ ᐅᓂᒃᑳᖕᓯᓇ ᓇᓄᐊᐃᖅᔪᔾᒪᑦᖕᓕᓐᓕᐊᕐᓯ ᖃᐅᔨᓴᖕᓯᓇᖃᓐᐅᒪᖃᓗᑦᑕ ᒪᕐᔫᓇᒃ ᑭᓇᐅᑦᓯᐅᒃᑐᓇ ᐃᑲᖅᑐᕐᐊᒥᓱᑦᒎᒃᓂᒃ ᐱᓯᕆᐊᓇᒃ ᐃᓄᓕᕆᓂᖅᑯᒃ ᑲᒪᖅᓯᑦᑐᖃᓐᐅᒪᖅᓇᒃ ᐊᖕᒪᓗ ᐊᐅᓇᓐᓯᑦᑕᖅᑲᖅᒃᐅᒪᖅᓇᖅᓂᓐᓇᒃ ᐃᓇᓐᒃᓂᖅ ᐃᓇᖕᓱᐊᕐᓯᖅᑐᒋᒃ ᓄᓇᕗᒥ, ᑭᕆᐊᓇ ᑐᕆᔭᖅᓯᕈᓐᐊᓐᐅᒍ ᑐᕆᐊᑯᓐᑕ ᐃᓇᖕᐃᑦ ᓇᑭᓐᖅᑕᐅᑦᖅᐅᒡᓐᐅᒡᒃ, ᑭᕆᐊᓇ ᓇᑭᓐᖅᑕᐅᓇᐃᔮᓐᐅᒪᖕᐅᖅᓇ, ᖃᐅᔨᒪᒪᓐᐃᓯᓐ ᑭᓇᐅᑦᖅᓐᑕᖅᐅᖕ ᐃᑲᖅᑎ ᓄᓇᕐᐅᕐᒃ ᐃᓇᖕᓱᐊᕐᓯᖅᖕᖕᖕᖕᖕᒋᓐ ᐊᖕᒪᓗ ᐃᓇᖕᐃ ᐃᓇᖕᓱᐊᕐᓯᓂᖅᓂᓐᒃ ᐱᓯᓪᓕᖅᓯᓐᖕᖕᓂᖅᖕᖕᒃᓐ ᐃᑲᖅᑎ, ᖃᓄᐃᓕᑦᓂᒃ ᐊᕐᓂᖅᓇᒃᓂᖕ ᐱᓯᖅᖕ<ᐢ ᐃᓇᖕᐅᓐ ᐃᓇᖕᓱᐊᖅᑎᓐᖕᒃ ᓄᓇᕐᒥ ᐊᖕᒪᓗ ᖃᓇᖅ ᐃᑲᖅᑎᖕᖃᖅᐱ ᐱᓯᕆᐊᕐᒃᓇᖕ ᐃᓇᖕᐃ ᐃᓇᖕᓱᐊᖅᑐᒃ ᐊᑐᖅᖃᐅᒡᖕᖕᓐᓐᖅ? (ᑐᖅᓯᐊᑎᒍᑲᖅᐅᓐᖅᑐᖅ) ᖅᑯᖕᖕᑐᒡᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐅᓇ. ᒥᕝ ᓇᐃᒍ.

ᓇᐃᒍ (ᑐᖅᓯᐊᑎᒍᓐ): …(ᑐᖅᖅᖕᓇᖅᐅᓐᖅᑐᖅ)…

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐅᓇ. (ᑐᖅᓯᐊᑎᒍᓐ) ᒪᒥᐊᓇᖅ. ᐅᕙᓐᖕᖕᑐᒡᐟ ᐅᑎᖅᑭᖃᖅᑕᖅᐱᐊᓐᖅ<ᑕ ᐊᐸᖕ<ᖅᑐᖅ ᖃᐅᕉᒃᓐᑕᖅᑎᕆᖕᖕ ᐃᑭᖅᖃᓐᐅᒡᓂᓂ ᐅᖅᖕᓇᑉᐊᑐᐅᒪᖕᖅᓇᓐᖕᖕ. ᐅᐊᖅᒎᖕᑐᒡᒃ ᓇᑦᖕᓯᑎᐊᖅᖅᖕᖕᓐᖕᓐᒃ ᐱᓗᖕᐊᑐᓂᖃᖕᓇᖕᖕᓐᒃᐃᖕᖕᒡᖕᓐ. ᒥᖅᑕ ᑭᓕᖕᕝᖕ.

ᑭᓕᖕᕝᖕ (ᑐᖅᓯᐊᑎᒍᓐ): ᖅᑯᖕᖕᑐᒡᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᐅᒡ ᒪᓕᒍᓕᖅᐅᖕᖕ ᐅᖅᑳᒪᖕᑕᖅ, ᑕᒪᖅᒃᑯᐊ FANS ᐊᖕᒪᓗ ᐊᕐᖅᑎᕐᖕ. FANS ᑖᒃᑯᐊ ᑐᖕᖅᖕᕙᖕᖕᒪᑕᖅ ᓯᓇᐟᑐᖕᖕᓐᖕᖕᖕᐅᒎᒪᖅᕝᐊᖕᖕ ᖅᑯᕐᓂᖅᖕᓇᖅ 12-ᒥᒃ ᐱᒡᓇ.ᖅᐱᓂᖅᕙᒃᓄᖕ ᑐᖕᖅᖕᖕᓇᖕᖕᐅᒡᖕ ᐅᕐᖄᓐᖕᖕᐅᓐᖕ ᓇᖅᓇᒎᑦᓐᖕᖕᓐᖕᖕᓐᖕᖕ ᐃᒥᐊᖕᖕ ᓯᓇᐟᑐᖅᖕᓇᖕᖕᖕᐅᒡᖕᖕᓐ ᓯᓇᐟᑐᖅᖕᓇᖕᖕᐅᒃᕝᐊᖕᖕᓐᖕᖕᓐᐅᒎᒃ ᑐᖕᖅᖕᖕᓇᖕᖅ ᐊᕐᖕᖕᓇᖕᖕᓐᖕᐅᒡᖕᖅ. ᐃᓇᖕᓱᐊᕐᓐᐅᖄᓄᖕᖕ ᐱᖅᖕᒪᐅᑎᖅᕝᐟ. ᐅᖅᖕᑲᓕᖅᒎᖕᖕᐅᖅᓇᖅ ᐱᖅᖕᒪᐅᖕᖕᖅᐟᒎᖕᖕ, ᐃᖅᖕᖃᓇᐃᖅᖕᖕᓇᖕᖕᓐᐅᐟ ᐃᓇᖕᓱᐊᖅᖕᖕ, ᑎᑎᖅᕝᖕᖕᖕᒥᒎᒃ ᐃᖅᖕᖃᓇᐃᖅᖕᖕᐅᒡᒃ.

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 assistance that students get, so they would get so much from FANS and then they would get additional monies from KPID or Kakivak.

We're moving forward in discussions in November with the regional Inuit organizations and the Government of Canada to have further discussions about how we can better work together and layer our support so that where we can't provide all the needs for our clients, whether it be in college, university, or in vocational training, we can find a way to layer it that between organizations we can provide everything the client needs. Those discussions are not far advanced at this point, but that's something that we have taken up recently in a formal way that before was quite informal.

Chairman (interpretation): Thank you. Following my list of names, as people of Arviligjuaq have questions too, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I welcome our guests.

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

Ċᵇᔡ ᐃᓄᓕᕆᔭᒃᑯᖕᓄᑦ ᐊᐅᓚᑕᐅᔪᓄᑦ Ċᵇᔡ Lᖅᑲᑉ ᐊĊᓈᒪᒡᑎᒃ, ᑭᔭᕝᕘ ᐅᓄᖅᑑᖕᒪᑕ ᐊᖅᑯᖅᓯᒪᔭᑐᖓ ᐃᐅᓯᖕᒡᑎᒃ ᐊᒡᓗ ᓇᖕᒥᓂᖅ ᑎᒡᖃᖅᑐᓂᖅ ᑕᒥᓂ ᓄᓇᖅᒥ. ᐊᔭᔨᑐᐃᓐᓇᖕᓗᑦ ᐅᖅᓗᖕᐊᖓᑦ ᐃᑲᔨᕆᐊᑉᑕᐅᔭᑐᖅ ᐃᓄᓕᕆᔭᒃᑯᖕᓄᑦ ᐱᓕᕆᐊᕆᖅᑕᖅᑕᖅᑕᐃᓐᓂᑦ. ᐋ, ᑕᐊᓕᒡ ᐱᓕᕆᖕᑎᖕᔭᓂᖅᑕᖅᑲᖅᑕᖅᑐᑕ ᑭᕿᕕᒃᑯᖕᒥ KPTI-ᑯᖕᓈᓂᖓ Ċᵇᔡᓂ ᐃᑲᖕᓇᐊᖅᑎᓂᑦ ᐊᒪᖕᓇ ᐃᑲᔨᓐᖕᑲᖕᓂᓂᖕ ᐊᒪᖕᓇᔭ FANS-ᑯᖕᓈᓂᖕ. ᐊᒪᖕᓇ ᑭᕿᕕᒃᑯᖕᓈᓂᔭ ᖃᓇᐅᔭᖅᑕᖕᑲᖕᓂᓂᒪᖕᓂᓄᓂ.

ᔨᐅᓘᐊᕝᑕᓐᐊᖕᑯᑦ ᐅᖅᑲᖅᑲᑎᕋᖅᑕᐊᓗᑐᖕᑦ ᓄᕚᓐᒥᒡᒥ ᐊᑲᖕᑐᖅᒪᒡᑕᖕᐅᖕᑕᖕ ᐃᓄᐃᑦ ᑎᒡᑐᖕᓂᖕᑦ ᑲᓇᑕᐅᑦᓗ ᓘᕐᒡᓈᖕᓗ ᐅᖅᑲᖅᑲᑎᒃᖃᖕᓂᒪᓂᖕᑐᖕᑦ ᖃᓄᖅ ᐱᓕᕆᖕᑎᕆᖕᑕᐃᑲᖕᓂᓂᒪᖕᓂᒡᒪᖕᒡᑐ ᐃᑲᔨᖕᔭᐃᓯᓂᖕᑦ. ᐋ, ᑕᐊᓕᒡ ᐱᔭᓕᔭᐅᑕᓕᒡ ᓴᖅᑭᔭᖅᑐᓂᔭ ᐊᒪᖕᓇ ᔨᓴᑐᖕᓯᖕᐊᖕᓂᖕ ᐅᖅᑲᔨᖕᑕᖕ ᐃᖅᑲᓇᐃᔭᓕᓄᓗᑑᖕᓂᓂᔭᑦ ᑕᒪᖕᔡ ᑎᒡᖕᑦ ᐊᒡᓂᐅᔭᖕᓂᖕ, ᑕᒪᖕᔡ ᐱᔭᐅᔨᓐᑕᓕᒡᒥᖕᑦ ᐊᑐᐃᖕᓇᐅᑎᖕᑎᕭᓄᖕᓂᔾᖕᓂᖕᑦ Ċᵇᔡ ᐅᖅᑲᖅᑲᑎᕆᖕᓂᖕ ᑲᔭᕆᐅᑕᖅᑕᐅᒪᖕᓂᓂᖕᑐᑦ. ᐱᒡᓐᖕᒡᑎᖕᒡᑐᒡᑦ ᑭᔭᕝᕘᓂ ᒪᖕᓇ ᐱᓕᐊᔨᑕᐅᕋᖅᑐᔾᖕᑦ ᑎᑎᕋᖕᑕᖕᑐᖕ ᐱᓕᕆᐊᓂᖕᓄᓂᖕᑦ.

ᐃᒃᓯᕙᐅᑕᖅ: L'ᐊ. ᐊᑎᖕᒡᑎᖕᒃ Lᓐᖕᓄᓂᖕ, ᐊᕐᕕᓕᒡᔭᒡᒪᖅᑕᐅᑕᖕᑕᐅᖕᑕᒡᖅ ᐊᐱᖅᑯᑎᖕᒃᖃᐅᑎᒡᓂᖕᒡLᑕ. ᒥᔭᑕ ᕿᖅᖕᓲᖅ.

ᕿᖅᖕᓲᖅ: ᖅᑯᔭᖕᓇᒥᖕ, ᐃᒃᓯᕙᐅᑕᒡᑕᖕ. ᑐᖕᖕᓱᒃᓯᓕᑕ Ċᐊᑯᔡᑦ ᑕᒡᑐᖕᓗ ᐊᐱᖅᑭᖕᑎᐊᖅᑐᖅᖕᒥᓕᔭᖅᔭᖕᑦ.

ᐅᑯᔡ ᐅᖅᑯᐊᔭᖅᑕᐃᓂᖕ ᐊᐱᖅᑯᑎᖕᖅᖃᐅᒡᓓ, ᐃᒃᓯᕙᐅᑕᒡᑕᖕ. ᐅᓇ ᔨᖕᒡᑕᖅᖅᕼᖅ Ċᒪ ᑲᖅᖕᓇᖕᑐᓕᕆᔭᒡᑦ ᔪᓂᓕᕆᐅᑕᕼ ᐅᖅᑲᕇᖕᓕᒡᑦ ᐃᓚᐊᓂ ᓈᖅᑎᖕᒃᖅᖅᑐᖅ ᑕᓪᑕᒡᒥᖕ. Ċᐊᑯᔡᑦ ᑲᔨᓪᖕᖃᕇᖕᔭᑕᐅᔭᖕᑦ ᖃᖕᔭᓅᑦ ᐅᖅᖕᖕᔪᒡ "gaps and barriers", ᐅᑯᔡ ᔨᓇᖕᖕLᑕ ᑐᑭᓯᔭᓕᔪᖕᖕᒥ ᐊᐱᖅᑯᑎᖅᖅᑲᖕᖕᖅᒥᓕ. ᐃᒃᓯᕙᐅᑕᒡᑕᖕ, ᑐᑭᔭᖕᓇᓯᖕᓂᖅᖅᕼᑦ. ᖅᑯᔭᖕᓇᒥᖕ.

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.

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

ᐃ�(ᔅᐳᐊᐳᑕᖅ: ᒫᓇ. ᒥᕐᑕ ᒪᑭᓐᔨ.

ᒪᑭᓐᔨ (ᑐᖚᔭᑎᒍᑦ): ᖅᑯᔭᓐᒥᖅ, ᐃᑕᔅᐳᐊᐳᑕᖅ. ᑖᒃᑯᐊ ᑎᑭᑕᐳᒡᒪᔮᔪ ᑐᓲᖅᑕᑕᐳᔮᔪ ᐅᓴᖅᑲᑎᕁᓴ ᓇᐃᐃᖅᔭᒡᒪᔭᖅᖚ ᖅᑲᐳᔮᓚᐳᖅᒡᑕᖅ ᒪᕁᐱᓕᖅ 3ᒥ ᐱᕁᐊᖅᑐᒍ. ᓇᖕᐳᐣᓕᖅᓂ 12-ᒥᖅ 15-ᒍᖅᑯᔮᑐᖅ.

ᐳᖅᑎᒡᒪᒃᒃᒐᖕᒥᑦᒐᐊᔅᖚᑐᖅᓲᑕᑦ ᐳᖅ�111ᖅᓲᑿᕁ. ᑕᑿᒐᓚᐳᖅᑐᒍᑦ ᓕᖚ ᐃᑕᔅᖅᔨᖕᖚᓲᖅᓂᕁᐳᓲᐳᖅᑐᑦ ᖅᑯᑎᖕᓲᖅᓴᒡᖅ ᐃᓲᖕᐊᔮᖅᑎᓚᖅ ᒪᑯᓲᓴ ᐱᕁᕁᖅᖅᐳᑎᐳᒡᓲᖅ ᐳᖅᑕᐳᔅᐳᐳᔮᖅᓲᒡᒥᖅ ᒪᑯᐊ ᐃᓲᖕᐊᕁᔮᕁᖚᖅ ᔮᑕᐃᓇᐳᑎᐳᖅᓲᖅ ᑕᐃᖅᑯᓲᔮᕁ. ᐱᕁᒐᑕᖚᖅᓲᓚ ᕟᖅᑐᖅᓲᕁᒡ ᕁᐊᕁᕁᖅᑕᓲᖅ ᐱᕁᓇᕝᖅᓲᓚ ᑖᐊ ᑭᕁᖅ ᕁᐳᓲᖅᖅᒡᐳᕁᒐᐳᖅᖚᑎᐳᑦ. ᐈ, ᑖᒃᑕ ᐊᒐᕁᐳᔮᒥᖅ ᕁᔮᔮᕁᐳᑎᐳᐳᖅᓲᔮᖅ ᒪᕁᖅᖅ. ᐃᓲᖕᐊᕁᖅᐱᖅ ᕟᖅᖚᐳᖅᑯᔮᖅ ᐃᓲᕁᐃᕁᖅᖅᐳᖅᓪᑕ ᐃᓲᖕᐊᕁᖅᐳᕁᒍᖅᖚᖅ ᕁᖕᕁᖅᖕᖚᖅᓚ ᕁᖅᖅᐱᕁᓲᖅᖚᖕᖚ. ᑕᐃᓚ ᐃᓲᕁᐃᕁᖕᖅ ᑕᐃᓲᕁᐊᔅᑐᓲᑐᕁᖅᖚᖅ ᐃᓚᖕᐊ ᐳᖅᑕᒐᐳᔅᕁᕁᐳᖅᖚᖅ ᐃᓲᖕᐊᕁᖅᑕᐳᖅ. ᑖᐊᓲ ᑕᕁᖤᐊ ᐃᑕᔅᖅᕁᖚᖅ.

ᕁᖚ ᑕᑕᓚᐳᖅᒪᒥᕁᖅ ᐃᓲᑕᐳᖅᒡᔮᕁᕁᔮ ᐃᓲᖕᐊᕁᖅᑐᖕᒥᖅ ᑖᑿᓲᕁ ᐃᓲᖕᐊᕁᖅᑐᖅᓴᕁᖅᕁᒪᐊᓲᕁᖅᖅᒃᖤᖅ ᑕᕁᑕᕁ ᐃᖅᖅᓇᐃᕁᖅᐳᑎᕁᐳᖚᖕᖚᓲᖕᓲᖅᕁᐳᖚᖤᕟᖅ ᕁᖚ ᐃᓲᕁᐊᕁᖕᖅ ᕁᕁᕁᖚᖅ. ᑕᐃᓚᓲᐊ ᑕᑕᓚᐳᖅᑕᖅᑕ ᐃᓲᕁᕟᖚᒍ. ᑕᐃᓚ ᐃᓲᕁᕁᖕᖅ ᐱᕁᖚᐳᕁᓲᓚᐳᖅᓲᕁ ᓇᐊᐳᕁ ᕁᕁᐳᑎᖕᖅ ᓇᓲᓇᐃᖚᐳᕁᖚᖅᓲᖚ ᖅᖅᖚ ᐱᕁᓲᕟᖅᖤᕝ ᐃᖅᖅᓇᐃᕁᖅᑐᕁᖚᖅᓪᕁ.

ᕁᖚ ᑖᑿᕁ ᕁᔮᖚᖅᖤᓲᔮᑕᖚᐳᖅᖅᖅ ᐃᕁᕁᖅ ᕟᖅᐳᑎᑎᐳᕁ ᓇᓲᓇᐃᖚᕁᖚᖅᓚᐳᖅ ᐃᓲᖕᐊᕁᖅᑐᖕᓲᖤᑯ ᖅᑿᐃᐳᐳᖚᕁᓚᕁᐃᑕ ᐃᑕᔅᓲᖚᖅ ᐃᓲᖕᐊᕁᖅᑐᖕᒥᖅ ᐃᓲᖕᐊᕁᖅᖤᖕᕟᖚᕁᐳᖅᓲᖚᖅ ᕁᖚ ᐱᕟᑕᕁᕁᔮᕁᖅᕁᖚᖅᖚᖅ ᐃᓲᖕᐊᕁᖅᖤᖕᒥ. ᑭᕁᕁᖚ ᐳᖅᑎᖕᖚᖅ ᐳᖅᖅᖚᕁᒡᕁ ᑖᒃᑕ ᐱᕁᕁᐳᕁᑕ ᕁᒥᕁ ᐃᓲᖕᐊᕁᖅᑎᕁᒐᖤᖚ ᕁᖚᑕᖅᕁᕁᑕᐳᕁᖚ

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 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

ᐊᐅᓚᑕᐅᓪᓚᑦᑖᕐᑎᖕᒥᕐᒃ ᑕᐃᒪᒃ ᐅᓂᒃᑳᑎᖕᓂᒃ ᐅᕐᑲᐅᓯᓱᒡᒪᑦᓘᒐᑦᑕ, ᑖᒃᑯᐊ ᐸᕐᓇᐅᔪᐅᕐᒃᑲᕐᑕᓇᒋᔭᕐᓂᒃ ᐃᓕᓐᓂᐊᕐᑐᑎᓕᖕᐦᒃᑯᑦ. ᐊᑕᐅᓯᐊᒡᔪᐊᕐᑎᒍᑕᓄᑦ ᐱᓇᓱᐊᒡᔪᓯᓕᐊᕐᑲᕐᑖᕐᑎᒃ ᐃᓕᒪᓇ ᐃᑭᕐᑫᒪᕐᑐᓄᑦ ᐃᓯᒪᒍᕐᔭᐅᓯᓄᒃ ᐃᒃᓗᕐᑲᕐᓯᖑᒃᐦᓘᓘᐊᕐᑲᕌᑦᑖ ᐊᒡᒪᓗ ᐊᕐᕈᕐᑎᒍᑦ ᓄᓇᓕᕐᓂ ᐃᕐᑲᓇᐃᔭᕐᓯᓄᒃ ᐊᑐᐊᒡᐊᐅᑎᕐᑎᒍᕌᕐᑐᓪᕐᕐᒃ. ᑖᐊᑦᑕᐅᕐᕐ ᐃᓪᒍᕐᑲᑦᑄᕐᒪᓕᐅᕐᑕᐅᕐᕐᒪᕈᑐᕐ ᑖᒃᑯᓇᒐ ᐃᓕᓐᓂᐊᒐᕐᓯᓂ.

ᐊᒡᒪᓗ ᐃᓄᐊᒡᓄᑦ ᐃᓕᓐᓂᐊᕐᑐᑎᓄᒃ ᑖᒃᑯᐊ ᐃᓪᒍᕐᔭᓂᕈᔭᕐᑎᕐ ᐃᓕᕐᑎᕐ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᒍᑲᕐᓂᒃ ᐃᒪᓐᓂᒃ ᐊᑐᐃᕐᖓᓇᒪᕐᑎᔪᐊᕐᓯᕐᒪᕐᓂᒃ ᓄᓇᓕᕐᓂ ᐊᒡᒪᓗ ᐃᓯᕐᑎᑦᕐᑐᓂᒃ ᐊᑐᐃᕐᓇᐅᕐᑎᒍᑦ ᑕᒪᒃᑯᐊ ᐃᒪᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᑐᑎᕐᑎᕐᔭᕐᓄᕐᒃ. ᐸᑎᕐᑳᕐᓇᕐᐸᑦ ᓄᓇᓕᕐᓂ ᐅᕐᓘᕐᑯᑦ ᐊᑐᐃᕐᖓᐅᑎᑕᐅᕐᓗᓂ ᐱᓇᔭᕐᐸᕐᔭᐅᕐᓘ ᑕᒪᒃᑯᐊ ᐃᓄᐊᒡᓄᒃ ᐃᕐᑲᓇᐃᔭᕐᑐᕐ ᐅᐊᓄᕐᑯᑦ ᐃᓕᓐᓂᐊᕐᓯᓇᕐᑐᕐᑕᒃᑕᐅᕐᕐᓕᕐ ᐱᓇᔭᕐᐸᕐᔭᐅᕐᓗ ᓄᐊᒍᐊᒍᑦ. ᑖᐊ ᐃᓪᒍᐅᓇᕐᕐᑲᐅᕐᕐ ᐃᓄᐊᒡᓄᒃ ᑕᐃᓕᐃᕐᑐᓄᒃ.

ᑕᑯᓪᓕᐅᕐᒥᓕᕐᑖ ᐃᓄᐊᕐᓂᕐ ᐃᓕᓐᓂᐊᕐᑎᓄᒃ ᒪᑐᒍᕐᕕ ᐱᕐᓗᒍ, ᑎᕐᓗᓂᕐᒃ. ᑖᒃᑯᐊ ᓯᕐᓗᑐᕐᕐᕌᕐᔪᕐᒡᒃ ᓄᐊᑕᐅᕐᕐᒃᑕᕐᑐᕐᑦ ᐃᓕᓐᓂᐊᕐᑎᓂᕐ ᐃᓕᓐᓂᐊᐸᒪᕐᑐᓘᔪᐊᕐ ᐊᕐᔪᕐᒪᕐᑎᕐᑐᓂᕐᒃ ᐃᓕᓐᓂᐊᕐᓯᕐᓘᓂ. ᐃ, ᑕᐃᒪ ᐃᓕᓐᓂᐊᕐᐱᑎᑕᐅᓘᔪᐊᕐ ᐊᕐᔪᕐᒪᕐᑎᕐᑐᓂᕐᒃ ᓄᐊᕐᖃᐦᕈᐊᑕᐅᕐᕐᓘᑎᕐᓘ ᐃᓕᓐᓂᐊᕐᓯᓇᕐᓘᕐ ᐃᕐᓯᕐᓯᕐᑐᓄᒃ. ᑕᒪᒃᑯᐊ ᑐᕐᓯᐅᓪᕐᑎᑦᑎᐊᕐᕐᑕᐅᕐᕐ ᓱᕐᓗ ᑖᕐᔪᕐᒥ ᐃᓄᐊᒡᓄᒃ ᐃᓕᓐᓂᐊᕐᐱᑎᑕᐅᕐᓇᕐᓂᕐ ᐃᓕᒪ ᐅᕐᕐᑲᓕᕐᑌᕐᓇᕐᓯᕐᓇᕐᕐᒪᕐᓗᕐᒡᑕᕐᔪᕐᕐᒃᑲ ᕐᕐ ᑕᐃᒃᑕᐊ ᑐᕐᓯᐅᓪᕐᑎᓕᕐᑎᕐ ᐊᕐᔪᕐᒪᕐᑎᕐᑐᒡᒥ ᕐᕐᕐᓕᕐᒪᕐᑎᑕᐅᕐᕐᕐᒋᒪᕐ ᓯᕐᓗᑐᕐᓱᐊᕐᕐᒃ ᐃᓘᐊᓇ. ᐃᒪᕐᒃ ᐸᕐᓇᒍᐊᒡᒋᐊᒍᕐᓂᕐ ᐃᓕᓐᓂᐊᕐᐱᑎᖑᕐᓂᕐᒃ. ᑖᐊ ᐃᓘᒍᔭᑕᐅᓕᕐᑐᕐᕐ ᐊᒡᒪᓗ ᑐᓗᕐᑕᕐᑕᐅᓕᕐᓗᓂ ᓇᓕᐊᕐ ᐃᓕᓐᓂᐊᕐᐱᑎᖑᕐᓂᕐᒃ ᐊᑐᐊᒡᐊᐅᑎᑕᐅᕐᕐᕐᒃᒃ

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 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 Assistant Deputy Minister of Education, Tracey 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

ᐱᔪᒥᔪᐳᖃᓗᒐᐊᖅᑎᒡᓗᑦ ᓄᓇᓕᖕᓂ.

ᑕᑯᓪᓕᐅᖅᑐᒍᑦ ᑖᒃᑯᐊ ᐅᖄᒐᐳᓄᑐᔨᐊᖄᓇᐊ ᐃᓕᓴᓂᖅᓂᖅ ᑐᓗᖅᑕᕈᑎᖕᕐᑎᓗ ᑕᑯᓪᓕᐅᖅᑕᑎᖕᓂ ᐊᒻᒪ ᑭᖕᒡᓕᓴᖅᐸᒥᓪᓱᖃᐃ. ᐅᖅᖃᖃᐳᖕᖕ ᐃᓕᐊᓂᐊᖅᑐᓯᓂᐳᒡᖃᒡ ᐸᖅᓇᐅᖕᒥᖕ ᐸᖅᓇᐅᕙᐊᖃᖕᕐᒡᑎᑦ ᐊᕿᖕᒡᓄᖅᓗ ᐊᒻᒪᓗ ᒦᖅ ᑎᐊᖕ ᑏᖕᔿᓂ ᐅᓄᖕᖕᑎᖕᓂᐊᖕᒦᕆᖅ ᐱᒪᓂᐳᖕᒡ ᑖᒃᑯᐊ ᐱᖕᒡᕐ ᐱᓂᖕᖃᖕ ᐱᖕᒡᕐ ᑎᒥᐳᕐ, ᑨᓚᑐᖕᖕᖕ ᐊᒻᒪᓗ ᐃᓄᓕᕐᖕᒡᑦ ᐊᒻᒪᓗ ᐃᓕᓴᓂᖅᑐᓂᕐᕐ ᐱᓂᖅᕐᒡᑎᓐᔿᖕᕐᑦ. ᑕᒪᓪ ᐅᖅᖃᖃᐳᖕᒡ ᑭᐅᖕᖃᖕᒡ ᑖᒃᑯᐊ ᑲᔿᓂᖕᖕ ᐃᒪᐊᓇ ᐳᖅᑐᓂᖅᖕᒡᖕᖕᒡᖕᒡᑐᖕ ᓄᖕᖕᖕᒡᓂᖕᖕᖕᒡᐸᖕ ᐃᓕᒡᔿᐳᖕᒡ ᑖᒃᑯᖕᒡᖕ. ᐃᓄᖕᓂᖕ ᐃᒪᐊᓇ ᐃᖕᖃᓇ ᐊᖕᖕᓇᔿᐳᖕ ᓄᓇᖅᖕ ᓚᕿᓪᖕᒡᐸᖕ ᐅᖕᖃᓄᖕ ᐊᖕᖕᖃᖕ ᐱᐊᐳᔿᐳᖕᖕ ᑖᒃᑯᖕ ᐱᓂᖕᖃᑎᖕᖃᖕ ᐱᓂᖕᖃᑎᖕᖃᖕ ᐱᐊᖕᖃᖕ ᑕᒪᓪ ᐳᖕᖃᓂᖕᖃᖕᖕᒡᖕᒡᐳᖕᖕᒡᐳᖕ ᐅᖕᖕᒡ ᐱᖕᒡᕐ ᐃᓕᓴᓂᖅᖕᒡ ᐱᒡᓕᖕᖃᖕ ᐊᒻᒪᓗ ᐊᒡᖕᕐ ᑐᓗᖅᑕᕈᑎᖅᖃᖕᖃᖕᕐ ᖃᖅᑎᖕᖃᖕᖕᒡᖕᒡᖕᖕ. ᖃᐅᖕᓇᓐᖕ.

ᐃᑦᓯᕚᐅᑕᖅ: ᒫᓇ. ᒦᖅ ᕿᖕᖕᓱᖅ.

ᕿᖕᖕᓱᖅ: ᖃᐅᖕᒡᓂᖅ, ᐃᑦᓯᕚᐅᑕᓐᖅ. ᖃᐅᖕᒡᓂᖕᒡ ᑖᐊ ᑲᖕᒡᐊᖅᑐᓂᖕᖕᒡ ᑐᓕᓂᖕᔿᐳᖕᕐ ᑐᑭᖕᒡᐊᖕᐸᐊᖅᑐᒥᖕ ᐅᖅᒡᒡᒡᓪᒡ ᐊᐱᖅᒡᑎᑎ ᓇᐃᖕᓗᓄᖕᒡᖕᒡ ᑖᐳᖕᓇᓐᒡ ᑭᐅᖕᔿᖕᖕ ᑕᖕᐊᔿᒦᓐᖕ ᖃᐁᐸᖕᖕᖕ.

ᐅᒡᖕᒡᑦᑕᐳᖅ ᐊᐱᖃᔿᓪᒡᖃᖕ ᐃᓕᓴᓂᖅᑐᓂᖕᒡᖕᒡ ᑐᓕᓂᖕᔿᐳᒡᖕ ᑐᕚᐃ ᒪᒡᒦᓐᖕ. ᐅᖕᒦᖕ ᐊᐱᖅᑎᖕᖃᖅᑎᐳᖕᒡᓐ. ᐅᓇ ᖃᖕᓄᔿᒡᖕᒡᓪᒡᖕᕐᓐ ᖃᖕᓄᔿᖕᒡᓗ ᐃᓄᖅᒡᓂᖕ ᐊᕚᖕᒡᑯ ᑐᖅᖕᒡᓂᖕᒡᖕᒡᒡᒡᓪᒡ ᐊᐱᖅᑎᓂᖕᖃᖅᑕ. (ᑐᖕᔿᑎᖕᒡ) ᑖᒃᑯᐊ ᐊᐳᓕᑕᐳᖕ ᐃᑲᔿᖅᔿᑎᕐᐳᓂᖕᒡᑎᖕ ᐃᓕᓴᓂᖅᑐᖕᒡ ᑕᓪᖕᒡᖕᒡᓗ ᖃᓄᖕᔿᐳᐳᒡᖕᒡᑎᑕᐳᖕᒡ ᑐᖕᒡᖕᖕᒡᖕᓂᖕᒡ ᓴᖕᒦᖕᒡᑐᖕᒡᓗ

from Nunavut's schools. (interpretation) It is for students attending school. It looks like it's computer-based. I would just like an explanation of what this means. Is it to improve student attendance? I hope that was clear, Mr. Chairman. Thank you.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. To provide clarification and to address the recommendation to improve our attendance data, recently in July of this [year], our IT Division purchased online video training software and also in-service training audio and audio and video files are being created by the department to provide in-service 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. I also thank you for your response. Also, with the opening comments by the President of Nunavut Arctic College, Mr. Suvega, I would like to ask a question regarding the SIS. What does it encompass? We are starting to use computers more frequently for educational purposes. Does this information system also include Inuktut? I would like to get an overview of exactly what the SIS program is, Mr. Chairman. Thank you.

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

CLᵇdₒ�a%L ₒₐᐅᶜ ᐃᓄᕐᓂᐊᖅᐊᖕᓄᶜ ᐊᏣᕐᓂᐊᖅᏗᓇᵇ. (ᏗᏏᎦᏫᏂᒍᏤᖃᖑᖅᏤᖅ) ᐅᑯᐊ ᐃᓄᕐᓂᐊᏕᖃᐊᖅ<ᶜᓓᒐᓂᖕᶜ ᐃᓄᕐᓂᐊᏕᐊᖅᏦᖃᔾᐸᓇᖅ<ᶜᓓᒐᓂᖕᶜ ᐃᓄᕐᓂᐊᖅᏦᶜ ᒥᕼᓄᶜ ᐅᖅᖃ%ᒿᐸᖕᶜ Ċᐸ ᖃᏂᏣᐅᏤᒍᶜ ᐊᏣᖅᏦᖕᓪᒿᐸᶜ. ᏉᑭᏆᐊᖅᏂᏡᐊᖃᖃᖅᖦᐸ. ᖃᐅᖅ ᐊᏣᖅᏣᐅᏤ Cᐃᒪᐊ ᐃᓄᕐᓂᐊᖅᏤᖃᖃᖅ<ᶜᓓᐊᏱᒪᖃᏎᓇᏝᏂᶜ ᐃᓄᕐᓂᐊᖅᏦᶜ. ᏉᑭᏱᒪᖃᏎᖕᖅᏎ<ᶜ, ᐃᑲᏱᏮᐅCᏫᔿᵇ, ᖃᏚᖃₐᴦᵇ.

ᐃᑲᏱᏮᐅCᖅ: L'ₐ. (ᏗᏏᎦᏂᏤᶜ) ᐃᓄᕐᓂᐊᖅᏦᏡᏂᏏᴾᒋᵈᵃᵒᶜ, Ꮒᖅ LᵇᏡᓇ.

LᵇᏡᓇ (ᏗᏏᎦᏂᏤᶜ): ᖃᏚᖃₐᴦᵇ, ᐃᑲᏱᏮᐅĊᖅ. ᏉᑭᏱₐᖅᏂᶜᏂᏦᏕᖄᖃᓇᶰᏳᒍ ᐊᒼᏝ ᐅᖅᏼᐅᏱᏂᏱᏝᶜᏳᒍ Ċᵇdᐊ ᐊᏦᏂᏚᖃᏝᏕᐊᏂᏱᏮᐅᏱᏝᏤᶜ. ᒨₐᏉᏠᐊᐅᖅᏦᖅ ᏮᓓᐃᖕᏨᐊᏤᐅᖅᏦᎢ Cᐃᵇdᐊ ᖃᏂᏏᐅᏱᏎᏂᏏᖃᏎᐈᵈᶜ ᐃᓄᕐᓂᐊᏕᏂᏱ%ᓂᵇ ᖃᏂᏏᐅᏱᏱᏎᔾᖅᏦᓇᶜ ᓂᐅᏠᏣᐅᏱᏝᏝᏝC. ᐃᖅᏄaᐃᏱᏱᏝᏂᶜ Cᐃᵇdᐊ ᐃᓄᕐᓂᐊᖅᏂCᐅᏣᐅᏱᏱ<Ꮿᐃᶜ ᖃₐᖅ CLᵇdᐊ ᐊᏱᏣCᏣᖃᏎᏂᏝᔿᏝᖅᏂᶜ ᐊᒼᏝ ᐃᓄᕐᓂᐊᖅᏦᏡᏂᏏᴾᵇdᶜ CLᵇdᐊ ᏝᖅᏑᏣᏣᏮᐅᏱᏝᏱᖅᏂᶜ ᐊᏦᐃₐᏲᖅᏂᏕᵈᏡᏂᶜ ᐃᓄᕐᓂᐊᏕᑓₐᏡᶜ, ᔾᔾᏤ ᐃᓄᕐᓂᐊᏕᏑᐅᏱ< ᐊᏮᏠᏤᏛᏡᑓₐᵒᶜ ᐃᏣᏝᏉᏂᶜᏤ ᐅᏝᏤᏲᏠᏤᏂᏤᏠᏝ⅄ᏕᏤᏤᏝᏤ Cᐃᵇdᐊ ᐃᏣᏝᏝᏂᶜ ᐊᒼᏝ ᐃᖅᏄaᐃᏱᏱᏝᏂᶜ. CᐃᏝᐃᏤᏲᏝᏝᶜ ᏗᏓᏱᏂᏬ°ᓂᏲᏕᏊC⅄ᶜ Cᐃᵇdᐊ ᖃᏂᏏᐅᏱᏱᵇdᶜ ᐃᓄᕐᓂᐊᏕᏂᏱᏝᏕᏊₐᏱᏮᏮᏦᏦᶜ. ᖃᏚᖃₐᴦᵇ, ᐃᑲᏱᏮᐅĊᖅ.

ᐃᑲᏱᏮᐅCᖅ: L'ₐ. ᏂᏅ ᖃᏴᏐᏤᵇ.

ᖃᏴᏐᏤᵇ: ᖃᏚᖃₐᴦᵇ, ᐃᑲᏱᏮᐅCᏫᔿᵇ. ᖃᏚᖃₐᴦᶜᏝ ᏮᐅᏮₐᏝᏝᶜ. ĊₐᏝᶜᐅᏤᖅ ᏗᏠᏍᏤᐅᏱᏫᔿᵇ CᐃᏯᏝᏡ%ᏝᏡ ᏱᏣᶜᏱᏲᏝᏝᐃᵇdᶜ ᏐᶜᏝᏂᏱᏮᏕᵇ ᏂᏅ ᏱᏴᏡᏱᏡᶜ ᐊᏠᖅᏝᏂᖃᏧᏡᶜᏳᖕᵇ. Ċₐ ᖃᏂCᏕᏮᵇ SIS ᖃᶜᏐᏼᏦᶜ CᐃᏱᏝᏝᏝᶜ. ᏱₐᏡᶜᏝ ᖃᏒᐃᶜᏉᏤᵇ ᐃᏒᏦᖃᏤᏮᏱ< ᒨₐ ᖃᏂCᏕᏱᵇ ᐊᏦᖅᖃᏤᵈᶜ ᐃᏒᏦᖃᏤᏳC ᐊᏝᶜᏂᏌᏂᏡ°ᓂᵇ Ꮾₐ ᐃₐᵇᏦᶜ ᐊᏦᏝᏦᏳᏕᵇ ᐃᏒᏦᖃᏂᏋ? ᖃᏚᐃᏤᏮᵇ ᏉᑭᏳᏝᶜᏳᖕᵇ ᐊᏠᖅᏝᏂᖃᖅᏕᵇᏡᵇ. ᐃᏱᏮᏤᏮᐅCᏫᔿᵇ, ᖃᏚᖃₐᴦᵇ.

ᐃᑲᏱᏮᐅCᖅ: L'ₐ. ᏂᏅ ᏱᏴᏡᵇ.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. I also 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 possibly in the future we will 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 my colleague's earlier question. Which regional organization are you referring to when you talk about the (interpretation ends) regional organizations? (interpretation) Mr. Chairman, I hope that was clear.

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

ᓱᕓᒐᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑕᖅ, ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᒪᓕᒐᓕᐅᖅᑎᒧᑦ. ᑕᒃᑯᐊ ᖃᓄᑕᐅᔭᕐᓂᕐᔪᐱᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᐱᓕᕆᐊᕆᔭᐅᔪᑦ ᓄᐊᕐᓯᓂᖅᒥ ᐃᓕᓐᓂᐊᖅᑐᖅᓴᐃᑦ ᒦᖐᓄᑦ ᐃᓕᓐᓂᐊᕐᒃᐃᒻᓗ ᒦᖐᓄᑦ. ᖃᒦᕐᐳᖅᐸᓐᑎᓃᑐᑦ ᖃᐅᐳᖅᐸᓐᑲᐅᐳᕋᑦ ᐅᓂᒃᑲᐅᐱᑦᑲᖅᓕᐊᓂᒋᓂᕐᒃ ᐃᓗᐊᓐ ᓴᓗᑐᖅᓱᖓᐃᒻᓂ ᐊᐳᑎᖅᑲᖅᑕᓪᐅᒃᒥᓪᓕᑦ ᐃᓯᐊᓐᓄᒃᑦᒐ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᐃᓕᓱᐅᓯᓄᑦ ᐊᒻᓗᑦᑕᐅᖅ ᓈᓇ ᐱᑐᖅᐱᔪᒃ ᐊᑐᖅᑕᐅᒪᕆᐱᓐᓂ ᐊᑐᓂᐱᐳᖅ. ᑕᒃᑯᐊ ᓇᓂᖅᓕᑕᐊᔨᖑᑦ ᐊᖅᑭᒦᐊᒃᒐᓂᑐᑎᕆᓃᓕᓐᐊᖅᑐᕝᑦ ᓯᕿᓂᑎᓐᐊᓄᑦ ᐊᒻᓗ ᑕᒃᑯᐊ ᑭᑐᔭᖅᑭᑎᓐᔪᐊᕐᑭᕝᖏᒃ ᓄᑦᑕᓂᐊᖅ ᐊᕐᓐᖅᑕᑎᖅᑎᓂᕐᐱᕙᖏᑦ ᓄᐅᕙᒃᒦᒥ ᒦᐊᓐᑎᐱᒐᑦ ᓱᕐᓕᖅᓱᕐᕙᐊᒃᓯᓂ ᐊᕐᑎᑲᑎᖅᓱᕆᒦᕝᑐᕆᖏᑦ ᖃᒦᕐᓯᖅᑲᐅᑐᒫᐅᐊᓂᕐᒃ ᑕᐃᒃᑯᐊ ᐊᑐᖅᕙᒑᐱᓂᓂ ᓯᕙᓂᑎᓐᐊᓂᑕᐃ ᐊᑐᕐᐳᐊᖅᒃᓇᕆᕝᖅᒃᒃᑎ ᐊᑭᐳᐊᖅᑐᒦ ᐱᐅᓱᐊᖅᑐᒦ ᐅᖃᑎᓐᐊᓄᑦ ᐊᑑᓐᖅᕝᓱᐊᖅᓴᐅᐊᖅᓕᒃ ᑕᒃᑯᐊᐱᐊᓂ ᓄᐊᑕᐅᖅᑐᓂᒃ. ᓈᓇᖅᑕᐅᖅ ᖃᒦᕐᐳᖅᐸᓐᐊᐱᓯᒦᑎᑎᐅ ᓴᔪᒦᐳᖅᑲᖅᓯᐊᓂᐊᖅᑲᓂᓐᕐᑦ ᓄᐊᑕᐅᐸᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᖏᑦ ᒦᖐᓄᑦ ᓯᓐᐊ ᑲᖑᓇᖅᑎᖏᑦ ᓴᔪᒦᐱᑲᐊᑐᕐᓱᐊᖅᓴᐅᐱᐊᔪᓄᕐᐱᑐ ᓯᕙᓂᑎᓐᐊᓂᒦᖐ.

ᓈᑦᑯᐊ ᖃᓄᐱᑎᒦ ᐱᑯᒦᖅᑕᐅᓇᔪᒻᖁᑦ ᐅᓇᓯᐅᔪᒪᓃᑐᖅ ᐊᔪᒦᐱᓂᑦᑲᐅᖅ ᐱᓕᕆᖅᑎᖅᑲᓐᐊᖅᖅᓂᐊᖅᒥᑦᑐ ᓯᐊᓐᓗ ᓄᓇᓃᓐᓂᐱ ᓴᖥᓕᖅᓐᐊᖅᖅᖏᐊᑐ ᓴᖦᓂᐱ ᖃᒦᕐᖅᐱᑎᓐᖅᒧᑦ. ᓈᑦᑯᐊ ᑐᖕᓂᐱᓐᐊ ᐊᐅᐳᖃᖅᓄᑕᐃᐅᑦᖅᑎᕐᓐᐱ ᐱᕙᒃᒐᒦᐊᖅᑎᕐᖕᖐᖅᒃᓂᐊᒃ ᓰᖅᑭᓯᐱᑎᓐᐱᔪᐊᕐᓐᐱᑐ ᓄᐊᓇ ᑕᐃᓱᒃᐱ ᖕᐃᓯᐃᑎᕐᖅᓂᕐᐳᕐᑐᒃ ᓄᐊᓯᕙᖅᓱᐊᖅᓂᕐᐳᐊ ᐱᐊᕆᓯᕐᐱᑎᖅᐱᓄᑦ ᑕᐃᓱᒃᐱ ᐱᖥᐱᑎᐱᐊᖅᑯᐱᒦᕙᕙᖅᒃᖏᒃ. ᓈᑦᑯᐊ ᐱᕙᒃᒐᑎᓯᖁᖅᓄᐱ ᐅᓂᒃᑲᐱᐳᖅ ᓇᒦᖅᓂᕐᒃ ᖃᒦᕐᐸᓯᖅᐱᑐᖕᓐ ᐃᖅᑲᓇᐃᔭᖅᑲᐱᐳᐊ ᐃᓗᐊᓐ. ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑕᖅ.

ᐃᓯᕝᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᑕ ᖃᖕᖕᔪᖅ.

ᖃᖕᖕᔪᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑕᖅᕝ. ᖁᔭᓐᓇᒦᒃᓗ ᑐᑭᓯᓇᖅᓯᕐᒦᕐᒪᑦᐱ ᓱᐱᐱᑐ ᐅᖅᑲᐳᑎᓐᐱᒻ ᑕᐃᒦᓇ ᐊᐱᖅᑯᑎᓐᕝᓱ.

ᐅᓇ ᓯᑕᒦᕐᕝᐳᖅᖐ ᐃᓄᑦᑎᓐᐱᖅᑯᐊᓄᑦ ᐊᐱᖅᑯᑎᖅᕝᖅᐊᕆᓂᖅᑕᓐᐱᐅᐱ, ᒪᓕᒐᓕᐅᖅᑎᖅᑲᐱᓐᐊ ᐊᐱᖅᑯᑎᒪᓕᒐ ᐱᕆᐊᓂ ᐃᓕᒦᐊᖅᕝᑦᓐᐊᐱᐳᐊᕐᓗ ᐊᐱᖅᑯᑎᖅᑲᐱᖡᖅᑎᒻᑐᖅ ᐅᑯᐊ ᖃᕐᓄᐱᑐᕝ ᑎᒦᒥᕐᐳᕐᐃᐅᕝ *Regional Organizations* ᓇᓂᐊᔫᕝᕆᕝ? ᐃᓯᕝᕙᐅᑕᖅᕝ, ᑐᑭᓯᓇᖕᖏᖅᖏᕝ.

ᐃᓯᕝᕙᐅᑕᖅ: ᒪ'ᓇ. ᐃᓄᑦᑎᓐᔫᖅᖅᑯᑦ, ᒥᑕ ᑭᓕᖅ.

ᑭᓕᖅ (ᑐᒦᖐᑎᒐᔪᑦ): ᑕᐃᒃᑯᐊᓂᐅᒪ ᐅᖅᑲᐳᔭᖅᖅᑐᒃᑦ

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 with a thank you or *qujannamiik* or *ma'na*, 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.

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 resumed at 15:38*

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.

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-secondary students in achieving our Inuit employment objectives.

ᐃᓕᓐᓂᐊᖅᑐᓕᓴᓂᐅᑉ ᐃᓗᓕᖕᒥᓇᖅᓯᑐᓂᒃ ᒪᑯᐊ ᐃᓄᐃᑦ ᑎᒋᖁᑎᖕᒥᑦ ᑲᑐᔾᔭᖃᑎᖕᒥᑦ ᓘᓯ ᖅᑭᖅᑲᓂ ᐃᓄᐃᑦ ᑲᑐᔾᔭᖃᑎᖕᒥᑦ ᑭᕿ�ҳᐊᑦ, ᐊᒻᒪᓗ ᕿᕙᓪᓕᒥ ᐸᓗᐅᕐᑐᐅᕤᕝᐊᑎᑦ, ᖅᑎᖕᒥᐅᓐᓪᓗ ᐃᖅᑲᓇᐃᔅᖅᑲᑎᕋᖕᒍᑦ ᖅᑎᖕᒥᐅᑦ ᐃᓄᐃᑦ ᑲᑐᔾᔭᖃᑎᖕᒥᑦ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔭᐅᑎᒍᑦ): ᒫᓐ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᐃᓯᒪᒋᐅᑎᒃᑎᕗ ᐊᔾᔪᕐᐅᕐᐱᓪᒐ ᐅᖅᑲᓪᓚᓯᑐᓂᖅ ᖅᑐᖃᖅᑲᖅᐅᓕᒃᐊᑦ ᐊᕙᓪᑐᒃ ᓂᖅᑲᑑᓕᑕ. ᐊᓐ ᖅᑐᖃᖃᖅᑲᑲᓕᑕᔅᐳᑎᑦ. ᒥᔅ ᖅᑭᖅᒍᖅ.

ᖅᑭᖅᒍᖅ: ᖅᑐᖃᖅᑲᓕᖅ. ᐊᕝᖅᑎᖅᓂᖅᑲᕇᓯᒪᔅᒐᒪ ᐅᖅᑎᐊᖅ ᐅᖅᑲᐅᓂᓯᓕᖕᒋᓂᖅ ᑲᒪᑎᑕᑎᔭᓂᓯᒐᒪ ᑲᒪᓪᖅᓯᓕᔅᖅᐳᑎᒃᑐᑦ ᒥᔅᒐᔅ. ᒪᒪᐊᓇᕐ, ᐃᒃᓯᕙᐅᑕᑦᒃ. ᐊᕝᐊᓂᖅ ᐅᖅᑎᐊᔅᖅᒐᓯᒪᔅᒐᖅᐃᔅᑐᖕ ᐊᕝᖅᑎᖅᓂᖅᑲᕇᓯᒪᔅᖅᒪ ᒪᐊᓇ. ᖅᑐᖃᖅᑲᓕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓐ. ᑕᐊᒪ ᒪᐊᓇ ᐊᑎᖅᑎᖅᑲ ᑕᒪᔾᔭᐅᓕᓗᐊᖅᑎᒍᔭᕐᒃ ᑲᐳᐊᓐ ᒪᐊᓇ ᑭᐱᔭᐊᓯ ᓄᖅᑲᖕᓕᑕᐅᖅᐊᓕᓯᐊᕐᑲᑦ 15 ᒥᓂᔅᒥᖅ ᓄᖅᑲᖕᓕᑕᐅᖅᐊᓕᓯᐊᕐᑲᑦ ᐅᖅᑲᕝᐊᑎ ᐅᑎᕈᐊᑦ ᒥᔅ ᓚᐃᑦᔅᑑᑦ ᐊᕝᖅᑎᕐᐅᕈᓯᓕᑑᑲᖅᖅᑭᐱᓯᐊᓂᐊᖅᑐᑎᒃ. ᐅᖅᑲᕝᐊᑦᑲᑕᐅᖅ. ᒫᓐ.

>>*ᓄᖅᑲᖕᓕᒃᑲᐃᒪᐊᖅᑐᑦ 15:17ᒥ ᑲᕝᖅᕐᑲᓂᖅᖅᑐᑎᓪᓗ 15:38ᒥ*

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓐ. ᑕᐊᒪ ᐅᑎᖅᖅᐅᖅᐊᒪᓕᓂᓪᒐᖅᑲᕐᑕ. (ᑐᓵᔭᐅᑐᓂᖅᑕᔭᖅᑲᖅ) ᑕᐊᒪ ᑭᐱᔭᓪᖏᓂ ᐱᓯᐊᕐᐊᓯᐊᕐᖅᑲᐅᓕᑑᑦ ᐅᖅᑲᐅᓯᓕᖅᑎᐊᑎᓯᐊᓂᐊᖅᖅᑲᐅᔅᕐᐳᑦ ᑕᐊᒃᑲᐊ ᖅᑲᐅᓯᖅᐅᐃᓯᐊᓂᖅ ᑐᓯᑯᖕᓯᖅ ᑕᐊᒃᑲᐊ ᓯᐳᐸᖕᓯᖅᑑᑦᒐ ᑕᒪᐊ ᑎᑎᖅᑲᖕᓕ 1, 2, 15-ᓗ. ᒪᐊᐅᑐᔭᖅ ᒥᔅ ᓚᐃᑦᔅᑑᐊ.

ᓚᐃᑦᔅᑑᐊ (ᑐᓵᔭᐅᑎᒍᑦ): ᖅᑐᖃᖅᑲᓕᖅ, ᐃᒃᓯᕙᐅᕈᖅ. ᐅᖅᑲᕈᒪᔪᐊᖕᖅᑑᑦᒐ ᐃᓕᓐᓂᐊᖅᑎᓂᖅᖏᖅᑐᖅ ᐊᖕᕋᖅᑲᖕᔩᕆᓂᓂᖕᔭᐃᖅᑎᖅᒥ ᑭᐱᓪᑐᖅᒍᔪ ᐊᒻᒪᓗ ᑕᐅᑲᐊ ᑲᑎᒪᔾᔭᐊᓐᓗ ᖅᑐᕝᕋᕐᓪᓗᐊᕐᑐᑦ ᐊᒻᒪᓗ ᑕᐅᑲᐊ ᐊᕈᒪᖅᒥᓕᓪᓗᐊᑎᓪᓗ ᐃᑎᖅᑲᕐᐅᖅᐃᓚᓂᖅᑐᐱᓪᓗ ᐊᒻᒪᓗ ᑕᐅᑲᐊ ᐊᓂᓯ, ᐊᖁᖅᕐᓂᖃᖅᑲᖅᐅᓂᑉ ᑕᒪᓪᑐᖅᓂᖕᔭ ᐊᔪᐊᕐᑎᖅᑎᖅᕐᑐᖅᓂᓪᓗ ᐱᔪᐊᕐᑑᒥᖅ ᐱᓕᓂᐅᔅᖕᔭᕐᖅ ᑕᐅᑲᐊ ᐃᖅᐅᖅᑑᑦ ᓗᖅᑯᖕᔭ ᐃᓕᓐᓂᐊᖅᑐᓂᖅ ᐃᖅᐅᐊᕐᐊᔅᐊᓯᔅᐅᑦ ᐊᒻᒪᓗ ᑑᖕᐊᕈ ᐃᖅᐅᐊᕐᖅᓯᖅᑐᑦ ᐊᒻᒪᓗ ᐱᐊᓯᕐᔭᐊᓯᖅᐱᐊᑦ ᓴᐅᐳᓕᕐᔪᖕᔪᐊᕐ ᑐᖅᖅᑐᐊᑦ.

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 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

ᐊᒻᒪᓗ ᖅᑯᕐᖕᓇᕐᖅᖃᓂᑎᒥᒐᒥᔨᒃᐱᓪᒎᖕᒐ ᑖᒃᐊ ᐊᖃᖕᑭᑦ ᑖᑭᐅ ᐊᖃᖃᖅᑎᓂᐊᓚᔨᕋᑦ ᑖᑭᐅ ᑲᒫᖅᑲᑐᓚᑦᑕᐊᑦ ᑲᑎᒪᓂᒃᑦ ᐊᒻᒪᓗ ᑕᑭᑯᓂᕗ ᐊᑉᑲᐊᒃᓄᑐᓂ ᑕᑭᐅ ᖃᓄᖅ ᑕᑭᒥᓐᒪᒥ ᑕᑭᓂ ᐊᑕᑕᖅᐊᓂᑐᓂᕗ ᖃᓄᖅ ᑕᑭᐅ ᐱᑕᓂᖃᑎᖕᐱᓚᓂᖅᕃ ᐃᓄᐊᑦ. ᐃᒋᖕ ᑕᑭᐅ ᐱᑕᓂᐊᐅᕋᑦ ᐊᒻᒪᓗ ᐱᐊᓂᒍᓛᖕᕃᕃ 23-ᒍᑦ ᑖᓂᑯ ᓴᓄᐳᓕᒐᒍᑦ 23-ᒥᑯ ᓴᓴᐳᑎᓂᑯ ᒪᑕᓕᖅᑎᐅᑦ. ᐃᒻᒪᖅ ᐅᖅᑭᓲᐃᐊᖕᓂᖅᑐᓂ ᐊᒻᒪᓗ ᑖᑭᐊ ᑕᐅᑐᖅᐱᓚᐊᑦ ᑕᒐᓂ ᐅᑯᓂᒥ ᑕᑭᐅ ᐃᖅᑭᐅᓚᖕᐱᑎᐊᖅᓂᐊᖅᕃ ᑕᑲᒫᓐ. ᐃᒻᒪᖅ ᐃ, ᖅᓗᒐᒥᒍᓂ ᔨᖕᓗ ᑭᔪᐊᓂᖅ ᐅᔨᖅᑐᖕᓂᓚᐊᓄᐊᓂᖅᕃᑦ ᑖᑭᐊ ᑐᓂᖅᑕᐅᓂᐊᒋᓂᒎ ᐊᒻᒪᓗ ᐊᖃᖅᑭᐅᖕᔭᓄᖕ ᐱᑕᓂᐊᐅᔨᓂᒃ. ᖅᑯᖕᓂᒻ, ᐃᑉᔨᖁᐅᑕᖕ.

ᐃᑉᔨᖁᐅᑕᖕ: ᒪᓇ. ᑖᓂᑯ ᐅᖅᐅᔨᖕᑐᐃᐊᒫᓇᐅᑐᐅᒪᒃ. ᒥᑕ ᐊᖅᑯᖕ.

ᐊᖅᑯᖕ (ᑐᓴᐱᑎᒍᑦ): ᖅᑯᖕᓂᒻ, ᐃᑉᔨᖁᐅᑕᖕ. ᐅᑕᖕᒃᖅᕃᔪ ᑕᒪᔾ ᑕᒨᖕᑐᔪᒍᑦ ᐊᖕᕃᖅᕃᖅᒍᑎᓂᒎ.

ᐊᐱᖅᑭᑎᕆᕝᒐ ᑖᑯᓄᖕᒥ ᐊᐱᖅᑭᑎᒃᖕᐊᖅᑕᕋ. ᐃᒋᖕ ᑲᒃᑯᐊ ᐃᑕᖕᕃᖕᒥ ᐊᒻᒪᑕᐅᖅᕃ ᑕᒃᑯᐊ ᐃᑕᖅᓗᖃᒪᒡᒪᒎᑦ ᐃᑕᖅᔭᒪᒃᓚᑎᒍᑦ ᐃᑕᖕᕃᔭᒃᖕᐱᓚᔭᐊᑦ ᑐᖕᓚᐊᒐᑦ ᔨᓚᑐᖕᕃᖃᖕᒍᑦ ᐊᒻᒪᓗ ᐃᑕᖕᕃᖃᖅᓂᖅᓄᒥᓄᒃᒎ ᔨᓚᑐᖕᕃᖃᖕᒥ ᐊᒪ ᑕᐊᒪ ᑕᐅᖁᐊ ᑐᖕᓗᒃᖅᑯᑦ ᖃᓄᖅ ᓇᓄᐊᑕᖕᕃᐊᔭᖕᖕᐱᑦ ᖃᓄᐅᑐᓂᒃ ᐊᑐᖕᕃᖃᑕᖅᑯᓚᒃᔭ? ᐃᑕᖅᓂᖃᑎᐊᓚᑐᖅᖕᐱᓚᕃ ᔨᓚᑐᖕᕃᖃᖕᒎᑦ ᐃᑕᖕᕃᖕᕃᖕᕃᐱᖕᒎᒃ ᐊᒻᒪᓗ ᐱᔭᖅᓄᖕᒃ? ᖅᑯᖕᓂᒻ, ᐃᑉᔨᖁᐅᑕᖕ.

ᐃᑉᔨᖁᐅᑕᖕ: ᒪᓇ. ᒥᑕ ᒪᑭᔾᓂ.

ᒪᑭᔾᓂ (ᑐᓴᐱᑎᒍᑦ): ᖅᑯᖕᓂᒻ, ᐃᑉᔨᖁᐅᑕᖕ. ᐃ, ᖅᑯᖕᓂᒻ ᐊᐱᖅᓚᑭᖃᖕᒐᑦ. ᑖᑭᐊ ᐅᖅᐅᔨᓄᖕᑯᐊᖕᑐᖕᐱᑦ ᑖᑭᐊ ᐃᑕᖕᐸᖕᑕᐊᖕᒎᖕ ᑕᒪᒃᑕ ᓴᐅᑕᐃᖕᔪᖁᖕ ᐅᖁᖕᑎᖕᓄᒃ ᑖᑭᐊ ᓇᓄᐊᑕᖅᒃᐱᓚᖕᒐᑦ ᐅᑕᖕᑯᑎᐊᖅᓂᐊᖕᒃ ᑖᑭᐊ ᓇᖕᒥᓂᖕ ᐃᑕᖕᓄᓂᖕ ᐃᑕᖕᕃᖃᖕᑭᖕᑐᖕᕃ ᐊᒻᒪᓗ ᑕᐊᒪᓗ ᑕᑭᐅᖕ ᑕᑕᖕᑎᒃᐱᐅᖃᖅᑐᖅᖕᐱᐊᖕ

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 that kind of package of hands-on learning, if you will.

I think what I would say, though, is I don't know if there's any one that's better suited. I think it's maybe trying to offer students kind of, as I mentioned, a package of activities or maybe a continuum because certainly something like having a guest speaker come into your class is valuable because you get an opportunity to see someone who is in a field and you get to hear from them about what it means to work.

You also have some of the camps, for example, in the opening statement and in our report and in the opening statement by the Department of Education there was reference to the health camp that is taking place here in Iqaluit. I think that those are valuable as well, but for different reasons because it brings students outside of their community, it gives them an opportunity to travel outside of their community and work with other students from other communities. It's much different than having someone come in the class, but it's also more difficult and takes more resources to coordinate and organize.

We note in our report TASK week, which is an activity in Baker Lake, and certainly some of the teachers and individuals who have been involved in that have indicated that that has been very successful. Even though students may be chronic non-attenders or they don't attend a lot, something like TASK week actually brings them to school for that week and they really get an opportunity to experience things hands-on.

ᐃᓕᓴᓂᐊᖅᓴᐃᐅᑉ ᐃᓕᖏᓐᓂᐅᑦ ᐅᖅᑐᑎᕐᓗᒍ ᐅᕐᕿᔪᖕᖓᖕᒐᑦ ᓴᓇᐅᒡᓯᓪᔪᑦ ᑐᖦᓴᖅᑐᐃᑦ ᑖᒃᑯᐊ ᓯᖕᓗ ᐊᖦᕈ ᔪᖕᖓᖕᒐᑦ ᐱᔨᖅᓴᐅᑎᖃᖅᒍᔪᖕᖓᒐᑦ ᐃᓗᖕᓂᐊᖅᔪᒡᑦ ᑕᒃᑯᐊᖕᒍ ᓴᓇᐅᒡᓯᓪᔪᖕᒐᑦ. ᑖᒃᑯᐊᓂ ᐱᓕᒥᖕᒐᖕᑖᖕᒍ ᑖᖕᖓ ᐃᓕᒥᖦᕐᐱᒪᕐᐳᖕᒐᖅᑐᖅ ᐃᓕᕿᑎᖕᖦᖃᕐᔪᒪᖕᒐᒡᑖ ᑮᖦᕐᑎᖅᑖ ᖅᖅᐳᕐᐳᖕᒐᖕᒍ ᖕᒐᖕᒍᐊᖑ ᖃᖅᒐᖦᓔᔫᕿᖕᒐᒡᑖ.

ᐱᔨᖦᕐᐱᒡᑖ ᑖᒃᑯᐊ ᐃᓕᓴᓂᐊᖅᔪᒡᑦ ᓯᖕᖓᖕᖕᒐ ᐅᖃᖕᖕᒐᒡᑖ ᑕᒃᑯᐊᖕ ᐃᓕᓴᓂᐊᖑᑎᖕᒡᓂᖕᒐ ᐃᓗᖦᕐᕐᖕᒐᖕᒐ ᐊᒡᓗ ᑲᕐᒐᖦᕐ ᐊᒡᓂᑎᖕᒡᖕᒐᒃ ᐊᒡᓗ ᐃᓕᖕᒐᖕᖕᒐᖕᒍᒥᔫᖕᒍ ᑕᒃᑲ ᐊᖦᕐᓪᖃᖕᖕᒐᕐᖕᒍᒃ ᐃᓕᓴᓂᐊᖅᔪᖕᒍ ᐊᒡᓗ ᐊᖦᕈᖕᖓᖕᒍᒡᑦ ᑕᒃᒡᖕᒐᖅᒡᖕᒐᒡᑖ ᐊᒡᓗ ᑐᖕᒡᖕᑖᖕᒍᒡᖕᒐᖕᒍᒡᑦ ᑮᖦᕐᒐᖕᒡᒡᑖᖅ.

ᓯᖕᒡᖕᒍ ᐅᖦᔪᑎᖕᒡᖕᒐᖕᒡᑖᖕᒡ ᐅᖕᒡᖕᖕ<ᖦᑦᖕᒡᖕᒍᖕᒡᖕᖕᒡᑎᖕᒡᖕᒍᑖ ᑐᖕᒡᖕᑎᖕᒐᖕᑖᖕᒡᖕᒐᖕᒡᑖᖕ ᑎᖕᑎᖕᒐᖕᒡᖦᖕᒡᔪᖕᒐᖅᔪᖕᒡᑲᖕᒡᖕᒍᖕᒡᑦ ᑕᒃᑯᐊᖕᒍ ᑖᖕᒡᖕᒐᖕᒍ ᐃᖕᒡᖕᒍ. ᑖᒃᑯᐊ ᐱᐅᖕᒡᖕᒐᖦᖕᒡᐊᖕᒡᖕᖕᒡᖦᕐᒐᖕᒡᑖᖕ ᐅᖕᒐᖕᖕᑎᖕᒡᖕᒐᖕᒍᖅ ᑮᖦᕐᒐᖕᒐ ᐊᖦᐳᖕᒐᖕᒍᖦᕐᑐᖕᒍᖕᒡᖕᒍᖦᕐᑖᖕᒡᖕᖕᒍ ᐃᓕᓴᓂᐊᖅᔪᒡᑦ ᖕᖕᒐᖕᒐᖕᖕᒍ ᐊᖕᒡᖕᒐᖕᒍᖕ ᐃᓕᓴᓂᐊᖑᐊᖅᔪᒡᑖᖕᑐᖅ. ᐊᖦᕈᖕᒐᖕᖕ ᐊᐳᖕᒡᖕᒡᑖᖕᒡᑖᖕᒐᖕᖕᖕᑎᖕᒡᖦᖕᒍᖅ ᐱᓕᖦᕐᑎᖕᒐᖕᖕᖦᖕᒡᖕᒐᖕᒡᖦᕐᑎᖕᒡᖦᖕᒍ ᖕᒐᖕᖕᒐᖕᖑᖕᑎᖕᒡᖕᑎᖕᒐᖕᒍᖕᖕᒍ ᐊᖦᒡᑕᖕᒡᖅ ᑕᒃᑯᐊ ᑐᖦᕐᑐᖕᒐᖦᖕᒡᖕᒍ. ᐊᖦᕐ ᖃᐅᖕᒐᖕᒐᖕᒐᖕᒡᑖ ᑮᖕᒐ.

ᐃᖦᖕ<ᖦᕐᖕᒐ ᑕᒡᖕᒐᖕᒐᐅᖕᒐᖅᔪᖅ ᑕᐃᖕᒐ ᖃᒐᖕᒡᖕᔪᖦᒡ ᐊᖦᒡᑖᖕᒡᖅ ᐃᖕᒐᖦᐊᐉᖕᒍ ᐊᒡᓗ ᐃᖕᒐᖕᖕᖕ ᐃᓕᐅᖦᕐᐳᖅᔪᒡᑦ ᐃᓄᐃᑦ ᐅᖦᕐᖕᒡᖕ/ᖕᒐᖦᕐ ᑕᐊᖕ ᑕᒃᖕᒐᖦᔪᖕ ᐃᖕᖦᕐᕐᖕᒐᖕᒐᖅᔪᒡᖦ/ᖕᒐᖦᕐᒐᖕᒡᑖᖕᒡᑐᖦᖕᖕ ᑕᒃᑯᐊᖦᖕᖕᖕ ᐃᓕᓴᓂᐊᖑᐊᖅᔪᖕᒐᖦᕐᖕᒡᑐᖦᖕᖕᔪᒡᑦ ᑕᒃᑯᐊᖦᕐ ᐃᖕᒐᖕᖕᖕᖕᖕᖕᖕᖕᖕᖕᖦᖦᕐᑖᖕᒡᑐᖦᖦᕐᒐᖦᖦᕐ ᖃᐅᑕᒡᑖ ᑖᒃᑯᐊ ᓴᖦᕿᑕᖦᖦᕐᑖᖅ.

And then I guess lastly is the whole notion of something much more formal, which would be a co-op placement, so when a student would actually work in a work environment for a certain period of time, I think, trying to offer a variety of different activities to students, I would say, as opposed to picking any specific one.

The one thing that I would note, though, and we note in our report, we talk about what are called these career program plans, where students sit down with the principal or the counsellor in the school and they talk about what is of interest to them, is maybe integrating those career program plans with the activities, so better integrating them so that these plans aren't just left in a file but in fact it's something that students can use throughout their time at high school. It provides value. It makes them think throughout high school, "What is it that I would like to do after school?" I think it's maybe a combination of offering a variety of different activities to students, but also integrating it into requirements such as career program plans and using them to help students think about what is it that I would like to do when I graduate from high school.

I apologize if it's a long [answer], but I think it's an important one and it's an important question that you ask. I think it's 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 benefits and I think it's, again, providing that variety to students is probably the best route. Thank you, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. My next question is toward the education department. Paragraph 4 of the audit report

Cᐱᒡ CLᏝᑯᐊ ᓕᔾ᠊ᠣ Ρᓅᒍᒋᒑᖅᕝᒐ᠊ᠣ. CᐱL Ċᵃᑫ ᓕᔾ᠊ᠣ ᓴᑫᒋᐅᓇᕝᒻᑉ ᐃᒑᓇᐊᖅᑐᖅ Ċᵃᑫ ᐃᓱᒪᒡᒋ᠊ᠣᒍᑦ, Ċᵇᑯᐊ ᓴᖅᑊᑕᒋᑎᒋᐊᖅᖡᒑᖅ ᑐᓂᔾᓇᐊᖅᓂᖅ ᐊᒪᒌᐱᒍᐱᒻᓇᖅ CLᏝᑯᓇᖢᑦ.

ᐃᒻᒪᖅ ᐅᖅᑲᒐᒐᖅᑐᖢᒪ CᐱLᒋ ᑫᒋ᠊ᐊᖅᔾᖅᑎᒋᑎᒋᔾᖅᑐᖢᒪ ᐊᒧᔾᓗᔾᓇᕗᑦ ᖃᐅᔨᒪᒡᒋᒐᑦ ᐅᓇᖅᑲᒋᓇᐊᒡᑎᓇᖅᑉ CLᏝᑯᐊ ᐸᖅᑲᐱᓇᖅ ᓴᑫᐅᑊᖅᓇ᠊ᠣᑦ ᐊᒻᒪᒍ ᐃᒋᖅᑲᒡᑎᖅᑉᒑᓇᑐᓇ Ċᵃᑫ ᐃᒑᓇᐊᖅᑐᖅ ᐊᖅᓛᖅᑊᒡᑎᓇᔾᐅᖡᒻᑉ ᐃᓇᓕᐱᓗᓇᖅᑉ. Ċᵇᑯᐊᖅᑲᐱ ᐸᖅᑲᒡᑐᐊᖅᒋᒐᐱᖅᓇᖅᑐᖅ CLᏝᑯᓇᖢᒪ ᐱᓇᖅᓇᒡᑦ ᐊᒻᒪᒍ ᓇᓇᑫ ᐊᑐᐱᑫᖅᑎᓇᑦ. ᐃᒑᓇᐊᖅᑲᖅᑭᓇᑎᓇᖢᒪ ᐃᒑᓇᐊᖅᓇᐊᒍᒻᑉ ᐃᒻᒪᖅ Ȧ. CᐱL ᐊᒋᒪᒡᒍᒡᓇᖅ Ċᵇᑯᐊ ᐊᒡᔾᐅᒑᖅᒍᑐᐱᒡ CLᏝᑯᓇᖢᒪ ᓴᖅᑊᑕᒋᑎᓇᖅᑉ ᐃᒑᓇᐊᖅᑭᓇᖅᑉ ᐊᒻᒪᒡᒋᐅᖅᑉ Ċᵇᑯᐊ ᓇᐅᑊᖅᑭᒋᑎᓇ᠊ᒡᒡᑕᐅᖅᑉ. CLᵃᑫ ᐅᖅᒡᑎᔾᐱᒑᖅᓇᐅᑐᑌᑦ ᐃᑉᖡᔾᐱᑫᒡᑲᖅᑎᐅᑦ ᐃᒑᓇᐊᖅᑭᐅᑦ ᖃᐱᖅ ᓇᐱᒐᑉ ᐱᒑᑎᔾᒡᒡᖡᑊᒐᒡᑕᑕ. ᒡ

ᒋᐊᑫᐅᒡᓇᒡᐊᖅ Ċᵃᑫ ᐱᒻᒡᐱᓇᐅᖡᒋᖅᖡᒡᑫᑉᓗᑕ ᐅᕝᒑ ᐊᒻᒪᒡᒍ ᐊᐱᖅᑯᑎᒋᔾᐱᑕ ᐱᒻᒡᐱᓇᐅᑦᒋᓇᒍᒡ ᐊᒻᒪᒡᒍ ᐃᓱᒪᒡᒋᒡᒍᒐᑦ Ċᵇᑯᐊ ᐊᔾᔾᖅᑊᒍᒐᐊᓇᖅᑉ ᐱᒑᖅᑕᐱᑦ CᐱLᐱᒋᑌᑦ CLᏝᑯᐊ ᐱᒑᖅᑕᐱᑦ. Ȧ, ᐊᖢᔾᑊᒡ ᓴᖅᑊᑕᒋᑎᖅᑊᖡᒑᖅᒡᑭᑦ ᐱᒑᖅᒡᑖᑦ ᐊᒻᒪᒡᒍ Ċᵇᑯᐊ ᐃᒑᓇᐊᖅᑎᖅᑉᑊᖅ. Ȧ, ᐅᖅᑊᒡᓇᒋᒻᔾᖡᒑᒡᒑᑉᒑᑌᑦ. ᖄᔾᓇᓇᖡᒻᑉ, ᐃᑉᖡᔾ᠊ᐅᐅᖅᑫᖅᑉᒑᖅᑉ.

ᐊᖡᑯᐊᖅ (ᑐᖅᑊᒡᐱᖡᒍᔾᑊ): ᖃᐅᔾᔾᒡᐱᖢᖅ, ᐃᑉᖡᔾ᠊ᐅᐅᖅᑕᒃᑊᒃ. ᐊᐱᖅᑯᑎᒋᑎᒋᒑ ᐃᒑᓇᐊᖅᑐᒋᑎᒑᐱᔾᖡᒻᒑᒋᒻ᠊᠊᠊ᒪᒃ. ᐊᐱᓇᒡᑌᒡᓇᖅᓇᖅᒡ ᑎᑎᖅᑊᒐᒡᒻᐱᒋᒑᖢᒪ 4-ᒋ

notes that "The Department's vision is to have more well-educated and self-reliant 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 don't 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, 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 don't 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 educators 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 carry out the regular evaluations in terms of looking at the rest of the country and looking at our

ᐊᒻᒪᓗ ᖃᐅᔨᓴᓪᕙᑦ Ċᖅᑯᐊ ᑕᐅᑐᒃᔪᒪᔾᔮᔭᐅᓛᕆᐊᖃᖅᑐᓂ ᐱᔪᒫᒧᑦ ᓄᓇᕘᒥᐅᑕᓄᑦ ᐃᓕᓐᓂᐊᖅᓯᒪᑦᑎᐊᖅᓯᒪᔪᓂᒃ ᐃᓕᓐᓂᐊᖅᓂᖅᓯᒪᔪᑦ ᐃᓯᕐᑦᑐᐊᔪᑦ ᔪᕐᐊ 12 ᑲᓇᑕᐳᓪᓗ ᐃᓗᐊᓂ ᐊᒻᒪᓗ Ċᖅᑯᐊ ᐊᒥᓯᓂᖏᑦ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᒪᒃᑯᒃᑐᒥᑦ ᐃᓯᕐᑯᔪᔭᐅᑦ ᐃᓯᕐᑦᑐᐊᑦ ᑕᒪᒃᑯᐊ ᔪᕐᐊ 12-ᒥᒃ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᓯᖃᕐᓂᓗ ᓯᕐᑦᑐᖅᖏᖃᐱᒥ ᑕᒧᑎᓐᓇᔪ.

ᖃᓄᕿᑦ Ċᖅᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᒐᓐᐱᐳᑦ Ċᖅᑯᐊ ᐱᓕᕐᒪᒃᖏᓯᓂᖅ ᐊᒻᒪᓗ ᐊᔪᖅᖏᓂᖅᓂᒥᓂᑦ Ċᖅᑯᐊ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓕᓐᓂᐊᖅᓯᓂᖅᓯᔭᐅᑦ ᐊᒻᒪᓗ Ċᖅᑯᐊ ᑲᓇᑕᐳ ᐃᐸᕗᕐᓂᔪ ᐊᕆᐳᕐᕆᑦ. ᐃᓕᓐᓂᐊᖅᑐᒐᓐᐱᐳᑦ ᐃᒪᕿ ᐃᓗᐃᖅᕆᑦᑎᕐᓀᖅᕐᑕᑦ. ᑭᓯᐊᓂ ᐊᐱᕆᔭᕐᓂ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᑭᓪᖃᖅᓯᖅᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᔪᓂᕐᓂᖅᔪᑦ ᐃᓗᔪᖅᓱᕐᓀᐊᖅᖅᐳᑦ ᐅᕐᕿ ᓯᖅᑯᕐᓇᕐᕆᑦ ᐅᕐᕿᓂᕐᕆ ᐃᓗᔪᖅᓯᕐᓀᐊᖅᖅᐳᑦ ᓄᓇᕐᑦ ᑲᓇᑦᐳᑕᓐᑦ ᐃᓕᓐᓂᐊᖅᖅᐊᕐᕐᓂᓂᑦ ᐊᕐᕐᓂᓂᑦ? ᖅᑯᕐ�°ᓂ�, ᐃᕐᒋᐊᐳᑦᖅ.

ᐃᕐᒋᐊᐳᑦᖅ: �La. (ᑐᓵᔨᑎᒍᑦ) ᐃᓕᓐᓂᐊᖅᑐᒐᓐᐱᑯᒐᓐᑦ ᐊᐱᖅᑯᑕᐅᖅᑯᖅᑐ, ᒋ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖅᑯᕐ°ᓂᖅ, ᐃᕐᒋᐊᐳᑦᖅ. Ċᖅᑯᐊ ᐊᒥᒐᕐᕆᑦ ᐅᓵᑯᑦ ᖅᐱᓂᓪᐊᖅᑐᕐᕐᖃᕐᕐᑐᖅᑦ ᐊᒻᒪᓗ Ċᖅᑯᐊ ᐊᒻᒪᓗ ᑲᓇᑕᐳ ᐃᓗᐊᓂ ᓄᓇᕐᕐᑦ ᒪᓇ ᐊᕐᕐᓂᓂᒃ ᐱᓯᕐᕐᓇᕐᕐᒥ Ċᖅᑯᐊ ᐊᒥᒐᕐᕆᑦ ᒪᓇᐳᑦᖅ. (ᑐᓵᔨᑎᒍᖕᓂᖅᑐᖅᑯ) ᖅᑯᕐ°ᓂᖅ.

ᐃᕐᒋᐊᐳᑦᖅ: La. ᒥᒃ ᐊᕐᑯᐊᖅ.

ᐊᕐᑯᐊᖅ (ᑐᓵᔨᑎᒍᑦ): ᖅᑯᕐ°ᓂᖅ, ᐃᕐᒋᐊᐳᑦᖅ. ᐅ, ᑲᓇᑕᐳᑦᑕᓂᒥᑦ ᑲᓇᑕᐳᑦᐳᑦ-ᑐᐳᑦᖅᓂᑦ ᐊᒻᒪ ᑕᐊᒪ ᐊᐱᖅᒋᓘᖅᔪᑦ ᐃᓕᓐᓂᐊᖅᕐᖃᖅᑕᑦᐊᓇᐊᖅᕐᒪᑕ ᐅᕐᕐᐊᐊ ᐃᓗᕐᑎᓐᕐᔨᖅ ᐊᒻᒪᑕᐅᖅ ᐃᒪᕐᕐᐳᕐᕆᒃᖅᓗ ᐊᒻᒪᓗ Ċᖅᑯᐊᑐᖅᕐᐊᖅ ᐃᓪᕐᐊᕿᔨᖅᑯᖅ ᑲᓇᑕᐳᑐᑐᖅᕐᐊᖅ ᐊᕐᑯᖅᐊᖅ. Ċᖕᓇ ᐅᖅᑲᐳᕐᔪᖅᑐᕐᕐ°ᓂᖅ. ᖅᑯᕐ°ᓂᖅ, ᐃᕐᒋᐊᐳᑦᖅ.

ᐃᕐᒋᐊᐳᑦᖅ: La. (ᑐᓵᔨᑎᒍᑦ) ᑐᕐᕐᓕᐳᕐᕐ°ᓗᒍ ᑭᐳᓗ ᒥᒃ ᐊᕐᑯᐊᖅ ᐊᐱᖅᕐᑎᕐᔪᓂᑦ. ᐃᓕᓐᓂᐊᖅᑐᒐᓐᐱᑯᑦ Ċᖅᑯᐊ ᑕᒪᒃᑯᕐᕐᓇᕐᕐ ᓯᕐᓗ ᖃᐅᔨᐊᖃᕐᕐᖃᖅᕐᕐᓂᖅᕐᕐᒪᕐᕐ ᓯᕐᓗ ᑲᓇᑕᓐᒋᕐᑦ ᑕᕐᕐᓗᒍ

results in the territory or is that something that is not being done regularly or 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, Canada, and assessments, evaluations, programming, and actually just recently, our curriculum division will be taking part and have access to transitions information. It is our goal as well to prepare our students and ensure that they do receive a high-quality education in 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) The Auditor General's report doesn't include how income assistance clients can benefit. How can they get educated or prepared to enter the workforce so they can get off of income support? I would like to ask the Auditor General (interpretation) if income assistance clients 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. It was more individuals, and when we looked

ᐊᒻᒪᓗ ᐊᐄᑦᑐᖅᕈᓚᐸᓂ ᐊᓂ, ᖃᓄᖅ ᑕᒪᓐ ᑕᐃᓕ? ᒥᑦ ᒪᑉᒥᓚᓐ.

ᒪᑉᒥᓚᓐ (ᑐᓴᖅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᕆᒃ. ᑖᒃᑯᐊ ᐱᓕᕆᐊᕐᔪᐊᑦ ᑲᑎᒪᔨᕋᓛᓂ ᐃᒃᓯᕚᖃᑕᐅᖃᑦᑕᕐᒪᑕ ᔅᒪᒃᑲᐁᓄᑦ ᑲᑎᒪᔨᐊᕐᐸᑦ ᑖᒃᑯᐊ ᒥᓂᔅᑕᐃᑦ ᑲᑎᒪᓕᕆᒧᑦ. ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᖅᑐᐊᒃᓗ ᐊᒻᒪᓗ ᔅᑲᖕᒍᑎᐊᖅᓴᖅᑕᐅᖅ ᑕᒪᓐ ᐃᓇᖕᓂᐊᕈᑎᖅᐅᒃ ᐃᓕᒃᔭᐅᔨᓚᓂᐊᕐᒪᑦ ᐊᒻᒪᓗ ᐊᖅᑯᑎᕐᔪᐊᒡᓯᓇᐊᕐᒪᒃ ᒥᔅᓗ ᐃᓕᓐᓂᐊᕐᓂᕐᒃ ᑕᖃᐹᓇ ᒥᓚᑐᖅᕙᓇᖕᒥ ᐆᕐᓂᕐᖅ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕐᖅᑐᖅᑯᑎᓂᖕᒧᓇᐅ ᐊᏐᓂᖅᑲᐁᐸᖁᓇᐊᖕᓇᖁᓇᐅᑐ. ᑕᒪᓐ ᐱᓇᕐᑭᓯᓚᕐᔫᑦ ᐱᓗᐊᖅᑐᕐᒃ ᑐᖖᓴᓕᒥᓇᔭᒃᓂ ᐃᔾᓇᖅᐅᑎᖃᔅᖅᕼᓚᕐᒪᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᐱᓕᕐᖖᓂᒃ ᑲᓇᑕᓕᒥ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑦᔅ.

ᐃᒃᓯᕙᐅᑦᖅ: ᒪᓐᐊ. ᐊᑎᖅᑎᒃᖅ ᒪᓕᒃᑐᕐᔅ, ᒥᑦ ᑕᐅᑐᖖᒥ.

ᑕᐅᑐᖖᖕᒥ: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑦᖅ ᐊᒻᒪ ᖁᑕᕐᐊᖕᖕᓕᕐᑎᐊᖅᑐᖕᒃ ᐱᓕᕆᐊᕆᖕ ᐃᓄᒃᑎᑐᑦ ᐅᖃᖅᑲᑦᑕᕐᒪᑦ. (ᑐᓴᖅᑎᒍᑦ) ᖁᔭᓐᓇᒥᕼᒥᒡᒪᐊᒐᔅᐅᒃ.

(ᑐᓴᖅᑎᒍᔭᖖᐆᖕᖕᐊᑐᖅ) ᑎᑎᕋᖅᒥᓚᖖᕐᒡᓕᕐᒃᒥᓇ ᖃᓄᖅ ᐱᐁᑈᓴᐅᑎᐅᖕᒪᖕᖅᑐᖕᒃ ᑕᐃᒃᑯᐊ ᐃ°ᓇ ᓂᖅᑲᐊᑐᖅᑲᑦᖅᖅᑐᖅ, income assistant-ᖖᓗᕐᕼᖅᑕᐅᕿᖅ ᐅᖅᑲᑐᕼᖅᑯᑦ ᓂᖅᑲᐄᑐᖅᑲᑦᖅᖅᑐᖅ. ᖃᓄᖅ ᑖᒃᑯᐊ ᐃᓕᕆᖖᓕᑐᖅᑈᕼᓕᕐᐊᖅᑐᖅᕼᐁ°ᐊ ᓂᖅᑲᐊᑐᖅᑈᖅᕆᖅᖖᓚᖕᒐᖕᓗᒃ ᐃᓇᖕᓂᐊᕐᒃᐊᐅᑈ ᐃᓗᐊᒃᐁᕼᐊᒃᑐᖕᒃ ᐅᕈᖕᔨᓇᒃᑦ ᐱᓕᕆᐊᕐᖕᓯᒃᒃ ᐸᕆᑲᐁᐅᑈᖖᓗᖕᒃ. ᑕᒪᓚᑐ ᑕᐅᓚᖅᕼᓕᕐᕼᕼᐊᕼᐅᕼᖕᑎ ᐊᐱᖅᑲᖅᕼᒃᒡᑕ ᑕᒪᓗᒥᖕᓇ ᓂᖅᑲᐅᑐᖅᕼᖅᑈᖅᑐᖅ, ᐃᒃᕈᖅᑕᐅᖅᑲᑦᑕᕐᒃᒡᕼᐁᖕᖖᖅᑎᖕᒃᒃ ᖃᐅᔨᓴᓚᕐᔪᕼᖕᒃ. (ᑐᓴᖅᑎᒍᔪᖅ) ᐊᐱᖅᑲᑦᑈᓚᑎᓇ ᖃᐅᔨᓴᕐᖖᒡᖖᐸᕼ ᐃᖕᐊᐃᑦ ᐃᓕᖕᕼᐊᑈ ᐃᐁᔭᕼᖅᑕᐅᖅᑲᑦᑕᕐᐁᑦ ᑕᐃᒃᑯᐊ ᓂᖅᑲᐄᒡᒪᕿᖅᑈᖅᑲᑦᑕᖅᑐᖅ ᓯᕼᑦᐊᕼᒥᕼᖅᑈᖅᑐᐊᑦ ᑕᐃᒃᑯᓇᖖᒡᕼᐄᑈᓇᕼᒃ ᑐᕼᖕᓚᑈᖕᕼᖅ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑦᖅ.

ᐃᒃᓯᕙᐅᑦᖅ: ᖁᔭᓐᓇᒥᒃ. ᒥᒃ ᒪᑭᖕᓯᒥ.

ᒪᑭᖕᓯᒥ (ᑐᓴᖅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑦᖅ. ᖅᑭᕐᓄᐊᑦᓚᓇᓚᑐᖕᖖᕐᑐᑈᕼᐅᒃ ᑭᓯ ᐊᑐᐊᖅᐊᐅᕑᑈᖖᓕᖖᐆᑦ ᓂᖅᑲᐅᑐᖅᑈᕼᖅᑕᐅᖃᑦᑕᖅᑐᓄᑦ ᓯᕼᑦᐊᕼᒥᕼᖅᑕᐅᖅᑐᓄᑦ, ᑕᐃᒃᑯᑈᓄᒡᒃᒥᕼᖅ ᐃᓄᒃᑐᑎᐅᖖᒡᓚᓂᕼ ᖃᐅᔨᓴᑈᖅᑐᔅ,

at the availability of adult basic education programs, some of those individuals may have been on income assistance, but we didn't look to see 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. In paragraph 76 we talk about Adult Basic Education–Essential Skills. That is a specific program that is offered and it is aimed at providing individuals with opportunities to develop essentially basic English and math skills and skills that are required for entry-level jobs. That is one program we noted 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 workforce 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 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 support? My final question. Thank you, Mr. Chairman.

ᐃ�°ᐅᓂᓴᑭ ᐃᓕᓴᖅᔪᖅᑲᑦᒥᓂ. ᑕᐃᒃᑯᐊ ᐃᓕᖕᓂᑦ ᓂᖅᐅᑎᑦᓴᑦᖃᑦᑐᖅᓴᑉᐊᑦᒪᑎᐅᓪᓗᐊᖅ ᑭᕝᐊᓂ ᑕᒪᒃᑯᓂᖕᒥ ᐊᐱᖅᑭᖅᑲᑦᒐᐅᒍᖕᓇᑦᑕ ᖃᐅᔨᓴᖕᒪᓯᑦᐃᐅᖅᑳᑦᑕ ᐱᖅᐸᑕᐅᓂᖅᐸᓇᓯᓪᐊᒐᒥᓇᑦ ᐃᓕᓂᓗᕿ ᑐᑕᑉᒪᓕᓴᓂᑦ.

ᑕᖅᖄᓂ ᐅᓄᖅᑲᓕᐊᒐᖏᑎᓂ ᑎᑎᕋᖅᓯᒪᓗᓪᓚᐊᑦᑐᑦ ᖅᕿᓇᑲᓴᖏᕈᖃᔾᐃᐊ, ᑎᑎᕋᖅᓕᕈᑦ ᑕᖅᖄᓂ ᐅᓪᓴᐅᓂᑦᑕ 76, ᑕᖅᖄᓂ ᐃᐁᓂᓴᑦ ᐃᓕᓴᔭᐅᕐᐊᑦᖅᑐᑦ ᐅᖅᑭᓴᔭᓯᓪᑦᑕᑭᖃᕝᖅ ᐊᑕᐃᐁᐅᑎᑦᖅᑲᑦᖅᑐᑦ. ᑭᐅᒐᐃᓂᓴᑦ ᐃᓕᓴᐅᔪᐊᖅᑕᑭᖃᕝᑐᐃᑦ, ᖅᑲᑦᓱᐅᐅᑦᑐᑦ ᖃᓴᐃᓴᒍᐊᓱᖕᓯᓕ ᖅᑲᖅᑲᓕᐊᒍᐊᑦᑕᓗᐃᑦ ᐃᖅᑲᓇᐃᔭᓪᓗᐃᑦ ᐱᓯᐊᑕᐊᖅᓯᒐᐊᓯᑦᐊᑦ ᐃᓕᖕᓗ ᑕᖅᑕ ᐊᑕᐃᐁᐅᑎᑦᖅᑲᑦᑕᐅᑦᑐᖅ ᓄᓇᓕᓪᐊᒐᓯᓂ ᓄᓇᖅᒥᒋ ᑭᕝᐊᓂ ᐃᓕᐃᓇᖕᒐᓂᑦ ᑐᑦᖅᓕᕿᖅ ᐃᓇᓂᑦ ᐃᐁᓂᓴᑦ. ᑕᐃᒃᑯᓂᖕ ᐱᓕᕐᓴᖕᐊᐃᕝ ᐃᓕᐃᓂᖕᒐᓂᑦ ᐊᖅᑲᓇᐃᓯᕐᐊᖅᓯᕝᓯᖕᐃᑦ ᐊᖅᑲᖕᒐᓯᓕᑦᑕ ᐃᐁᓂᓴᑦ ᑐᑦᖅᓕᕝᐊᑦ ᐃᓕᑕᐅᓯᐁᐊᒥᓯᑦᑕᐅᖅ ᖅᑕᕐᑎᓯᖕᓯᓪᒐ ᐃᓕᓯᓂᓯᒍᑎᐅᓯᕿᑦᑦ. ᑕᖅᑕ ᑕᖅᖅ ᕿᕿᑎᖅᓯᒪᐊᐅᑎᑦᔾᕿᑲᐅᖅᖅ ᐊᐊᓗᐃᖅᑲᑦᖅᓯᒪᕿᖕᖅᖅᕿᐊᖕᐊᑦ ᐱᑦᖃᓕᐊᑕᐅᓗᓪᐊᓯᓂ. ᖅᑕᓴᓇᖑ.

ᐃ�413ᐅᑕᖅ: ᒪᓇ. ᒥᔅ ᑕᐅᑐᖕᒋ.

ᑕᐅᑐᖕᒋ: ᒪᓇ ᐃ�413ᐅᑕᖅ. (ᑐᖅᓯᐱᖅᑎᔪᕝ) ᐃᓄᑦᑎᖕᖅᒐᖃᓯᒐᑦ ᐊᐱᖕᔾᖃᕝᑕᐅ. ᓯᐊᒐᑕᖅᐊᕝᒥ ᐅᖅᑦᓗᑕ ᖅᑯᒋᖅᐃᓪᖅᓇᔾᖅ ᐃᓇᑦᐁᑐᑦ ᑕᐃᔾᖅᑲᑦᑕᑦᔾ ᖅᑯᒋᑦᓇᓯᑦᑕᐅᖅ.

ᓇᓗᓇᐃᖅᔾᐅᐊᖅᒐᑭᑦ ᐃᓕᔾ ᐊᐅᑕᔾᒐᖕᒐᓂᑦ ᐊᐅᑕᑦᑎᖅᓯᒐᐊᖅᓯᔾᖅᒐᓯ ᐃᖅᔾᖅᓂᖅᐃᑦᓗᔾ ᓂᖅᐅᑎᑦᖅᐃᖅᑲᑦᖅᑐᑦ ᐃᐁᓂᓴᑦ ᐃᓕᓴᖕᒐᓂᖅᖅᐊᐅᑭᐊᖅᐅᓯᕝ? ᐊᖅᑲᓇᐃᓯᖅᐊᐅᖅᒐᖃᖕᒐᓴ ᐊᒐ ᓂᖅᐅᑎᑦᖅᑕᓯᓂ ᑐᖅᑲᓇᐊᖅᑲᖅᖃᑕᖃᑦᔾᑦᖅᓗᖅᒪᐅᖅᒐᓯᓂ? ᑕᖅᑕ ᑭᕝᐅᓯᓇᖃᖅᐊᖅ. ᖅᑕᕐᓴᓇᖑ, ᐃᔾᖅᑕᐅᑕᖅ.

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Chairman (interpretation): Thank you. Ms. Niego.	ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᔅ ᓇᐃᒍ.
Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) Income assistance, the main program that we utilize is a productive choice program as a means to begin encouraging our income assistance clients towards a path to employment.	ᓇᐃᒍ: ᒫᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᓂᖅᐃᐅᑐᓐᖕᓴᖅᖃᑦᖃᑐᐊᑦ ᐃᑲᔪᕐᐊᖅᖃᑦᖃᑐᐊᑦ ᐊᑐᖅᐸᑦᑕᖁᑦ ᒪᑭᒥᐊᕐᒎ ᓂᕆᐊᑐᑭᓄ. ᑕᐃᒃᑯᐊ ᐃᑲᖅᖃᑦᖃᖅᑐᐊᑦ ᐊᖅᑯᑎᑖᖅᑎᑎᐊᕐᕆᖅ ᐃᖅᖃᓇᐃᔭᓄ.

ᐃᓕᖕᒥ ᐱᖕᓇᖅᖃᑦ ᐊᑐᓂᐊᖅᕆᖅ. ᐊᑕᐅᖕᓯᑎᒍᒥ ᐱᔾᑎᑦᖃᖅᑐᑦ. ᐆᒃᑐᑎᕐᐊᒃᔪᖅᒍ ᒪᑭᑐᖅᖄᑯᖓᖅ ᖃᐅᖕᓯᖅᖃᖅᔪᖁᒪᓕᑦ ᐃᖅᖃᓇᐃᔭᓄᐊᖅᖕᒍᓐᖅᖃᑎᓐᖅᑎᓂ ᐃᖅᖃᓇᐃᔭᖅᖄᑎᖅᐊᖅᖓᐅᓐᑎᑎ ᒪᖁᖅᖁᑦ ᓂᑮᓂᕐ ᖃᐅᖅᖃᖅᑎᖅᑎᖅᐊᖅᑐᑦ. ᐃᓇᓐᐊᖅᖕᓄᑦ ᐊᖅᖃᑎᐊᖅᖄᑎᑦ ᐆᓂᓐᖅᖃᑎᐊᖅᖃᑐᑦ ᒪᖁᖅᖃᖅᖄᑎᖅᑎᖅᐊᑦ.

ᓄᓇᓐᖕᓄᒐ ᖕᖁᔾᑎᐊᖅᑐᑦ ᐃᕆᒪᑐᐊᖅᔾᖁᔾᖄ ᐅᖑᖅᓐᐊᖅᑐᒃᓇᓐᖑᒐ ᐃᓇᖕᐃᔪᒪᖅᐊᖁᖅᖕᒥᒃ, ᐊᖅᖃᐅᖅᐊᐅᑐᖅᐊᖁᖁᖓᓄ ᐊᑐᐊᖁᕈᐊᒎᐊᖁᓐᑦ ᐃᓇᓐᐊᖅᖕᓄ ᑕᐃᒪ ᐊᑎᖅᓂᓐᖅᖄᖁ ᓂᖅᐃᕆᑦᖃᑦᖃᑐᖕᒥᖅ ᖕᖁᓐᑎᖁᖃᑐᐊᖁᓐᖁᒐᖅᖅᑐᑦ ᐃᖅᖃᓇᐃᔭᖅᖄᑦᖁᒐᑦ. ᖃᖅᖁᓇᓚᖅᖁᑦ ᐊᖅᖃᐅᖅᐊᐅᑐᒎᐊᑯ ᐱᒎᖁᓂᑦᖃᑦᖁᖅᐊᖁᒐᐅᔪᑦ.

ᐊᖕᓐᐊᖅᖄᖅ ᐅᖁ ᓇᓄᖅᐃᖅᓂᐊᖅᖓᑦᖄᓐᐊᖅᓄᖄᖅᖅᐊᑦ. ᖅᒐᖁᖅᖄᐃᖃᑦᖄᑦ. |
Some of the challenges would be prior…there's a number of them. One would be, for example, we have federal funding available through our career development stream for labour market programs. We rely on third parties to apply and ensure that they fit within the requirements of the federal funding. That's one challenge.	
Another challenge, of course, is having the broad spectrum of programs needed within a community. Not everyone can be in one field. Not everyone has the interest in, for example, mining. The more programs available the better we can steer income assistance clients away from that assistance and into their career paths. Everyone has a different interest.	
I would like to have my director expand on some areas, if I may. Thank you, Mr. Chairman.	
Chairman (interpretation): Thank you. Mr. Clift.	ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᔅᑐ ᑭᓕᐊᑦ.
Mr. Clift: Thank you, Mr. Chairman. We have a couple of existing programs that are specifically aimed for income assistance 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 Employment and Training. That has been in place now for three years. It's a cooperative venture between ourselves in Family Services and Nunavut Arctic College where	ᑭᓕᐊᑦ (ᑐᓵᔨᑎᒍᑦ): ᖅᑯᖁᐊᑉᕐ, ᐃᒃᓯᕙᐅᑖᖅ. ᒪᕐᕉᓐᖕ ᐱᓯᑎᖕᓯᑎᑉᓇᐅᖅᖅᑐᒃ ᑐᖅᖕᓚᕈᓐ ᓂᖅᖃᐱᑎᐊᖅᖃᑕᓄᖁᖅ. ᑐᓴᐅᑎᖕᓯᖅᖔᒃᐊᑦ G.R.E.A.T.-ᒥᖅ ᑕᐃᖕᓄᖁᖅᖅ ᑖᓇ ᐊᑐᐊᖁᓇᖁᖅᖕᓯᖅᑐᖅ ᐃᖅᖃᓇᐃᔭᒍᐊᖅ ᐱᓇᓐᒪᖅᖕᓄᒃᓄᖁᖅ. ᒪᓇ ᐱᖕᑭᖁᖅᖄᖕᒃ ᐊᖁᖅᔪᓇ ᐊᐃᒐᐅᖅᖅ ᑖᓇ ᖃᑦᖄᓂᐅᑦᖁᓄ ᐅᖁᒃᑎᓄᑦ ᐊᖁᖅᑎᓄᓄᑉ ᐊ ᐃᓂᖅᑎᖕᓯᓐᖕᓄ ᐱᖕᑖᖅᖕᓯᑭᒐᐊᓐᓄ ᖃᑐᖅᑎᓄᐅᖁᖅ

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.

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

CΔbσ ᐱᒍᖅᖅᑎᑎᕇᒍᑐᓕᑦ ᐱᓕᖅᓴᔪᑎᖅᔭᓲᖅᕐᓂᑦ ᐃᐆᔪᒡᕈᑦ ᖅᑎᐳᓕᔭᐳᑎᕊᐊᓂᓂᑦ ᐃᖅᑭᓇᐃᔾᔪᑦ ᐃᓚᓴᕏᐳᑎᕊᐊᓂᓂᑦ ᖅᕗᕐᕐᑎᕊᔫᓂᓐᕤᒃ ᐃᓯᓘᑕᖅᑥᕊᓂᑦ. ᐱᓕᖅᔅᖅᖅᓂᕮᒪᐱᔅᕈᕗᕕᕢ ᐊᑎᐊᓇᓄᕿᖅᕚᓯᖅᖅᑖᕢ. ᓄᓇᖅᓂ ᐱᒍᖅᒪᐊᖅᕉᕡᓂᕤᓂ ᕌᕲᒪᕊᐊᕿᖅᕡᑌᑦ. ᐃᖅᓅᐊᓂ ᐱᙶᕊᔭᖅᑎᕿᖅᑐᒃ ᑎᕊᓚᐊᕋᖅᑎᕿᖅᑐᕢ ᒋᕊᒡᓯᖅᕡᐧᐆᕟᖅ.

ᓄᓇᕌᑦ ᐱᔪᒪᕊᕉᕡᓂᓂ ᒪᓕᑎᐊᖅᕡᕏᕤᑦ. ᐃᑕᓂᖅᐱᒪᕊᐊᕢ ᓅᕃᕏᕊᐧ ᕐᖅᕿᒪᕡᕉᕊᔪᕈᔪᕢ. ᖽᕲᕼᑕᒄᓘ ᑑᕏᕿᐊᕏ᠇ᖅᕉᕀᖅᕿ Cᕃᕯᐧᐤᓕ᐀ᕊᖅᕈᕡᑐ ᖃᖅᐆᕏᐳᕏᑎᐧᖅᕡᕊᑐᕢ ᐆᕃᖅᑎᕏᕧᕤ, ᐆᕃᕿᐆᕤᕊ ᖽᕃᕍᕿᖅᑐᐿ᐀ᕊ ᐃᓕᐆᕏᐳᕏᕤᕢ ᐱᕣᕊᐊᑎᖅᕒᕡᕊᕈᕤᕢ. ᖅᕃᕊᕊᕊᕢ ᖽᕃᕍᕿᕉᕤᖅ ᐃᓕᐆᕿᐳᕏᒡᕈᕏᑕᖅᖅᕉᕤᕢ, ᐳᕽᕌᐿᓕᕉᕢ ᓄᓇᕿᕢ ᕌᕲᐆᕉᐳᕌᖅᕿᕊᐅ ᖽᕃᕍᖅᕊᕡᐧᓘ ᐃᕣᖅᕉᕿᐧᐿ᠇᐀ᕊ. ᕊᕈᕌᕼᕿᖿᕂᕿᕋ Cᕃᕮ ᐃᕣᕿᐆᕿᕢᓂ ᕐᖅᕿᖿᕼᑎᕊᕢᖅᕊᖅᓾ ᐿᓇᕌᕿᕉᕤ ᕐᖅᕿᒪᕿᐆᕑᕿ᐀᠇ᕤᕢ.

ᓂᖅᐃᑌ᐀ᖿᕿᕊᓚᐿᓂᕢ Cᕃᕃᕓ ᖅᕌᕿᐯᕉᑎ᐀ᖅᑎᕿᕼᕊᕈᕢᕼᕤᕢ ᐃᕄᕿᕊ᐀ᖅᓾᕉᕧᐧᐿᑐᕢ ᖅᕌᕿᐯᕉᑎ᐀ᖅᑎᕼᕊᕈᕤᕢᕼᕤᕢᐿᕉ. ᐱᓕᖅᐧᖅᕉᕌᐿᕓᕢ ᐃᕄᕄᖅᕉᕌᕿᕣᕉᕢᕌᕊᕤᕢᐿᑐᐿᕌᕢ ᐃᐧᓇᕼᕤᕢ ᐃᕦᕄᕏᕓᐅᕼᕊᕤᕢ ᐿᓇᕌᕊᕿᕢᕤᕢᕇᕉ $400-ᕙᕼᕤᕥᐿᕼᕊᕉ᐀ᑎᕢ ᐱᐆᕍᕌᕒᒦᕤᐿᕼᕤ. Cᕃᕃᕁᕢᕢ Lᕿᕌᕿ ᐃᕟᕣᐿ Lᕿᕌᕊ ᕼᕌᕍᕿᕉᕢᕤᕊ ᖅᕐᑐᖅᖿᕿᕼᕼᕢᕊᕢᕢ ᕈᐿᕌᕼᕤᕼᕥᕿᐧᐿᐿᓇᕿᖿᕼᕲᕼᕊᕤᕢᕼᕿᕡᕤᕢ ᐧᖿᕿᕙᐿᕿᕼᕗᕼᕃᕼ ᕌᕲᐃᑌ᐀᠇ᕿᕼᖿ᐀᠇᠇ᖅᕉᕿᖿᕼᖿᕒᕤᐿᕤᕊ. Cᕃᕔᕈᕣᕢ ᐿᕄᕼᕉ᠇ᕿᕢ ᒦᕈᕌᐿᕎᕼᖿᖿᕢ ᑎᕎᐿᕼᐿᕤᕤᕢ.

ᐱᙶᕊᕿᕉ᐀ᕉᕼᖿᐿᖿᕢ ᐱᑎᕼᕌᐿᕣ᠇ᕝᕿᕉᕢ ᒦᕈᐿᑎ ᐿᕄᕿᕼᕿᕼᕉᖿᐿᕤᕢᐯᕢ ᓄᕣᕼᕿᖿᕼ ᓂᕿᕒᕿᕼᕲᕼᖿᕿᕉ᠇ᕤᕢᕤ

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, 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, as I stated earlier when I first spoke, Nunavut is very unique because we always use two languages. It is a (interpretation ends) bilingual (interpretation) territory and that is how it really is. In the report of the Office of the Auditor General it states that education is extremely important to the benefit of Nunavummiut and preparing our children and youth to become contributing participants of society in our communities.

CAᵃᕲ ᑲ⊃ᕐᐱᖅᑲᑎᕐᒡᒪᕐᖏᕐᒋᔅᕋᒃᓂᕖᔪᕐ ᐱᓕᕆᖅᑎᕐᒡᖏᓂᒐᐅᐅᑲ. ᐅᕿᓄᕐᕿᔭ ᖅᕌᕿᑐᖅᖃ ᐃᔪᑖᕐᕲᑐᐃ ᓴᔪᑎᕐᐊᑑᕲᔪᑲ ᓄᖅᑲᐅᔭᐃᕐᑎᓴᖅᖃ ᓴᔪᑎᖅ ᐱᓕᒪᖅᒪᖃᐊᑎᕐᑎᑲᕐᑲᑕᑲᕃ ᐊᕐᒡᒋᕌᕐ. ᒡᕂᕐ ᐊᕐᒡᒡᑎᕐᕐᒡᑲᐅ CAᕲᐊᕲ ᓴᔪᑎᕐᓀᓴᓕᒪ ᐱᓕᕆᖅᑎᕐᒡᓴᕃᑐ ᐃᔪᑎᒡᒪᖅᒪᑦ ᕿᑐᕃᐅᔪᑎᒪᕐ ᔭᕐᑕᕐᔪᑐᑎ ᖅᕌᕿᑐᕐᖅᑖᖅᕐᖅ ᐊᕐᓄᒡᑲᑎᕐᒡᑑᕐᒃᑲᖅᖃᑕᕂ ᑲᕂᑕᕖᔭᕐ Cᕌᕂᕐᕃ ᐱᓕᕆᒍᕐᒡᔭᕐᖃ ᔭᕐᒡᔭᑕ 7 ᐱᓂᑲᒡᔭᕐᖅᓵᕂᕐ ᐸᕲᓇᖅᖃᔭᕐᖃᕐᔭᑲᕐᑲ

ᐊᕐᖅᔭ ᔭᕐᕃᕐᑕᕂᐅᔪᕐᕂᕐ ᓵᕐᖃ. Cᐊᕃᕲᕐᕃ ᐃᑐᕐᖃᓕ ᐃᔪᑎᒪᐊᔭᕐᕃᔭᕐᑲᕲᕐᑲᕃᐅᔭᕐᒃᑲ. ᐊᕂᕐᑲᑕᕖᔭᕐᕂᕐᑲᕃ Cᐊᕃᕲᕐᕃ ᐃᔪᑎᒪᖅᒪᐅᔭᕐᖃᕐᖅ ᕐᖅᖃᕐᒡᕂᒡ ᐅᐱᕂᕐᒡᖅᕃᕂᕐ ᐊᕐᒡᒡᔭᑲᕃ ᔭᕐᕃᑎᐊᕐᕂᕐᖃᖅ ᐊᕐᕂᑎᕐᖃᖅᖃᕂᕐᕃ ᖅᖅᕃᑕᕂᕐᖅᖅᖃᔭᕐᑲᕐ. (⊃ᕃᔭᑎᒪᔭᕐᖅᖅᖅ) ᖅᑲᕐᕲᐃᕐ.

ᐃᑲᕐᕲᐊᐅᑕᕐᖅ: ᐃᕐᖑᓯᔭ ᒪᕐᐊ. ᒋᕐ ᖅᕃᕃᕂ.

ᖅᕃᕃᕂ: ᖅᑲᕐᕲᐃᕐ, ᐃᑲᕐᕲᐊᐅᑕᕐᖅ. Cᐊᒪᐃᕲᐃᕲ ᓵᕂ ᐅᕐᑲᕂᓕᕐᕐᔭ ᓵᕂᕲ ᑎᑎᕐᕐᒡᕂᔭᕲ Cᑲᕲᕐᖅᑎᕌᕐᒡᖅ ᑑᕂᕲ ᔪᕐᕲᕂ ᐃᕐᖅᐅᕐᕂᖅᑕᕐᖃᕐᕂᒪᕲᕐ⊃ᑮᕐᖅ Cᐊᒪ ᖅᐅᔭᕂᕲᕐᕃᕂᕐᑲ ᓄᕐᖅᒡ ᐅᕐᖅᖅᖅᐅᑎᕲᕲᕐ ᔭᕐᕐᕃᕐᖅ ᐊᕐᕃᐅᕐᒡᕂᑐᕐᔭᕐᒡᕃᑲ ᓄᕐᖅᒡ ᐱᕐᒡᑎᕐᕲᕐᑕᔭ ᒪᕐᕐᕐᒋᕐ ᐅᖅᕐᑐᔭᕲᕐᕐ ᐊᐃᕐᕃ, ᐊ⊃ᕂ⊃ᐊᕐᕃ. ᓵᕂᕲ ᒡᕃᕲ Cᐊᒪᕃᕂᐃᕐᕐᕃ⊃ᕃᕂᕐ ᐊᕐᖅᖃ Cᕃᕃᕂ ᑎᑎᕐᕐᕐᒡᕃᕲᓇ ᕲᕐᒡᕃᕂ⊃ᐊᕐᕂᕲ⊃ᕐᕿᕐᕐ⊃ᕲᕐᕐᕐᕃᑎᕐ, ᐅᕐᖅᕐᕃᕃᑎᐊᕐᔭᕐᕃ ᐃᕂᕲᓀᐊᕐᕲᕐ Cᑲᕐ ᐱᕂᕂᐅᕐᕃᕂᕐ. ᐃᕐᐊᕃ Cᑲᕲᕐᕃ ᐃᕂᕲ ᓄᕐᖅᒡᕲᑕᕃᕲ ᖅᕲᕂ ᐱᕐᕂᕂᑎᕐᕃᕲᕂᕐᖃ ⊃ᕲᕲᕲᕐᕂᕲ, ᖅⲦᕐᕲᕐᕐᑐᕐᕲ ᕐᕲᕲᕲᕂⲦᑎᕐᕃᕂᕲᕂ L᠘ᕐᑐᕐᕲᕲ⊃ᕐᕲᕂᕐᕂᕲᕲ ᖅᕲᕐ ᐃᕂᕲᕲᐅᕐᕲᕐᕂᑎᕐᕃᕂᕲᕐᕐ ᓄᕐᕲᕂ ᓄᕂᕲᕃᑎᕂᕲᕐᕂᕲ.

My first question to the Auditor General is regarding the audits that they conduct. Reading your report, everything seems to be slanted towards the English language. Is the report 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 doesn't 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 its timelines in terms of having bilingual education up to grade 12 by 2019. 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 an area that we're certainly very conscious of, but we knew that what we had said in 2013 really hadn't changed and that in fact the requirements in the *Education Act* would be changing.

There were certainly some issues regarding assessment methods, for example, the use of standardized exams using the Alberta curriculum. We didn't get into whether or not those were culturally appropriate. Those were really questions of policy. We certainly

ᑕᐃᒪᓂ ᑖᖕᒦᒍᖕᖕᒐ ᑭᓕᓴᕐᓂᐊᖅᑐᒡᓕᑦ ᐊᐱᖅᑯᑎᒧᐊᖅᕙᖅᖠᐊ ᑕᒪᓐᓇ ᖃᐅᔨᓴᖅᑎᓪᓗᑎᒃ ᐅᑯᐊ ᐅᖃᒡᓕᖅᑐᓂᑦ ᐃᓕᑦ, ᖃᑯᓗᖄᐅᔅᖕᓂᕋᔅ ᑐᕐᖕᓗᑐᐃᓪᓗᐊᓐᑕᓕᖅᑯᔅᖓᖅᑲ. ᓯᐅᑕᖅᕙᖕᒥᖃ ᐊᐱᕆᖅᖔᖓ ᖃᑯᓗᓇᐅᔅᖓᑐᐃᖠᐊᓇᕋᔅᓗᑐᕐᖃᐅᔨᒃᐅᐱᐊᐃᖓᐃᔅ? ᖄᖕᒐᒥᕆᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᖃᓇ. ᒥᔅᑕ ᒪᑭᖕᓯ.

ᒪᑭᖕᓯ (ᑐᓵᔨᐋᑎᔪᔅ): ᖄᖕᒐᒥᕆᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐃᓐ, ᐴᐱᑕᖅ ᐅᓂᒃᑲᓕᐊᖕᑎ ᑕᐃᒪᖅ ᑐᑭᒃᓯᐅᖃᒃᕐᑕᒍᒃᖏᖃ. ᐊᖕᓗᑦᑕᖅᑕᓕᖅᐅᔅ ᐊᓗᖕᖃ. ᖃᑯᓇ ᐊᕆᓗᓇᖃᖅᖕᒥᓕᖕᒍ ᒪᖕᖄᓇᖅ ᐅᖃᐴᔨᑎᑦᑐᒃᑐᓐᑕ ᐃᓄᐋᖕᕗᑕᖅ, ᖃᑯᓇ ᖃᒥᕐᖄᑐᐃᔅᖃᒃᑐᓇᓂᕆᔅᓗᖕᑐᐃᕐᓇᓕᖅ ᐱᔅᖕᔅᖕᒃ ᖃᒥᕐᖄᑐᐃᔅᖓᑯᓗᒍ. 2013-ᑯᔅᔅᓗᖕᒍ ᖃᒥᕐᖓᓕᖕᑐᒃ ᐃᓄᐋᖕᕗᑕᓕᓇᖅ ᐊᓗᖕᓗ ᖃᐅᔨᓇᖄᖕᒥᓕᕐᖄ ᓕᖕᓗᖕᒃ ᖃᖕᓗᖃᖄᖕᑕᓇᐴᑕᖅᑐᓇ ᒪᐅᐋᖕᖏᑕᒃ. ᒪᖕᖄᓇᖅ ᐅᖃᐅᔨᐋᓂᕆᖅ ᐃᓕᑦᓇᖕᓐᑐᐋᓇᖅᓯᒃᑐᓇᒃ 2019ᒥ, ᖄᖕᓇ ᐅᖃᐅᔨᐴᖕᑕᓇᖅᓴᖃᒃᖄᖕᒥᓕᖕᒃ ᐅᖃᐅᔨᐴᓇᓇᐴᒪᖃᓂᖃᖕᑕᒃᑐᒃ ᖃᒥᕐᖄᓇᖃᖕᑕᓇᓂᓇ ᐃᓄᐋᖕᕗᑕᓕᓇᖅᓇᖅ ᐱᖕᑕᖅᕆᒃ.

ᑕᐃᖕᒥᓕᖕᒍᖕᓴᖄᐴᓇᖅᑐᓇᓇᑦ ᐊᕆᓗᓇᐴᔅᓕᑦᑕ 2013-ᒥ ᐅᖃᐅᔨᒥᓇᓇᖅᖄᐴᖄᓇ ᐊᖕᓗᖕᓕᖕᒥ ᐱᑕᒃ. ᒪᖕᖄᖕᑕᖕᓗ ᐅᖃᖃᒃᑕᓇᖕᒍᓐᖃ 2013, 2019-ᒥ ᖄᖕᓇ ᖕᑎᕿᐴᖕᑕᓇᐴᓇᖅᓇᕆᖕᓗᖕᒃ ᐱᔅᖕᓇᔅᔅᓇᓇᕐᒥᓕᖕ. 2039-ᒥᓐᓕᖕᒃ ᑕᑐᖕᖓᓐᖓᑎᐴᖕᓕᖃᒃᔅᖃ. ᑕᒪᖕᖄ ᑐᖕᐴᓕᑕᐅᖃᒃᖕᑐᖃᒃ. 2013-ᒥ ᐅᖃᖃᒃᑕᒃᖕᓕᕐᔅᖓᖕᑕᓇᒃᓗ ᖃᐅᔨᓇᖃᖕᑐᖃᒃ ᐊᕆᓇᖓᖅᓇᕆᖅᔅᔅᓇᖅᒥᓕᖕ ᖃᒥᕐᖄᓇᓕᖕᒃ ᐊᓗᖕᓕᖕ ᐃᓄᐋᖕᕗᑕᓕᓇᐴᓇᖕᑕ ᐱᖕᑕᖅᕆ ᐊᕆᓇᖄᖕᑕᒃ ᐅᐋᖃᓇᖅᖃᓗᐋᖕᑕᓇᒃᓇ.

ᐊᕆᓗᖄᓇᖅᑐᖃᖕᑕᖕᐴᓕᕐᔅᖓᖅ ᖃᐅᔨᓇᖕᖃᒃᑐᕆᓂᕐᓇᖕᒃ ᐊᓕᖕᖕᑎᖃᒃᖕᒥᓇᓕᖕᓕᐴᖄᖕᒃ. ᐊᖅᖔᕐᑐᖕᓇᒃ ᖃᐅᔨᓇᖃᕐᒥᓇᕐᒥᖃᓇᓇᕐᑕ ᐊᓇᕐᐴᑕᓕᖃᒃᖕᓇᐴᖓᖅᑐᓇᐴᖕ ᑕᒪᒃᑲᐴᖕ ᖃᐅᔨᓇᓇᑕᐴᓇᖕᑕᖃᒃ ᐃᓄᐃᑦ ᐱᖕᖑᒃᔭᖃᕐᓇᐴᔅᖃ ᐋᓕᐋᖃᒃᖕᒥᓇᓐᐴᐴᓗᐴᖄᒪᖕᓇᓇᐴᖕᑕᖃᒃ.

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didn't get into that and we wouldn't 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 workforce 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's okay, Adrienne Scott here 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 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

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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 that 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 high school students. (interpretation) It's in the report from (interpretation ends) page 5 to 15. (interpretation) Members? Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. 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

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ᐊᒻᒪ ᐊᓴᐊ ᐅᖅᑲᐅᓯᓂᒍᔪᒪᒐᒪ ᓱᓕᖅᑐᖅᕼᖕᐊᑦ ᒪᑯᐊ ᖅᑯᑎᖕᓂᓂᑦ 12ᑉᓲᒃᐸᐅᐳᐊᑦ ᖅᑲᓴᖅᑎᐅᑦ ᐃᓕᕼᔭᐅᖅᑲᑦᑕᖅᕼᓇᑦ. ᓱᓕᖅᑐᖅᕼᖕᓗᒃ ᐃᓕᕼᓇᐊᖅᑐᑕᐃᖅᐸᑦᑯᓘ ᐊᖅᑯᔪᒪᖕᑕ ᐳᖅᑲᑕᐅᔫᓇᓂᐊᖕᓇ ᖅᑯᑎᖕᓂᓂᒥᒃ 12ᑉᓲᒃᑐᐊᑦ ᖅᑲᓴᖅᑎᐅᑦ ᐅᖅᑲᖅᒧᖕᓇᓯᐊᖅᐃᒃ ᑎᑎᕋᖕᓇᓇᐊᖅᐃᖅ. ᑖᓇ ᑕᑯᐳᖅᑑᖅᐊᓇᖕᒡᖕᑐᒃ ᓱᖅᑭᖅᖕᑎᐸᓕᐅᖅᖃᑦ. ᑕᒪᖕᓇ ᑕᑯᖅᖕᐅᑎᖅᑎᒃᒡ ᖅᑯᑎᓂᖕᒡᒥᒃ ᐃᓕᕼᐳᖕᑦ ᖅᑲᓴᖅᑎᖅᒍᑦ ᓴᖕᓕᔪᐊᖕᔫᐊᖃᖅᓘᒡᑦ..

ᑖᓇ ᑕᑦᕼᐳᐊᖕᒡᖕᓯᑯᐅᖅᖅᑳᑦ ᐃᓄᑦᑯᑦ ᐊᑐᐊᓇᐳᖅᕼᖅᓂᖕᓇ ᐃᓇᐃᑦ ᐃᓕᕼᔭᖕᒡᕼᒥᓂᑦ ᐊᑐᐊᓇᐳᔭᖅᑎᐊᖅᕼᓂᖕᓇᐃᓂᖅ. ᓄᓇᓇᓂ ᐊᑐᐊᓇᐳᒡᐊᑕᐅᓗᐳᐊᖅ ᐃᓕᕼᐃᔭᖕᒡᖅᖕᓂᖕᑕ. ᖅᑯᓱᓇᒡᖕᒪᓗᓇᐳᐊᖕᒃ, ᐃᑦᕼᐊᐳᑖᖅ.

the Department of Education.

On page 7 of 20 of your opening comments, you talked about the PASS program being 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 you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. For the PASS program, we collaborate with Nunavut Arctic College and so I will defer this question to them for the offerings in communities as they are the service providers. (interpretation) Thank you.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. The question has been raised at times during reviews we have done, asking why not all programs are offered in the communities. There is more demand in some communities. We use the studies as Arctic College and sometimes we collaborate with other departments. We also use the feedback from communities.

Even though the programs want to be offered in all communities, sometimes we run into challenges, such as resources, facilities, employees, and even funding, but sometimes 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

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ᓱᕙᒐᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᑉᔪᕐᑖᑖᖅ. ᑕᒪᒃᑯᐊ ᐊᒡᓂᓐᓂᒃᑯᑦ ᑕᐃᑦᑐᖅᑲᑦᑕᖃᖅᐅᒥᖓᒪᑦ ᖁᒡᒡᐳᓂᕝᕙᑦᑕᐳᑦ ᓯᒪᒡᑦ ᐊᑐᐊᖏᐅᓂᕐᒪᖕᓂᑦ ᓄᓕᑦᑖᓯᓂ, ᐊᒡᓂᓐᓂᒃᑯᑦ ᓄᓇᓂᓐᓂᒡᐅᖅᑐᓂᒃ ᐱᖅᐱᓗᕝᓗᓂᖅᑯᕐᕕᖕᓂ ᑕᐃᔪᖅᑕᐅᕕᔪᒪᒻᒪᑦ. ᑖᒃᑯᐊ ᖃᐅᖃᓯᕉᑦ ᐊᑐᖃᖅᑕᓛᑐᔅ ᓯᒡᓚᖃᕙᖓᓕᖃᐅᕉᕈᑦ ᐊᒃᐅᓐᑕᒃᑐᖅᖅ ᑭᑐᑦᖃᕐᑕᔅ ᑕᒪᒃᑯᓂᒃ ᐊᔾᔨᐅᓗ ᐱᓕᖃᔪᖅᑐᓂ ᐊᑐᓂᖅᑕᒃᑕᔅᑐᔅ ᑐᒡᑕᖃᖅᑐᔅ ᓄᓇᖓᓂ.

ᐊᒃᐅᓐᑕᒃᑯᑦ ᐊᑐᖅᑕᐅᒍᒪᒡᓚᓗᒡᐊᖅᑎᔅᖓᖏᑦ ᓄᓕᑦᑖᓯᓂ ᐊᕐᒃᐅᓐᑕᒃᑕᔅᑐᔅ ᓯᒥᔅ ᐱᓕᖃᕐᖁᑲᔅ ᓱᑦᒡᐊᔅᓴᐃᑦ ᐃᖅᑐᓕᐅᒃᕚᖃᖅᑕᖅᖓ ᑕᒃᑯᐊᔅᓗ ᐊᓚᑦᔾᐊᓐᖃᔅ ᐅᑕᐳᔾᐊᐃᔅ ᑭᕐᐊᓂ ᑕᒃᑯᐊ ᖃᕐᒡᔭᐹᔅᑕᐅᖅ ᓂᓯᓄᓇᑕᐅᒍᑦᑐᔅᖃᐳᑦᖅᐳᐃᓂᔅᑐᔅ, ᖃᑦᓂᖅᕉᑦ "community needs assessments." ᐊᑐᖃᑦᑕᖅᒡᓚᑦᐱᑐᔅ ᐊᒃᐅᓐᑕᒃᑯᑦ ᐊᑐᓐᑕᔅᖓᔅ ᖃᕐᒡᔭᓇᖅᑖᖅᓄᑦ ᐱᔾᖃᓯᖄᑐᐅᒃᒃᖓᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᐱᑐᐊᖅᑐᓂᓗ ᑖᓇ ᐊᑐᓐᑕᔅᑕᔅᖅᑲᓐᓂ'ᓗᓂ.

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them to tell them we haven't heard from them on certain programs and ask them what they want to do. We will 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 has 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 all of our schools opening as scheduled this year. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) The second part of his question was: what are the impacts of this educator shortage in terms of trying to achieve what you have set in front of yourselves in response to this report? Ms.

ᐃᓕᓐᓂᐊᖅᖕᓂᖅ ᑐᓴᕈᐊᖅᖕᕋᑦᑐᒍᑦ ᒪᑯᐊ ᒥᒃᓵᓄᑦ, ᖃᓄᐃᓕᒪᑦ, ᖃᓄᐃᒍᒪᒌᕝᓯ, ᐅᕝᕙᔪᖕᖑᕐᑦ ᐊᒃᖑᑎᓂᖕ ᖄᕐᖓᕐᕇᒪᒍᒐᕝᓯ? ᑕᒃᖓᐊ ᖄᕐᖓᕐᓴᕋᓴᕐᐊᒍᒪᖕᒪᕐᑐᖅᓐᑖᖅ. ᒪᓄᑐᐃᓇᖕᖁᖕᑦᒐᑐᑦᑐᑦᒐ, ᖄᕐᖓᕐᔪᕿᑦ ᒥᕐᖓᕐᓄᑦ ᖃᓄᖅ ᓄᐊᕐᔪᑐᐃᓇᖕᖁᖕᑦᒐᑐᑦᒐ. ᓂᑦᑲᕐᓴᕐᖕᕐᑎᕝᕝᑦ ᓄᐊᓐᖓᐊᖕᖁᖕᖕᑎᒐᑐᑦᒐᑐᑦᒐ ᐅᖅᖃᖅᑦᑲᓇᕐᓴᓯᖕᖕᐊᕐᒥᕐᒍᒍᑦ. ᖅᑯᖕᓇᖕᒥᕿ, ᐃᒃᕝᕐᐋᐅᑦᖅ.

ᐃᒃᕝᕐᐋᐅᑦᖅ: ᒪ'ᖄ. ᒥᑦᑕ ᕋᒻᐳᑦ.

ᕋᒻᐳᑦ (ᑐᑦᖕᐱᑎᒍᑦ): ᖅᑯᖕᓇᖕᒥᕿ, ᐃᒃᕝᕐᐋᐅᑦᖅ. ᐊᐱᖅᑯᑎᖃᖕᓄᕋ ᐃᓕᓴᓂᐊᖅᑐᓕᕆᒃᑐᑦ ᐱᑦᓂᖃᖕᖃᕐᒐᒥᖕᓂᖕᖕᑦ. ᒪᕝᐱᖕᓯᖅ 15 ᒪᑐᐊᕈᑎᒃᖕᖃᕐᕃᖕᖕᕼᖕᑦ. ᖀᕐᑐᐊ ᐱᖕᓕᕐᓂᖕᔪᖕᕼᖅ ᐃᒪᖕᖃ ᖅᐲᓕᕐᐸᖑᕼᒃᑦ ᑕᒃᖑᖕᓯᖕᖔ ᐃᓕᓴᐃᖕᓄᖕᖕ ᐱᕿᓚᖕᖃᕆᖕᖕᖕᓯᖕᖕᑦ ᑕᐊᕼᖕ ᑐᑦᑐᕿᑎᒃᕼᖕᖕᖃᕝᖕᖕᑦᖕᑦ ᐃᓕᓴᐃᐊᕿᖕᕼᖕᖕᓄᖕᖕᖕ ᓄᐊᕿᒻᒍ ᑖᐱᖕ ᐊᕐᖅᒍᒍᒥ. ᑕᐊᒪ ᒪᕼᒍᖕᖃᖕᕼᖕᕼᒃᖅᕮᖕᓕᖕᖕᖕᑦ ᖃᕝᐲᖃᕿᕼᖕᖕᕼᖕᑦᖕᕼᕐᐋᖕᖃᖕᖕᑦ ᑕᒪᖕᖃ ᐃᕼᕿᒪᖕᖃᖕᖕᖕᕼᖕᕼᖕᕾᖕᑦ ᕼᕿ ᒪᕼᓚᖕ ᖃᖕᖅᖕ ᒪᑐᖅᖕᕼᖕᒐᖅ ᐃᓕᓴᐃᖕᖕᔭᖕᕼᖕᖕᕼᖕᖕ ᒪᑐᖕᖃᖕᑕᖕᑎᖕᖕᕼᒍᖕᑦᖕ ᑕᕼᕼᕼᖕᕾᖕᔭᖕᖕᖕᕾᖕᑦᖕᓚ ᒪᑐᖕᕼᕿᖅᕿᖕᕼᖕᖕᖕᓄᖕᑦᖕ? ᖅᑯᖕᓇᖕᒥᕿ, ᐃᒃᕝᕐᐋᐅᑦᖅ.

ᐃᒃᕝᕐᐋᐅᑦᖅ (ᑐᑦᖕᐱᑎᒍᑦ): ᖅᑯᖕᓇᖕᒥᕿ. ᒥᕼ ᒪᒃᒥᓚᖕ.

ᒪᒃᒥᓚᖕ (ᑐᑦᖕᐱᑎᒍᑦ): ᖅᑯᖕᓇᖕᒥᕿ, ᐃᒃᕝᕐᐋᐅᑦᖅ. ᑕᒪᐃ ᐅᖅᖅᖕᖃᐳᓚᐊᑦ ᐱᑎᖅᕼᖕᒪᓕᑦ ᕼᕼ ᐃᓄᖅᖕᖅᕿᑐᖅᕼᖅᖕᒐᓕᑦ ᕼᕼ ᐃᓕᓴᖕᖃᕝᖅᕼᖕᐱᑦ ᐃᓕᕼᕿᖕᖕᕿ. ᕝᕐᒃᕿᖅᕿᖕᖕᕿᕼᖕ ᓄᐊᑦᖕᕿ, ᕝᕐᒃᕿᖅᕿᑦᑐᖕᓚ ᖅᔭᕐᖅᓄᕿ ᕝᕐᕼᕐᕼᖅᕝᖃᖕᕼᖕᕼᖅᕼᖅᕐᒐᑦᖕ ᐃᓕᓴᐃᖕᖕᕾᐊᓕᖕᕾᖕᕐᐅᖕᕼᖕᕾᖕ ᒪᑐᐃᖕᖃᖅᕼᖕᕼᒃᖕᑦᖕᑦ ᓇᕝᓚᓄᐊᑦᖕᑐᖕᑦ ᑕᖑᖕ ᐊᕐᖅᒍᒥ. ᖅᑯᖕᓇᖕᒥᕿ, ᐃᒃᕝᕐᐋᐅᑦᖅ.

ᐃᒃᕝᕐᐋᐅᑦᖅ: ᒪ'ᖄ. (ᑐᑦᖕᐱᑎᒍᑦ) ᑕᕼᒪᐃᖕᕼᖕ ᑐᕼᕐᐊ ᐊᐱᖅᑯᑎᖕᕐᕼᕼᕿᖕ ᖃᖕᖅᖕ ᕝᕐᑐᖕᕼᖅᕝᒪᓕᑐᒐᑐᖕᖅᕿ ᑕᒪᖕᖃ ᐃᓕᓴᐃᖕᔭᖕᕼᖕᖕᕼᖅᕼᖕ ᒪᒍᐅᖕᕝᕝ ᐱᑎᖕᓇᒃᕐᕼᖕᕼᖕᕿᖕᑦᖕ ᖀᒃᑯᒐᖕᕼᕼ ᐱᕼᕼᑎᖅᕼᕼᕐᕿᖕᕿᖕᖃ ᐅᕼᖕᕼᖕᕝᖕᓚ? ᒥᕼ

MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The school vacancies, we receive support from various divisions throughout the Department of Education to ensure that student learning continues in our schools. It will be individuals in the different divisions who will be sitting on and creating the strategic 10-year implementation plan as well as the educator 10-year retention and recruitment strategy plan. The input is gathered from our teachers, from our school staff and they have a role in that. Other divisions, we provide support so that we can continue in the delivery of all services. *Qujannamiik*, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. My next question is for the Auditor General's office. In paragraph 28 of your report, you note that many high school students need more than one year to complete a grade. Did your audit identify any specific factors which led to students taking more than one year to complete a grade and, if so, can you describe your observations in this area? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. Thank you, Hon. Member. I think one of the underlying factors… . Well, there would be maybe two that I will highlight. One would be that question of attendance. We certainly heard that in many of the schools, that if students are not attending, then they're obviously missing instruction time in the classroom. Attendance would be one thing.

There's also, I think, at least based on the

Lᵇ�725ᵃ.

LᵇᏒ75ᵃ (ᗡᏏᐱᑎᐁᏟ): ᕐᑯᏏᵃᓄᏒᵇ, ᐃᏴᏒᐊᐅᏟᕐᵇ. Ċᵇᐊᐊ ᐃᵃᓄᵇᏏᒷᵃᑎᏟᐅᏟ ᐃᑕᵃᓄᐊᕐᐊᕐᐁᕐᓄᏟ ᐃᑲᏒᕐᵇᏟᐅᕐᵇᏟᕐᒐᏔᏟ ᐊᏴᑎᐱᕆᕐᑎᏟᐅᓄᵇ ᐃᕐᵇᓄᐊᐃᏴᕐᐊᕐᓄ ᐃᑕᵃᓄᐊᕐᐊᏟᑕᏔᔾᵇᏟ ᐃᐅᐊᓄ. ᏟᏞᵃᓄ ᐃᑕᵃᓄᐊᕐᐊᏟᐅᐊᏟ ᐃᑕᵃᓄᐊᕐᐱᵃᓄᑉᵃᓄᕐᕐᏟᓄᐁ ᐃᑕᵃᓄᐊᕐᐊᏟᑎᏕᓄ. ᐊᒻᐅ ĊᵇᐊᐊᏴᒌᏟ ᐊᏴᑎᐱᕆᕐᑎᏟᐅᓄᵇ ᐃᕐᵇᓄᐊᐃᏴᕐᐊᏟᑎᏕᓄ ᐃᑲᏒᕐᕐᵇᏟᐅᕐᐊᕐᏟ ᔾᕐᕐᐱᑎᕐᕐᑕᕐᐊᕐᏟᑎᵇ ᐸᕐᓄᐅᏴᐱᕐᏴᒷᕐᏟᓄ ᐅᐸᐅᓄ ᕐᐁᑕᓄ ᐊᏟᑕᕐᑎᑎᕐᕐᑕᐊᕐᐊᕐᏟᏒᵇ ᐊᒻᐅ ᐃᑕᔾᐃᐱᓄᵇ ᑎᏔᒌᐊᕐᐱᵃᓄᑉᵃᓄᒌᏟᓄᵇ. Ċᵇᐊᐊ ᓄᐊᕐᵇᏟᕐᵇᏟᏔᏟ ᐅᕐᵇᐅᕆᏔᏕᏴᐅᕆᏟ ᐃᑕᔾᐃᏴᓄᏟ ᐃᕐᵇᓄᐊᐃᏴᕐᐊᏟᑎᓄᕐᐅ ᐱᕆᓄᕐᵇᏟᐅᕐᵇᑕᓄᕐᓄᐱᕐᐅ ᐊᕆᏴᕐᐊᵃᓄᵇ ᐃᕐᵇᓄᐊᐃᏴᕐᐅ ᐃᑲᏒᕐᵇᏴᐃᕐᵇᏟᕐᏒᐊᐅᏟ ᑲᏴᔾᐊᓄᑉᵃᓄᏴᒌᏟ ᏟᏞᵇᐊᐊ ᐱᐊᏴᐊᐱᵃᓄᒌᏴᕐᵇ. ᕐᑯᏏᵃᓄᏒᵇ, ᐃᏴᏒᐊᐅᏟᕐᵇ.

ᐃᏴᏒᐊᐅᏟᕐᵇ: Ľᓄ. ᏒᵇᏟ ᕿᐃᏔᏟ.

ᕿᐃᏔᏟ (ᗡᏏᐱᑎᐁᏟ): ᕐᑯᏏᵃᓄᏒᵇ, ᐃᏴᏒᐊᐅᏟᕐᵇ. ᐊᐱᕐᵇᐊᑎᐱ ᏟᐊᒷᔾᒷᕐᏏᏴᐅᕐᵇᐅᐁᏟ ᑎᑎᏒᕐᏕᵃᓄᕐ Ꮯᕐᕿᓄ ᐊᏴᐃᐅᏟᕐᐅ 28Ꮢ Ċᵇᐊᐊ ᐅᕐᵇᐊᏟᕐᕐᓄᵇ ᐃᑕᵃᓄᐊᕐᐊᏟᐅᐊᏟ ᐊᕐᕝᒌᐊᕐᐅᐊᑕᵇ ᕐᑕᏟᑎᕐᏒᓄᵇ ᕐᕿᕐᕐᵇᏟᐅᏟ, ᓄᐅᐅᐃᕐᵇᏏᒻᐅᐅᕐᵇ ᐅᓄᵇᏏ ᐱᕐᏴᏟᐅᓄᐊᏟᕐᵇᏟᕐᐅᕐᵇ ᐊᕐᕝᒌᐊᕐᐅᐊᏟ ᕐᕿᕐᕐᐱᓄᐅᕿᕐᵇᏟᕐᕐᓄ ᓄᐃᐊᏟᓄᵇ ᐅᏏᐱᕆᏞᕿᏴ ᐅᓄᵇᐊᓄᔾᵃᓄᕐᵇᐱᏟᵇ? ᕐᑯᏏᵃᓄᏒᵇ, ᐃᏴᏒᐊᐅᏟᕐᵇ.

ᐃᏴᏒᐊᐅᏟᕐᵇ: Ľᓄ. ᏒᵇᏟ LᵖᵃᏏ.

LᵖᵃᏏ (ᗡᏏᐱᑎᐁᏟ): ᕐᑯᏏᵃᓄᏒᵇ, ᐃᏴᏒᐊᐅᏟᕐᵇ. ᕐᑯᏏᵃᓄᏒᵇᐅ LᓄᐅᓄᏟᐅᕐᵇᑎ. ᒷᏟᔾᕐᓄᏟ Ċᵇᐊᐊ ᐱᕐᔾᑎᕐᵇᐱᏟᐅᏴᏟ ᒷᕐᏴᕐᓄᑎᕐᵇᐃ ᏟᏞᵃᓄ ᐅᐸᕐᵇᏟᕐᓄᕐᒌᏟ ᐃᏏᏞᐊᏟ Ċᵃᓄ ᐃᑕᵃᓄᐊᕐᐊᏟᕐᵇᐅᕐ ᐊᒌᏏᓄᵇ ᐅᐃᑕᐅᏴᕐᏟᐅᏟ Ꮯᐃᒷ ᐃᑕᵃᓄᐊᕐᕐᐱᏟ ᐅᐸᕐᵇᏟᕐᵃᓄᕐᑎᕐᕝᕐᐃ ᏟᐃᒷᏟᕐ ᐃᑕᵃᓄᐊᕝᔾᵃᓄᕐᓄᕐᒌᵇ ᏒᓄᏟᐅᕐᵇᒷᏟ. Ċᵃᓄ ᐅᐸᕐᵇᏟᏟᕐᓄᕐᵇ ĊᵃᓄᐅᏟᕐᵇᏟᕐᐅᕐᵇ.

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information that we were looking at, a challenge. We were looking at the transition from high school to post-secondary, but there's also a challenge in that transition from grade 9 to high school. It's an issue that's felt in other jurisdictions in North America. Whether students are not prepared or are maybe not aware of what they're 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 year.

That was certainly an indicator or an indicator that there was maybe an issue of the 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. 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 back to the Department of Education and try to shed some light on the issues that we feel are in our communities. It's not just me; there are other Members around the table that have same opinion.

On page 9 of the Auditor General's report, section 40, it talks about student assessments. It says, "We found that the Department of 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.

ᖅᒥᕐ�𐅴ᑲᑕᐅᖅᑲᕋᑦ ᐊ�às ᓂᖅᑲᐅᑦ Ċᵃᓇ ᐳᖅᑐᓂᖅᕓᒥᐃᓯᖕᕝᔭᐳᖕᕞᕐᑐᖔᖅᑕᓖᖅᖑ ᐊᑱᕐᓂᐅᖅᕙᑤᒎᐅᖅ ᓄᑕᑲᕝᑎᑤᖏᐊᑕ ᖓᑳᑎᓗ ᕼᕋᐃ ᐳᖅᑐᓂᖅᕲᓄᑦ ᐃᓕᑕᓂᔭᓐᖄᖅ. Ċᵃᓇ ᐃᑲᓕᑲᑦᖅᓕᕐᐋᓂᐅᖅ ᐊᕌᑲᑖᒞ ᑳᒪᓂ ᑳᓇᑎ ᐊᕌᑲᑦᓗ. ᑕᐅᑳᖅ ᐃᓕᑕᓂᑦᐋᑦ ᑉᑳᒥᑲᒃᑕᒥᐅᖅᔭᑲᒷᑲᐅᑦ ᑎ ᖃᑕᔪᐅᕐᖅᕚ ᑉᑳᒥᐊᖅᐋᑦᑲᖅᑎᓂᕈᐱᐅ ᑑᐊᑦ ᑉᑳᒥᐅᑦᑲᓯᖕᖅᒃᑲ ᐊᒥᓂᖅᓯᓐᑦ ᑤᒥᐊ ᐊᑱᕐᓂᖅᕙ ᑳᑤ ᐃᓕᑕᓂᑦᐋᑦ ᐊᒥᓂᑦᕒᑦ ᕼᕋᑎᕋᖅᕲᒎᒷ 10-ᒷ ᐱᓂᒞᕤᓐᒃᖕᑳᑦᑐᑦ ᐊᕲᒐᔪᑦ. ᑕᐃᒪ ᐊᕌᒐᑎᓐᔪᒞ 10-ᒃᕑᓂᔒᓂᓂᑕ.

Ċᵃᓇ ᐊᔒᐊᕃᒃᑖᐅᔪᒌᑦ, ᑑᖅᑕ ᑉᑳᓂᓯᒚᖕᖅᒎᖅ ᐃᓕᑕᓂᑤᕞ ᐳᖅᑐᓂᖅᕲᓄᑦ ᐃᓕᑲᓂᐄᖓᓐᖅᐺᔒᖅ ᐊᐅᒪ ᐅᑤᖔᕚᔒᖓᑲᕋᖅᖕ. ᑑᑤᔥ ᒷ ᓚᖅᐳᓚᔾᖅᔒᖅᒃ ᑳᐳᖅᐃᑳᑎᒪᖅᖄ. ᕼᒋᕒᑖᒃ, ᐃᑱᕐᐸᐅᑦᖅ.

ᑱᔒᑦ (ᑐᖕᓯᖕᒞ): ᕼᒋᕒᑖᒃ, ᐃᑱᕐᐸᐅᑦᖅ. ᐊᐱᖅᒚᑎᖔᖅᒞᒃᑕᑦ ᑵᐳᒷᒞ ᐅᑎᑲᑎᕞᐊᖅᕱᑦ ᐃᓕᑲᓂᑦᐋᑐᓂᕼᖅᑦᑦ. ᖅᑳᐴᑳᐅᑎᖔᕃᔥᓄᑦ ᐃᑲᓕᖅᑲᑦᕞᑕᑦ ᐅᕥᒃᒞᔒᖅᑦ ᒪᓕᑲᕤᐅᕞᑎᑲᑎᑦᑲᑕᐅᖅ ᐃᑱᕒᖅᑲᑎᑉᕞ.

ᑕᐃᒪ ᑖᕲᓂ ᒪᒃᐱᒐᖅ 9-ᒞ ᐅᓂᒃᑲᓂᓗ ᐱᖅᑕᑎᕼᖕᓗ 40-ᒞ ᐃᓕᑲᓂᑦᐋᕞᕞ ᖅᐳᖅᑲᓄᖅ. ᑑᑤᑦᔕ ᐃᓕᑲᓂᑦᐋᑐᑎᓂᑦᔏᕼ ᐱᖔᕒᕙᓚᑲᐅᕚᒷ ᐊᑐᑤᑲᕞᖅ ᒪᓕᑲᖕᓂᔒ ᐃᓂᒪᔕᒷᑦ ᐃᑲᕞᑎᓂᖅ ᐃᓕᑲᓂᑦᐋᑎᑦ ᐱᓂᖅᕝᑎᑤᑲᐊᕌᕱᖕᖅᓂᖅ ᐃᓐᒎᑎᕲᒞ. ᐃᑱᕒᑎᑳᑎᔒᑦ. Ċᵃᓇ ᐳᖅᑐᓂᖅᕲᓄᑦ ᒷᑚᒷᖅ ᕼᕋᑎᕋᓐᒞ 9-ᒞᕒᐃ ᐅᖅᑳᕒᑤᕿᕝᑲᒎᒷᑦ ᐃᓕᑲᓂᑦᐋᑤᑦ ᐱᓂᖅᕝᑎᑤᑤᖅᔥᑕᒃ. ᐃᒪᒞ ᕼᕋᑎᕋᓐᔒᔂᕐᒎᕌᓂᖅ.

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."

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.

ᑕᐊᒪ ᖃᐅᔨᓴᕐᓂᖅᑕᖅᒍᒪᒡᒪᒋᖕᒪᑕᖅᑐᒍ ᓱᕐᓗ ᕐᑐᑕᓐᖕᓂᓕᑲᖅᑕᖅ 5
ᐅᒃᑐᑎᒥᔾᑐᒍ ᑕᐊᒪᖕᑕ, ᕐᑐᑕᓐᖕᓂᓕᒥᓂᖅᖅᕐᖕ 5-ᒥᖅ
ᕐᑐᑕᓐᖕᓂᓕᖕᓕᑯᖕᑐᑕᖕ 6-ᒍᖕᓕᑯ ᖃᐅᔨᓴᖅᑕᐅᖅᕐᖕᕐᖅᑕᖅᑐᖅᓱᐅᖕᓕᑕᖅᑯ.
ᑕᐊᒪ ᐃᓕᓐᓂᐊᕐᑎᓐ ᑕᐊᒪᑕ ᐃᓕᓐᓂᐊᕐᓂᖅᑕᖕᒍᖕᑐᑲᖕ
ᕐᑐᑕᓐᖕᓂᓕᑲᖅᖅ 6ᒍᔾᖅᑕᐅᖅᑕᖕᑕᖅᒥᑲᖅ ᑭᔾᑕᖅ
ᕿᖕᖅᐅᑎᑲᖕᐊᑲᕐᕐᖅᒥᑯ ᐃᑲᕐᑭᐃᑎᓂᕐᕐᖕᑐᑲᖕ
ᐊᖕᖕᐅᑎᕐᑯᑲᖕᑐᑲ ᐊᓕᖅᑕ ᐊᑐᑕᖅᖕᑕᐅᕐᕐᖅᒍᖕᑐᒥᑕᖕ
ᕐᑐᑕᓕᑕᖕᑯᑕᖅᑲᖕᖅᑐᖕᕐᖕ. ᐃ, ᐊᒧᒥᑲ ᑕᑲᖕᖕᑎᑕᓐᐊᖕᑐᒥᑯ
ᑕᖕᖕᑕᖅ ᐅᖅᑲᖅᓱᔾᖕᖕᑐᒥᑲᖕ ᑕᑲᕐᖕᕐᖅ ᕐᑐᑕᓐᖕᓂᓕᑕᖅᑕᖕ 5ᒥᑲᖕ
ᕐᑐᑕᓐᖕᓂᓕᑕᖅᑕᖕᑲᖕᑯᑕᖕ 6ᐅᔾᑕᐃᕐᑲᖅᕐᖕᑕᖅᒍ ᐱᖕᖕᖅᑕᖅᒥᖕᑕᖕ,
ᕐᑐᑕᓐᖕᓂᓕᑕᖅᑕᖕᑲᖕᑯᑕᖕ 7ᔾᕐᑕᐊᕐᕐᑕᒥ ᑭᔾᑕᐊᓕᖕᖕᖅᑕᖅᑕᖅᕐᑭᑕᖕ
ᐅᖅᖕᑯᔾᕐᖕᑯᑲᖕ ᑕᐃᑲᖕᑕᖅ ᐅᕐᑕᖅᑲᑕᖕᖕᑎᑐᑲᖕ
ᕐᑐᕐᖕᑕᐊᕐᕐᑲᕐᕐᑕᐊᓕᑕᖕᑯᑕᖕᑯᑕᖕ. ᑕᐊᒪᑲᖕ ᕐᑐᑕᓐᖕᓂᓕᑕᖅᕐᑕᖅᒋᖕ
10, 11, 12, ᑭᔾᑭᓕᖅᑕ ᑲᖕᖅᑕᖕᖕᔾᖕᕐᑕᖅᐅᑕᖅᖕᖅᑕᖅᕐᑭᑕᖅ
ᐊᔾᖕᖕᔾᕐᖕᕐᑕᐅᑕᖅᖕᑯᑕᖕᑕᖅᕐᑲ.

ᑕᖕᖕᑕᖅ ᐅᕐᑕᐅᔾᓐᑲᖕᓱᖕᕐᑕ 40-ᒥ ᐃᓕᖕᐊᑲᖕᑕ, ᕐᑲᐅᔾᕿᑎᓕᑯᖕᑕ
ᓐᑎᕐᑲᖅᓱᔾᕐᑕᖕᑲᖕ ᐅᑕᖕᖕᑲᕐᕐᐱᖕᕐᑲᑯᑕᐅᕐᖅᑐᖅᑕᖅ. ᐃ, ᐊᒧᒥᒍ
ᐊᑯᐊᓕᐃᑲᖕ ᑕᒥᖕᑕᖕᑯ ᒥᑭᕐᖕᖕᖅ ᕐᑐᑕᓐᖕᓂᓕᑕᖅᑕᖕᑯᑕᖕ 12-ᒍᑲᖕ
ᐃᓕᓐᓂᐊᕐᓐᓂᑯᑕᖕ ᐊᒧᒥᒍ ᓄᑕᖕᖕᔾᕐᑲᕐᕐᑕᐅᕐᖅᓱᔾᕐᑲᐊᑕᖕ ᓄᖕᖕᔾᖕᑕ
ᓴᖕᑲᑲᖕᑯᑯᑕᖕ ᑭᐅᔾᖕᑎᖕᖕᖅᕐᑕᑲᖕ ᐊᔾᐅᑕᐅᖅᔾᕐᕐᑕᖅᕐᑐᑯᑲᖕ. ᐅᕐᑭᑲᖕ
ᐱᖕᖅᕐᑕᐅᐱᕐᖕᑎᑲᑯᑕᖕ ᒪᖕᐱᑲᖕᖅ 3ᕐᑲᕐᖕ ᐅᕐᑲᖅᓱᔾᕐᕐᑕᑕᖕ ᑕᖕᖕᑕ
ᐃᓕᓐᓂᐊᕐᑯᑐᑲᖕ ᕐᑲᐅᔾᕐᖕᖕᑲᖕ ᐃᓐᑯᑕᔾᕐᑕᑯᑕᐅᑭᕐᑕᖅᑕᑕᑯᑲᖕ 2018-
ᒥ ᐊᒥᐱᔾ ᑭᔾᑕᖕᑕ ᐃᓐᑭᑲᑯᑕᐅᑲᑯᑲᖕᖅᕐᑕᖅᑐᑲᖕ. ᑕᐊᒪᑕ
ᕐᑲᐅᔾᖕᑲᖕᖕᕐᑕᑯᑯᑕᖕ ᐅᑕᖕᖕᑲᖕᔾᔾᕐᖕᑲᖕᖕᑯᑕᖕ ᒪᑕᖕᖕᑲᑕᖕᖕᑕᖕᖅᑲᖅᑕᐊᑲᑯᑕᖕᑕᖕ
ᐃᓕᓐᓂᐊᕐᖕᑭᕐᑲᖅᕐ ᐃᕐᑲᓇᐃᑲᖕᖕᑲᖕᖕᖕᑎᑕᑯᑕᖅ ᑕᖕᖕᑕ
ᐊᕐᖅᖕᑲᕐᕐᖕᔾᕐᖕᕐᑕᖅᕐᑲᖕᖕᑕ ᐅᕐᑲᑯᑲᕐᓕᑯᑯᕐᕐᑲᖕ
ᐊᑯᑯᑯᕐᕐᑎᑯᑕᐅᕐᖕᑲᖕᖕᑲᕐᕐᑲᖕᔾᑐᑲᖅ 2020, 2021
ᐃᓕᓐᓂᐊᕐᕐᑲᒥᐅᕐᑲᖕ ᐊᔾᑯᐅᑲᑯᑕᖅᓱᐅᑯᑕᖅᕐᖕ.

ᐅᑲᖕ ᐃᓕᓐᓂᐊᕐᕐᑯᑯᑎᕐᓕᔾᑕᑯᑕᖕᖕᑐᑯᑲᑕᖕ ᑐᑯᑕᖅᑐᑯᑲ
ᐅᕐᑲᐅᔾᕐᑯᕐᑲᕐᕐᑲ ᕐᑲᐅᔾᕐᖕᖕᖕᑯᑯᐅᕐᕐᑲᕐᕐᑲᖅᕐᑕᑯᑕᖅᕐᖕᔾᔾᕐᑲᖕ
ᔾᖕᔾᓐᑎᖕᕐ. ᑭᔾᑲᖅᐊ ᐊᑯᑯᑐᑲᖅᕐᖕᔾᕐᑲᕐᕐ
ᕐᑲᐅᔾᕐᖕᕐᑲᖅᐅᕐᑲᕐᕐᑲᕐᕐᑲᖕᔾᑐᑯᑕᖅ ᐃᓕᓐᓂᐊᕐᖕᕐᑎᑕᖅᑲᖕᖕ ᕐᑲᑯᖕᕐᑕᖕ
ᐱᐊᑯᑯᕐᕐᑕᑯᑕᑲᑯᑕᖅ? ᕐᑲᑯᖕᕐᕐ ᓴᖕᖕᑭᑎᑲᑲᑯᑕᕐᕐᕐᑕᑲᖕ ᑭᔾᑲᖅᐊ
ᓄᑲᖕᖕᑲᕐᕐᑕᑲᑯᕐᕐᑕᑲᔾ? ᕐᑲᑯᖕᕐᕐ ᕿᖕᖅᐊᖕᖕᔾᕐᑕᐊᔾᕐᔾ ᑭᔾᕐᔾᒪᑲᖕ
ᐊᑯᑯᖕᖕᑲᐅᕐᕐᑎᑯᑲᖕᖕᕐᑕᑲᓇᑯᖕ? ᕐᑕᔾᖕᖕᐊᒥᕐᑕᖕ, ᐃᑲᔾᕐᑯᐅᑕᑯᕐᑲᖅ.

ᐃᑲᔾᕐᑯᐅᑕᑯᕐᑲᖅ: ᒪᖕᖕᑲ.

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 Inuinnaqtun, 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.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Included in assessments, again, we talk about differentiation and the specific needs of our students and the same thing with assessments. You have to take the needs of the students, of the child in mind for that

ᐃᓕᓴᓂᐊᖅᑐᓕᕆᓂᕐᒧᒃᑯᑦ, ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐃᓕᓴᓂᐊᖅᑎᓂᒃ ᖃᐅᔨᓴᕐᓂᖅ ᑐᓵᖅᑎᑦᑎᔾᔪᑎᖃᕐᓂᐊᕐᒪᑕ ᐃᓕᓴᓂᐊᖅᑎᑕᐅᓄᑦ ᖃᓄᖅ ᐊᔾᔨᒌᖕᒥᑎᑦᑎᓂᖅ ᐱᔾᔪᑎᓕᕆᓂᕐᓂᒃ ᐃᓕᓴᓂᐊᖅᑎᒃᑯᑎᕐᒃᑕ. ᑲᑎᖅᓱᔾᔮᕐᓂᑦ Ćᑦᑯᐊ ᑎᑎᕋᖅᑕᐅᕋᓵᐅᕐᓗᓂᑦ ᖃᐅᔨᓴᕐᓂᖃᓕᓯ ᕼᖅᐳᒃᑐᑦ Ćᑦᑯᐊ ᐅᖅᑲᐅᔪᕐᓂᑦ ᐃᓄᑦᑎᑐᑦ ᒪᓕᖕᓗᓂᑦ ᐃᓄᐃᓐᓇᖅᑐᑦᓗ ᐱᕆᑦᓯᖅᑦᓂᑦᓂ ᒥᑭᓪᓂᒃ ᒍᕋᐃ 12-ᒍᑦ ᑕᕝᕙᐅᓂᖅᐳᕼᓪᕋᒃᑯᑦᐊᕗᓄᑦ. ᐱᓕᕆᖕᕆᐊᐳᑦ ᒪᓐᓇ ᐱᓕᓄᕿᕐᑕᐊᕐᕿᑦ ᑕᒪᑐᒥᖕ ᐅᖅᑲᓕᕿᕐᖃᐃᓂᔾᔪᑦ ᖃᐅᔨᓴᖅᑕᐅᓯᐊᕐᓂᒪᒍᑦ. Ćᒪ ᐃᓕᓴᓂᐊᖅᑎᓂᒃ ᖃᐅᔨᓴᕐᓂᒃ Ćᑦᑯᐊᓗ ᖃᐅᔨᐊᖅᑕᐊᕐᐲᒍᑦ ᐊᑐᓐᓂᖅᑕᖅᑎᕼᑕᕇᕈᑎᔾᔪᑦ ᐃᓕᓴᓂᐊᖅᑎᑕᐅᕗᕐᓂᒃ Ćᑦᑯᐊ ᐃᓕᓴᓂᐊᖅᑎᕝᖅ ᐱᓕᕆᐊᖅᖅᑕᕐᓂᕿ ᑲᔪᕐᓯᑎᐊᕿᕐᓯᒪᕐᓂᓄᕿᕐᓂᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᕼᑕ ᕋᒻᐳᑦ.

ᕋᒻᐳᑦ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᒪᐃᓕ ᐊᑐᐊᒡᒍᖅ ᐅᖅᑲᑎᒦᕐᓯᓗ ᓄᑖᖅ ᐊᑐᖅᑕᐅᕀᑦᓇᐊᕐᑐ ᐃᓕᓴᓂᐊᕝᓴᕐᑎᓂ. ᑎᑎᕋᖅᔭᒪᕇᕼᓂᐊᖅᑐᓂ ᔅᕐᓗ ᒍᕋᐃ 5 ᐅᒃᑐᑎᕐᓗᒍ ᐊᒐᓐᖕᑯᕐᒐᔾᖃᕆᓂᐊᕿᕐᒪᖕᒪᑕᒪ, ᑕᕝᕖᓂ ᑎᑎᕋᖅᔭᒪᕇᕼᖅᑐᕝᖅ Ćᒪ ᐃᓄᒃ ᐃᓕᓴᓂᐊᖅᑎ ᒍᕋᐃ 5-ᕇᑦᑕᖅ ᐃᓕᒡᓕᒻᒪᕆᔾᖅᐊᕝᕼᑕᒃ ᒍᕋᐃ 6-ᒍᐱᑎᕼᒥᖕᒃ Ćᒪ ᒍᕋᐃ 5 ᐊᑐᖅᑲᓂᕿᐊᖅᑎᑕᐅᕗᔾᖅ ᐅᕉᕿᔾᖃᕐᖕ ᒍᕋᐃ 6-ᕃᖅᑎᑕᕐᓂᕿᕐᓇᓂᕝᖃᕝᖅ ᐃᒪᓕᕆᓗ ᐃᑯᕐᐱᑎᕼᕼᖃᕐᓯᖕᒍᕿᕐ ᐊᕉᔾᒍᕼᕝᑦ Ćᒪ ᐃᓕᕿᓂᐊᖅᐳᕝᑭᐃ ᐊᕿᕐᑭᕼᕼᕼᓂᐊᕿᕼᑦ ᓄᕿᕝᕦᕦᕝ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᕼ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐱᕿᔾᖃᐅᑎᕇᕼᔭᐊᕼ ᖃᐅᔨᓴᕐᓂᒪᕇᖅ ᐅᖅᑲᐅᔾᕼᕼᑳᕆᓇᕼᑕ ᐊᔾᔨᒌᕿᕼᓂᕼᓂᕿ ᐱᕿᕼᐊᕿᕼᕼᕝᕼᕼᕿᕼᓄ ᐃᓕᓴᓂᐊᖅᑎᑕᕐᑕᑕ. ᑕᐃᒧᕇᕇᐅᑦᐳᖅ ᖃᐅᔨᓴᕐᓂᒍᕼᑦ Ćᑦᑯᐊ ᐱᕿᕼᐊᕿᕼᕼᕼᕝᕼᕿᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼᕼ ᐃᓕᓴᓂᐊᖅᑎᕝᖅ ᕼᐱᕼᕝᕼᕼ ᐃᖅᑲᐅᒪᓚᓂᖃᕼᔭᓂᕼᓂᕼ

assessment. Whether or not a student would progress to the next grade level or remain, that decision is made in conjunction with the teacher, with the school team, with the parents, again, to best meet the needs of our learners. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Rumbolt, do you have another question? Mr. Rumbolt.

Mr. Rumbolt: Thank you. I'll leave it at that for now, but something that the department mentioned in their previous answer was talking about the Inuktitut language. On page 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 written Inuktitut syllabics.

As you know, there are many dialects in our territory and Sanikiluaq is kind of different from everybody because of our location. One of the issues we have in our schools over the years is that the type of syllabics that is being used is not the same as they use in our 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.

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

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

ᖃᐅᔨᓴᕐᓂᕐᒥᒃ ᑕᐁᐯᓇ. ᐃᓕᖕᖑ ᑲᔪᓯ�**ᖅ**ᑦᑕᐅᑉᔭᖕᒪᖔᖅ ᖅᑯᑎᓂᖅᓲᒍ ᑕᖕ*ᖔ*ᖕᓄᖕᖏᑦᕿᓪᖂᖅ ᑖᓇ ᐊᑕᐅᑎᑯᑦ ᐋᖅᑭᔾᔪᑎᐅᖅᑕᖅᑐᖅ ᐃᓕᓴᐃᔨᒧᑦ ᐃᓇᖕᓂᐊᖅᒥᐅ ᐱᓕᕆᖃᑎᒌᑦᒍᓂᖕ ᐊᖕᓗᖅᖃᒃᓇᔭᐅᔭᑐᒃ ᑖᐱᐋ ᐱᔭᕆᐊᖃᖅᑕᐱᕐᕋ ᐃᓇᖕᓂᐊᖕᒌᑦ ᑕᑯᕗᑕᓇᓕᐱᐋᓯ. ᖅᑯᔭᒨᖅ, ᐃᑉᔭᐁᐳᑕᖅ.

ᐃᑉᔭᐁᐳᑕᖅ: ᖅᑯᔭᒨᖅ. ᒥᑕ ᕆᖕᐤᑕ, ᐊᖏᓚ? ᒥᑕ ᕆᖕᐤᑕ.

ᕆᖕᐤᑕ (ᑐᕽᐱᑎᒍᖅ): ᖅᑯᔭᒨᖅ, ᐃᑉᔭᐁᐳᑕᖅ. ᐃᓂ, ᑖᓇ ᐃᓯᒃ*ᖃ*ᐹᖕᖃᖕᖁᓗᒍ. ᑖᐱᐋ ᓂᑦᑕᐅᑎᓂᖅᖃᐱᔭᖕᕐᑕ ᐃᓇᖕᕿᑕ, ᐅᐊᑎᐋᖅ ᑭᐅᒃᒧᑎ ᐃᐱᐃᑕ ᐅᖅᑲᐱᔭᖕᐤᑕ ᐅᖅᑲᐱᔭᖕᖃᑕᐱᒍ ᐊᖕᒍ ᒪᒃᐱᖅᑐᖕᖅ 17 ᒪᑐᐊᖅᔭᖅᐋᓇᖕᓂᖕ ᐅᖅᑲᐱᔭᖅᖃᑐᖕᑕ 650-ᓂᒍᖅ ᐅᖅᑕᓕᖕᓄᖕ ᐃᓄᑎᓄᖕᓂᔾᕐᔮᕐᓂᖕ ᐊᖕᓗ 250-ᓂᐅᖕᓄᖕᖅ ᐃᓄ*ᖃ*ᓇᖕᑑᖅ ᑎᑎᕋᐱᕐᕋᐤᖕ ᐊᖕᓗ ᐅᖅᑲᐱᔭᖅᖃᖕ ᐋᖅᑕᐱᖅ ᓂᕙᖕ ᐃᓇᖕᖕ ᑎᑎᖅᖃᓄᔾᕐᕚᖕᓗᒍ.

ᖃᐅᔾᔭᒪᓕᓕᖕᑕ ᐅᖅᑲᐱᔭᖅᖃᑎᖕᖔᖕᖅᑐᐊᖕᖃᐤᕋᖅ ᓴᓂᖕᒪᐃᖕ ᐊᖕᖃᐱᔭᐅᖃᖕᑎᐊᖕᓚᖕᒥᖕᓄ ᑕᐅᖃ ᑰᐊᖕ ᑯᕏᐱᖕ ᑲᖕᖃ*ᖔ*ᓇᖕᖔᖕᓄᖕ. ᐊᖕᖁᔫᓛᖃᖕᖕ ᑕᐁᐱᐋ ᐃᓄᑎᐤᖕ ᑎᑎᕋᖃᐅ ᐊᖕᖁᒃᕿᑎᕿᐱᓚᑯ ᐃᓇᖕᖕᓗ ᐃᓇᖕᐱᔾᖕ ᑎᑎᕋᖃᖕᒐᖕᖃᖃᖅᖃᑕᖕᓗᒍ.

ᑕᐁᐤᑯᖕᓂᖕᖃᓕ ᐅᖅᑕᓕᓂᖕ ᐃᓄᑎᐤᖕ*ᖃ*ᔾᕐᕙᖕᓗᒍᖃᖕ. ᓇᖃ*ᖔ*ᖕ ᐅᖅᑲᐱᔭᖕ ᐊᑐᖕᓇᐊᕽᔾ? ᖅᑯᔭᒨᖅ, ᐃᑉᔭᐁᐳᑕᖅ.

ᐃᑉᔭᐁᐳᑕᖅ: ᒪᖕᐊ. ᐃᓇᖕᓂᐊᖅᑐᑕᓂᐋᖕᑯᖅ, ᒥᖕ ᒪᖕᒥᓚᖕ.

ᒪᖕᒥᓚᖕ (ᑐᕽᐱᑎᒍᖅ): ᖅᑯᔭᒨᖅ, ᐃᑉᔭᐁᐳᑕᖅ. ᐅᖅᑲᐱᔭᖕᑕᓂᖕᓚᔾᒍᖕ ᐊᖕᓗ ᑕᐁᐤᑯᖅ ᐅᖅᑕᓕᖕᖔ*ᖅ* ᑕᑲᐤᖕᖃ ᐃᓇᖕᖕᓃᖕᓂᖕ ᐃᓇᖕᕝᕚᓇᖕᕿᖕᑕ ᐊᑐᖕᔭᐅᖕᓂᖕᖄᖕᖕᒐᖕᖃ ᐅᖅᑲᐱᔭᖕᒍ ᐃᓄᑎᐤᖅᖃᑐᖅᖕ. ᑕᐁᐤᑯᐊ ᐅᖅᑕᓕᓇᐱᒐᖕ ᐃᓇᖕᓂᐊᖃᑐᑕᓂᐋᖕᑯᖕ ᐅᖅᑲᐱᔭᖕ ᐊᑐᖅᖃᑐᖃᖕᐱᖕᖕ*ᖔ*ᖕ ᐊᑐᖅᖕᑐᖃ ᐊᖕᓗ ᑕᐁᐤᑯᐊ ᖅᑰᕿᔭᖕ*ᖔ*ᖕᓄᖕᖕ ᖃᐅᔾᔭᐤᑎᕐᕚᖃᖃᖕᑦᐤᖕ ᐅᖅᑕᓕᓇᐱᐋ

integrated in their teaching and learning as well. *Qujannamiik*, Mr. Chairman.

ᖃᓄᑎᒋ ᐊᔪᕐᓇᑎᑎᒥᓕᖕᒥᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

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

ᐃᒃᓯᕙᐅᑖᖅ: ᒫᓐ. ᒥᔅᑕ ᕞᐳᐟ.

Mr. Rumbolt: Thank you, Mr. Chairman. I do understand that there would be a requirement in our communities where we would try to 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.

ᕞᐳᐟ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᑐᑭᓯᓪᓗᒍᓗ. ᓄᓇᕐᑎᓂᑕ ᐅᖃᐅᓯᖅᐳᑦ ᐊᓯᐅᕐᑫᐊᓂᖃᕐᑎᒃᑐᑦ ᐅᖃᓕᒫᓕᒐᐊᕆᔭᐅᖁᑦᓇᐊᓯᖅᑕᐊ ᓇᓚᐊᑎᑐᑦ ᐅᖃᑦᓚᔾᔭᐅᕝᕙᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

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

ᐃᒃᓯᕙᐅᑖᖅ: ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᒪᒃᒥᓚᓐ.

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 the IUT, to ensure that the educational dialect is made available to all of our students and our children. *Qujannamiik*, Mr. Chairman.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑲᑎᒪᔩᑦ ᑲᑐᒃᑲᓃᕐᑕᑦᑕ ᑭᒪᖅᑐᐊᕐᑐᒥᒃ ᐊᔾᓯᓈᕐᕆᑐᓂᒃ ᐊᖃᒃᑐᒃᐳᓕᕐᓄᒃ ᓄᓇᕐᓇᓗ ᓄᓇᐅᒻᒥ. ᐃᖅᑲᓇᐃᔭᖅᑎᖅᖃᖅᑕᖅᐸᐟᑕᐅᓪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᕐᓂᒃ ᑕᐃᔾᔭᓕᕐᑕᖅᑎᒃᑐᐊᓂᒃ ᐊᒻᓗ ᐃᓕᐊᓂᐊᑭᐎᐟ ᑕᐃᑯᐊ ᐃᓕᐊᓂᐊᑕᖐᓂ ᐅᖃᐅᓯᔾᔪ ᐊᑐᖃᑕᐅᔾᔪᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

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 mentioned that 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 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.

ᐃᒃᓯᕙᐅᑖᖅ: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐊᓯᐊᓄᑦ ᓄᓪᐅᐴᖅᓂᐊᑎᖅᓂ ᑭᐅᕇᑎᖅᖃᖅᐳᔭᑦ ᐃᓕᖕ ᐅᑎᖅᐊᕆᔪᓪᖅᑯᑦ. ᐃᓕᕐᖃᖐ ᖅᑦᐁᖃᐅᕋᖅᑎᑐᐊᖅᒻᑐᕐᕝᕝᑦ ᖃᐅᔭᖅᓴᑕᐅᐊᖅᐳᖅᓱᒍ ᑖᓇ ᐊᓯᔪᓈᒐ ᐱᕆᖅᑐᒃᓄᓗᐊᖅ, ᓄᓇᖅᒥᕐᐅᑕᑦ ᐃᓕᖅᑐᖐᖅᐊᓅᖅᑦ ᖅᑐᖐᖃᖐᓂᑕ ᐃᓕᖅᐊᔪᓃᓯᓂᒃ ᐅᖃᐅᔾᔭᖐᓇᖅᒃ ᐅᓇ ᐊᓂᒍᐊᔾᔩᓈᖅᕝᕝᑦ ᐊᑎᖅᑐᐊᖅᐅᓗ ᐃᓕᖅᑐᐊᖅᓂᐅᖅ ᖅᑦᐁᖅᔪᓂᖅᓱᔾᑦ ᐃᓕᖅᐅᖅᑦᑐᐊᖅᑐᖐᖃ. ᑕᐃᒃᑯᐊ ᖅᑐᖐᓯᓂᑦ ᑕᐃᐅᐃᓕᑦᐊᓪᖐᓂᖅᔪᑦ ᖅᑐᖐᖃᖐᓂᑕ ᐃᓕᖅᐊᔪᓃᓯᓅᖅ? ᑕᐃᐎᓐᐊ ᐊᔪᓗᐊᖅᑎᖐᖅᑐᒍ ᐊᓂᒍᖅᑎᑕᐅᖅᑐᐊᖅᒃᕝᕝᑦ ᒍᖐᐃ 5 -ᖑᖅᒪᔩᓚᖐᖅᑎᖐᖅᑐᒍ. ᒍᖐᐃ 5 ᑭᕆᐊᓂ ᐊᓂᒍᐃᖅᐊᑦ ᖅᑦᐁᓇᐊᖅᑕᐅᖅᑦᔪᖅᖐᖅ. ᑕᐃᒪᓗᕐᔪᓂᖅᓱᖐᖅ ᑕᐃᒃᑯᐊ ᐃᓕᖅᑐᖐᓂᑕᐅᑦ? ᒥᔅ ᒪᒃᒥᓚᓐ.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Absolutely the parent's voice is key in the progress and placement of any child. 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 have to deal with large classrooms and we have a high number of children who have shown violence in the classroom. When it comes to retention or when it comes to recruitment, there are a lot of people who talk about Nunavut. For example, if I wasn't from here, I would probably try to find out from somebody who is here like "How is it to teach in Nunavut? What was the experience like? What should I expect?"

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.

Lᑉᒐᓚ (ᑐᑭ�iᐱᑎᒍᑦ): ᖁᔭᖅᖅᓇᒦᒃ, ᐃᐱᕈᐊᐳᑦᖅ. ᐃᓄᐊᖅᕐᖅ. ᑕᐃᑲᐊᑦᑳ ᐃᓕᓴᖅᑐᖅᑯᑎᖓᑦᑦ ᑕᖃᐅᐴᖅᑦ ᑕᐃᒪᐃᑦᕐᖁᐊᑕᐴᖅᑦᑐᖅᑦ. ᑲᑎᖅᑲᑎᖅᕐᒃᐳᕐᖅᐳᑦᑐᖅᑦ ᖅᑐᖅᓕᖅᓕᖁᑕ ᐃᓕᓴᐃᖅᖁᓯᓂᖃᖅᖅ ᑕᐃᒪᖅᖁᓕᑎᒐᖅ ᐃᓕᖁᓇᖅᖁᓇᖃᓕᒥᒐ ᐃᓕᖁᓇᖅᖁᓇᑎᑕᐴᓂᖁᐤ ᖅᑐᖅᑲᖁᑕ ᐱᓕᖁᒍ. ᖁᔭᖅᖁᓇᒦᒃ, ᐃᐱᕈᐊᐳᑦᖅ.

ᐃᐱᕈᐊᐳᑦᖅᕐᖅ: ᒫᖃ. (ᑐᑭᖅᐱᑎᒍᑦ) ᖅᑐᖅᖁᓇᒦᒃ ᒖᖁᓇ ᑐᖅᓇᖅᖅᕐᖅᑲᖅᓇᖃᖅᒐᑦ. ᒲᖅ ᐊᖅᖁᐅᖅᖅ.

ᐊᖅᖁᐅᖅᖅ (ᑐᑭᖅᐱᑎᒍᑦ): ᖅᑐᖅᖁᓇᒦᒃ, ᐃᐱᕈᐊᐳᑦᖅ. ᐅᖅᑲᐲᖅᖁᒪᔪᒪᖁᒪᒪ ᐃᓕᓴᐃᐳᖃ ᐊᐴᑦᓇᖅᖅᓴᐃᐊᖃᓂᖅᖅᖁᐴᖃᖅ ᐃᓕᓴᐃᐊᖅᖁᓴᖅᖁᕐᕐᖁᐴᖃᓐ. ᐃ, ᖅᑲᐴᔭᐴᔪᑦ ᓄᐊᐷᒦ ᐱᑎᐊᖅᖃᑕᐴᑎᖅᖁᓂᖃᖅ ᒐᒪᖓᐊ ᓴᖅᑲᐲᖅᖁᑕᐴᖁᐊᖅᖁᒪᒐᑦ ᐃᓕᖁᓇᖅᖁᐴᖓᓄᒐ.

ᐃᓕᓴᖅᑐᖅᑎᓂᖃᑦ ᐴᓄᖅᑐᐊᖓᑦᑲᖅᖅᒐᓕᑕᑦ ᐊᑕᐴᖅᓯᕐᒐᐳ ᐃᖓᖅᐴᖅᖁᑦᑕᒐᑦ ᐊᕐᓕᓄ ᐃᓕᓴᐃᐊᐲᖅ ᐴᓄᖅᑐᐊᓗᐊᓄᒐᐴ ᐸᖅᑲᖅᖃᑦᓇᖅᑐᖅᑐᖃ. ᓲᖅᒦᓘᐊᖅᑳᐊ ᐴᓄᖅᑐᑦ ᓇᖃᖅᓇᐴᖃᖅᖃᑦᑐᖁᖅ ᐃᓕᖁᓇᖅᖁᐴᖓᒐ. ᑕᐃᒪᖁᓇ ᐃᓕᓴᐃᐊᖅᖁᓴᖅᖁᕐᕐᖁᐴᖁᒐ ᐴᖅᖁᓘᖁᐴᖁᓄᑦ ᐃᓕᓴᐃᐲᖅᐊ ᐊᐴᑦᑦᐴᖅᖁᑕᓕᖁᑎᖁᖁᓂᖅᖅ ᒐᖁᓇ ᒐᖁᒻᕐᐴᖅᑕᐴᖅᓂᖁᐅᕐᖁᒍᒐ ᑐᖅᖁᓇᖅᖅᖁᒐᖅᖁᔪᒐ ᐃᓕᓴᐃᖅᖁᐤ ᖅᑲᐅᐃᑐᕐᖁᒐᒻᕐᐴᖁᓐ ᐱᖁᒻᕐ ᓄᑎᐴᖁᐊᖅᖃᖁᓪᑎᖁᓕᖅᒐ.

ᐃᓕᖁᓇᖅᖅᑐᑕᓂᖁᖁᐴᖅᖁᓴᖅᖁᓄᒐᑦ ᐊᐱᑎᔪᑦᔮᖃ ᐊᕐᕐᕐᖁᒐ ᖅᑲᐴᔭᑦᖁᓄᖁᐤ ᐃᓕᓴᐃᐲᖅ ᐊᖁᒐᖅᖁᓕᖅᑐᖁᔮᐴᑎᖁᐊᖁᓄᖅᖁᓕᑕᑦ ᑲᓇᑕᒦ ᐱᖁᑕᖅᖁᓘ ᒪᒐ ᑲᓇᑕᒦ ᐃᑦᕐᕐ ᖅᑭᖅᖅᑳᖁᒻᒐᑦ, ᑕᐃᒪᖁ ᑕᒐᖁᓇᖁᑕᑦ ᐃᓕᓴᖅᑎᖁᑦ ᓇᖅᓴᐴᖃᖁᑎᖁᓇᖅᖁᐴᑦ ᐱᔭᑐᑎᖅᖁᒐᖁᔪᖁᑦ ᑕᐃᒪᖁᓇᖅᕐᐃ ᐊᐲᑐᓂᖅᖅᕐᐴ ᐃᓕᓴᐃᐊᖅᖁᓴᖅᖁᕐᕐᖁᐴᖁᓂᖁᒻᒐ ᐴᖅᖁᓘᖁᐴᖁᓄᖁᑦ ᑕᐃᖁᓂᖅᖁᓇᖁᓇᑕᕐᕐᑦᓂᖅᖅ? ᖅᑐᖅᖁᓇᒦᒃ, ᐃᐱᕈᐊᐳᑦᖅ.

ᐃᐱᕈᐊᐳᑦᖅᕐᖅ: ᒫᖃ.

Department of Education, Ms. MacMillan.

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

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

I couldn't 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. It has to have an 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'm not trying to lay blame anywhere, but I think it would have a big impact. Is that something you don't look at? It's a growing concern. It's something that is growing; it's not going away. To me it would make sense for the department to recognize that and come up with some way of trying to address it before it gets even any bigger. That's why I'm asking the question and I'm hoping that you can provide me with a response. Thank you.

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᑕᐅᓯᐅᖐᖅᑐᓂᖃᑯᑦᐊ ᐱᔾᑎᖃᕐᒪᑕ ᐊᒻᒪᓗ ᑕᒪᓐᓇ ᐊᖅᑐᐃᓂᖃᒃᓱᒍᓐᓂ ᐃᓕᓐᐊᖕᖔᕆᒃᔪᐊᕐᓂᖕᑯ ᐊᒻᒪᓗ ᑕᒌᓇᑎᒌᖃᕇᕐᓂᖕᑯ ᑕᒌᓂᑐᖃᓇᐅᖕᖔᑐᖅ ᑕᒪᓓᐊᑐᖅ. ᖃᓇᑕᒌᒥ ᑕᒪᓓᐊᑐᖅ. ᐅᒍᑎᑎ� ᓗᒍ ᐳᓂᑭ ᖃᓐᒪᑎᒥ ᐅᓄᖅᓯᕆᐊᕝᓛᓕᕐᕖᖃᓇᐅᖅᓴᒥᕐᕖᒃ ᑕᐧᐊᒃᑕᐧᐊ ᐃᓕᓐᖅᑕᐧᐅᔪᕐ ᐊᑕᐊᕖᔪ ᐃᓕᓐᖕᐃᔭᓗᒍ ᐱᔾᑎᑲᑦᒐᑖᐧᔾᓴᓗᖅᓇᖅᑐᖅ.

ᐃᓕᓐᓂᐊᕐᕕᖓᓂ ᐱᓕᒻᒪᒃᓴᐃᖃᕐᑲᕐᑐᔫᑦ ᐊᒻᒪᓗ ᐃᓕᓐᐃᐊᔭᒍᑦ ᐃᓕᓐᐃᐊᖃᕐᑲᕐᑐᔫᑦ ᐸᐸᐃᓐᓂᒐᑦᒍᓗᒐᖅᑯᑲ ᐃᓕᓐᐃᐅᖑᒃᑕᖅᑯᑲᒍᖅᑐᔫᑦ. ᑲᑎᒪᑎᐅᓗᖑᑕᐧᖑ ᐃᓕᓐᐃᐊᑕ ᐃᓕᓐᐃᐅᖃᒃᑕᐧᐅᑐᕖᖑ ᑕᐧᐃᑕᐧᐊ ᐃᓕᓐᑕᖕᑲ ᐃᓕᓐᐃᐊᖅᑕᐧᐅᔭᐧᐊᓯᓴᐧᐊᖑᓗᑲᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᖑᖑᓗᑲᑕᒍᑦ.

ᐊᑕᐅᓯᐅᔭᕐᕖᒃ ᐅᖅᑲᐅᓯᖅᑲᔾᓇᐧᖑᕐᑖᐧᓕ ᐅᓄᖅᑑᒪᑕ ᐱᔾᑎᖅᓴᐃᑦ ᐊᖅᑐᐃᓂᖃᖅᑲᕐᑐᔫᑦ ᐃᖅᑲᓇᐃᔭᕐᑎᖃᑎᓂᒐᐧᖕᒋᖃᖑᖕᖒᐧᖑᓂᖕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐ. ᒥ ᐊᕐᓇᒃᑲᖅ.

ᐊᕐᓇᒃᑲᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᐃᓕᓐᕐᑎᓐᑕ ᓂᕋᐧᓕᖃᒃᑕᐧᐊᕐᑐᖅᑳ ᑕᒪᓕᐊᐅᔾᒪᑕᖑ ᐊᖅᑐᐊᓂᖃᖅᑐᑲᐅᕐᑕᖅᑳ? ᐃᓕᓐᐃᐊᔭᐧᐅᖕᖑᒪᐧᑲᑕ ᐊᒻᒪᓗ ᖃᐅᔨᑲᖕᖑᒪᐧᑲᑕ ᐅᖄ ᐃᓕᓐᓂᐊᕐᕕᒃ ᐊᖅᑲᐃᐧᖑᕐᑕᐅᖅᑎᖃᒐᓗᖅᑕᐧᓗᖕᖒᒐᐧᑲᑕ ᐱᔾᑎᓐᖃᓯᖅᑕᐧᐅᒐᐧᖕᑕᓂᖑ. ᑮᓇᒌ ᑎᖕᑲᐧᖃᒧᐧᓕᔭᐧᖅᑎᒐᖕᑖᐧᐅᖕᒐᐧᐊᖅᑕᖑ, ᑮᔭᐧᐊᖃᑕ ᐊᖅᑐᐊᓂᖃᖅᑐᑲᐅᕐᑕᐧᖅᑕᖑ ᐃᓕᓐᖅᑎᖕᑕ ᓂᕋᐧᓕᖃᒃᑕᐧᖕᑕᕐᖕᑕᖑ. ᐃ, ᐅᓄᖅᑳᕐᑖᖃᕐᑕᐧᐊᒐᓇᖃᒐᐧᓗᒐᐧᑕ ᑕᐧᐃᑕᐧᐊ ᐱᓕᑎᐊᖅᑲᐧᑲᑕ ᐃᓕᓐᓂᐊᕐᕕᖕᒋ ᓗᖕᒋᒃᑕᐧᖕᖑᒐᐧᓗᒍ. ᑕᒪᓕᐊᑐᔾᒪᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᖃᐧᐅᔾᑑᖅᑎᒐᖑᐧᒑᐧᑖᖃ ᐱᕋᐧᖃᕐᐊᖅᑐᑲᐧᓕᖅᑖ. ᑕᒪᓕᐊᑐᔾᒪᑕ ᑖᐧᖑᐧᖃ ᐊᐱᕐᑯᑎᕐᕆᕋ ᐊᒻᒪᓗ ᑮᐅᕐᐅᕐᑲᐧᖕᒐᐧᓕᐧᖕᖒ ᐃᓕᓐᖕᑲᖕᒋᖑᖑᑦ ᓗᒧᖃ ᐊᖅᑐᖑᑦ. ᖁᔭᓐᓇᒦᒃ.

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. It's for this reason that we are in the process of completing a safe and caring schools framework. It's being finalized and in keeping with the *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 for 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 know that a lot of children come from very difficult homes and they bring those frustrations to school. 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 of some families whose children are in middle school, in grade 6, and there are problems there, so they suspend the student and they don't come back after the suspension. I'm 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

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓐ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᓱᒍᓪᓂᒃ ᑭᐅᑎᐊᕐᓗᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑕᒫᑐᒡᒍᓂ ᖃᐅᔨᒪᔪᑦ ᐊᒻᓗ ᐊᑦᑕᕐᓇᖏᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᕆᐊᕐᓂ ᐃᑲᔪᖅᓱᖅᑎᐊᕋᑦᑕ. ᑕᐃᒪᐃᒃᑰᖕᒪᑦ ᐊᑦᑕᕐᓇᖏᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᕆᐊᕐᓂ ᑐᕐᒍᐊᕈᑎᓂᒃ ᐱᖅᖠᖅᕆᖃᑦᑕᐊᕐᑐᔪᑦ ᐊᒻᓗ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔾᔪᖅᖃᕐᒪᑦ ᑐᖖᒐᕕᒋᓚᐅᖅᓂᒃ ᑕᒫᑕᐃᐅᖅᖃᔪᑦ. ᑖᓐᓇᐅᑎᓪᓗᒍ, ᐅᖅᖃᑎᒌᖅᖃᑦᑕᕆᕝᕙᖀᓂᒃᑲ ᐃᑲᓕᖅᑐᖅᒍᑎᓂᖕ ᐊᔾᖕᓂᓗ ᓄᓇᖃᑦ ᒐᕗᒪᖕᒃᑯᓗ ᐱᑕᓕᖖᐃᖕᒃ ᓄᓇᖃᑦ ᑐᖖᒐᕕᖕᑯᑦ ᑕᒫᓇ ᐱᓪᕆᐊᒎᖕᒃ ᐃᓕᓐᓂᐊᕆᖃᕐᔭᖅ ᐊᑦᑕᕐᓇᖁᐃᕐᒥᒃᒍᓗᑎᖕᒃᑦ ᐃᓕᖅᖑᓂᖅᖃᕐᓗᒍᑎᖕᒃ ᐊᒻᓗ ᐃᓕᓐᓂᐊᕆᖕᑦ ᐃᓄᐊᓇᖅᖃᕐᑐᓄᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓐ. ᒥᔅᑕ ᐊᖕᓇᒃᑲᖅ.

ᐊᖕᓇᒃᑲᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᖃᓄᖅ ᑕᐃᒪ ᐃᓕᓐᓂᐊᕈᐊᖖᑎᑦᑎᓐᓇᕈᐊᖅᐊᖅᐱᑦ? ᖃᐅᔨᒪᔨᐊᓇᐅᐴᑦᖃᔾᖅᑐᔪᑦ ᐃᓕᖖᓂᖕᑯᐊ ᐃᓕᖅᖃᒃᓐᐃᑦ ᐃᓗᐊᖕᒃᑐᐊᓗᒍᒦᖅᖃᒋᖅᒪᑦ ᐊᖖᒃᖅᑲᒥᓂᖕᒃ. ᑕᐃᒃᑯᐊᓗ ᓇᒃᖃᕝᖃᓗᖓᓂᖕᑦ ᐃᓕᓐᓂᐊᕆᖕᒃᓄᑦ ᐅᓄᐱᖕᔭᓇᖅᑎᖕᒃᓗᖖᒃ. ᑕᐃᒃᑯᐊ ᐃᓕᖖᑦ ᑕᒫᓇᐃᖕᕝᖖᒃᑐᖕᒃ ᓂᖕᒃᑦᐅᐴᖕᒃᓗᖕᑎᖕᒃᖓ ᐃᓕᓐᓂᐊᕆᖃᖅᖃᑦᑕᕐᒪᑦ ᐊᖖᒃᑐᐊᖕᒃᓗᖖᒃ ᐃᔪᖖᓇᖕᒃᖃᕐᓂᖕᒃ ᐃᓕᓐᓂᐊᕆᖃᖅᑎᒪᖕᓂᖕᒃ.

ᐃᓕᖖᒃ ᖃᐅᔨᒪᔾᖖᒃ ᐊᔪᖖᒃᓯᖅᖃᕐᑐᓂᖕ ᐃᓕᓐᓂᐊᕆᖃᖕᒃᖢᖖᑐᑐᔪ ᖃᐅᔨᒪᕈᓐᖕᓂᖕᑦ ᓅᖕᓗ ᒍᕌᐃ 6-ᒦᑐᑐᔪ ᐊᖃᐅᖕᓇᖅᖃᖅᑎ-ᑐᐲᒋᖅᑲᕋᑦᑕᑦ ᑖᓇ ᐃᓕᖅᖃᑎ ᓄᖅᖃᖖᓗᒍᐊᖕᒃᑲᖕᒃᒃᑎᖕᒃᖤᑐᒍ ᐅᑎᒍᐊᖕᒃᖅᓂᖕᒃᑲᑎᖖᒥᓗ ᑕᒫᓇᖕᒃᓄᓂ ᓯᑯ. ᖃᐅᐃᖖᑐᖕᒃ ᐃᖖᒃᑲᒃᖑᖕᒃᓱᖕᒃᐊᖕᒃᓂᖖ ᐊᖅᖃᑲᖕᒃ/ᖅᖠᐊᖕᒃᒥ ᐃᓕᖖᑎᖕᓗᐊᖅᑎᖅ ᐃᑲᔪᖅᖃᑐᖕᒃᑦᖕᒃᖤᖖᒥ? ᑖᓇ ᐃᓕᖅᖃᑎ ᐃᒪᖓᖕ ᓄᖅᖃᖖᐃᑐᑲᑎᑲᒥᖤᑐᖅ ᐅᐸᓗᖖᒃ

weeks, whatever he or she did. Who do you work with 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 created for them. *Qujannamiik*, Mr. Chairman.

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

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.

Chairman (interpretation): Thank you. (interpretation ends) As much as possible, I encourage Members to talk in generalities;

ᐱᓇᓲᐊᕈᓗᑦᔪᖕᐊᕐᑦ ᐃᑲᕐᖄᒃᑎᑦᖔᖓᓂᒃ ᐱᑕᖃᖅᕚ? ᑮᒃᑰᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᖃᖅᕐᑲᑦ ᑕᐱᓐᓇ ᐃᓕᖅ�p� ᑐᖕᓬᓯᖅᑎᑕᐅᒍᓂ ᐅᑎᕐᓂᐊᕐᒪᑦ ᐃᑲᕐᖅᑎᑦᖅᖃᔅᓂᒍᓪ. ᑕᐃᒪᓐᓇ ᐱᓐᑎᐊᕐᒡᖕᐊᖅᕐᑲᕐᒧᒃ? ᖃᓄᖅ ᑐᖕᑎᕆᖕᑐᓂᒃ ᐊᑐᖅᑲᑦᖅᖃᐱᕈ? ᖅᑯᔭᓐᒥᒃ.

ᐃᑉᕆᕌᐸᑕᖅ: ᒪᕐᓇ. ᐃᓕᖕᓂᐊᖅᑐᑕᓕᖕᑯᑦ, ᒥᔅ ᒪ�’ᒥᓚᓐ.

ᒪᑉᒥᓚᓐ (ᑐᖕᓵᐱᑎᒍᒃ): ᖅᑯᔭᓐᒥᒃ, ᐃᑉᕆᕌᐸᑕᖅ. ᐃ, ᐃᓕᖕᑖ ᐃᓕᖕᓂᐊᖅᑐᑕᓕᖕᑯᑦ ᐃᓗᐊᖓᓂ ᐱᓗᐊᖅᖠᓐᑦ ᑢᓈᐊ ᐊᕐᖅᖅᑐᖅᕬᒪᖕᓐᑦ ᑕᐃᒪᐃᑦᑐᑕᓕᓪ ᐃᓕᖕᐋᔅᑦ ᑮᖑᔾᓪᖕᖠᖓᓂᒃ ᐃᑭᐱᕐᖔᖓᓂᒃ ᖃᓄᐃᖓᖕᒪᖕᖓᓂᒃ ᑕᐃᒪᐃᑦᑐᑕᓕᐸᒃᖅᖓᖠᑦ. ᐊᒡᒪᒍ ᐃᓕᖕᓂᐊᖅᑐᑕᓕᖕᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᖃᖅᑦᒥᕐᔾᔪᑦ ᐃᓄᑕᓕᖕᑯᖓᓂᒃ ᐊᖕᓂᐊᖅᖢᖕᖕᓐᑦᑐᑕᓕᖕᒃᑕᕐᐊᒍ ᐃᑲᕐᖅᑕᐅᖕᖠᓐᖠᖕᑰᕐᓪᑦ ᐃᓕᖕᖅᐱᑦ ᐊᒡᒪᒍ ᐃᖕᓚᓕᑕᓕᖅᖃᒥᖕᒃᖓᓂ ᐃᓕᖕᖅᖕᐊᖕᒥ. ᑕᐃᒪᓐᓇ ᐃᓕᖕᕈᖅᑲᖅᑕᐅᖅᖃᖅᖃᖠᖅᖅᓯᖅᖓᖅ ᐃᓕᖕᑕᖓᑦᒍ. ᓯᕆᕉᐸᐸᕈ ᖃ’ᖅᒪ ᐃᓕᖕᑕᖓᒍ ᐃᓕᖕᕈᐸᕐᖃᖅᑕᐅᖅᖃᒃᑦᑕᔾᑕ. ᑲᑐᕇᐅᕐᒍᐃᖓᖓ, ᑲᑐᖅᑐᕈᖕᖓᖕᖠᑮ ᑢᓈᐊ ᐱᓕᖕᖕᑦᐊᑦ ᐱᓕᖕᕈᖅᖃᕐᖅᖠᑦ ᑕᐃᑯᖃ ᐃᓕᖕᖕᐊᑦ ᐅᑎᕐᖔᖓᖅᖃᖕᑲᖠᑦ ᐃᓕᖕᓂᐊᕐᖅᖓᖠᖕᑦ. ᖅᑯᔭᓐᒥᒃ, ᐃᑉᕆᕌᐸᑕᖅ.

ᐃᑉᕆᕌᐸᑕᖅ: ᒪᕐᓇ. ᒥᔅ ᐊᖕᓇᖄᖅ.

ᐊᖕᓇᖄᖅ (ᑐᖕᓵᐱᑎᒍᒃ): ᖅᑯᔭᓐᒥᒃ. ᐃ, ᖅᑱᕐᐊᖕᖔᑦᑐᖅ ᑕᒪᑯᑐᖕᖠ ᐊᖅᖃᑮᔮᒥᓚᕬᑐᕐᖕᔾ. ᐊᓀᖅ ᑕᐃᒪᓐᓇ ᓯᖔᕐᖔ ᖃᐅᐱᒪᖕᖔᖅ 13-ᓂᒃ ᐊᖅᒍᐈᖅᑕᕐᖅᖓᖢᓂ ᐃᓕᖕᓂᐊᕐᔕᖔᓪᖔ ᐅᑎᖃᓐᓇᑕᐅᖔᕐᖃᑦᖃᖅ. ᑕᐃᒪᐃᑐᖅᖃᖅᑕᖃᖅᐄᓐᒍᒍ ᖃᖕᐃᓪᑕᐅᖅᖃᖕᒃᖠᑦ ᑕᐃᒪ ᐅᑎᖕᖔᖅᕐᔾᖃᖔᖅᖠᑦ ᐃᓕᖕᓂᐊᕐᔕᖔᓪᖕᒍᓪ? ᖅᑯᔭᓐᒥᒃ, ᐃᑉᕆᕌᐸᑕᖅ.

ᐃᑉᕆᕌᐸᑕᖅ: ᒪᕐᓇ. (ᑐᖕᓵᐱᑎᒍᒃ) ᐃᓄᖕᒥᖅ ᐊᑕᐅᓯᔭᕐᖅᒥᖅ

avoid mentioning individual cases as much as possible where this is a systematic kind of audit. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. 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. *Qujannamiik*, Mr. Chairman.

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

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 audit analyze attendance policies at the different schools that you examined and, if so, were there any best practices that were identified? Thank you, Mr. Chairman.

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

ᐅᖃᐅᓯᖃᖅᑲᐅᓐ�With ᐱᐅᓂᖅᓴᖅ. ᐅᑯᐊ ᐃᑐᖃᓐ�ᐅᓐᓄᑦ ᐊᖅᑲᐅᖃᕆᓚᖁᑦ ᑕᒫᓇ ᑕᒪᖅᑐᔪᕐᐊᑦᐅᕐᖑᖅ. ᒥᔅ ᒪᑭᒥᓚᓐ.

ᒪᑭᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᐃᓕᓐᓂᐊᖅᑐᑎᕐᕆᐊᒃᑯᑦ ᑕᐃᒪᐊᖕᒍᓕᕐᒥᖅ ᓄᖅᑲᐅᔾᓴᕐᖅᑕᖃᐊᕐᕐᑐᑦ ᐃᓯᕐᖀᑦ ᐅᑎᕐᖀᓐᓴᕐᐊᒐᒥ. ᐃᖅᑲᓄᐃᕐᖃᑏᑦᖀᖃᑦᕐᖃᖅᑎᒍᑦ ᐃᓕᖕᕆᓂᒃ ᑎᒐᖕᓕᓂᑎᑐᒃᐅᕐᓕᔭᒥ ᐊᖓᓂᐊᖅᖃᓐᖃᖕᕆᐋᑐᑕᕆᕐᖃᖕᖓᖕᓂ ᐃᓄᑕᕆᕐᖃᖕᖓᖕ_ᓗ ᐃᒻᓕᖅᖂ ᐃᓕᖕᑦ ᐃᑲᔪᖅᑕᐅᔾᕆᐊᖅᖅᐸᑕ ᐃᑲᔪᖅᕌᐅᑎᖅᑕᖃᖅᖅᑕᐅᑐᑦ ᐅᑎᕐᖀᓐᓴᕐᐊᖅᕐ ᑕᐃᒪᖄ ᐃᓕᓐᓂᐊᑎ. ᖁᔭᖕᖁ, ᐃᑲᔾᐊᐅᑕᖅ.

ᐃᑲᔾᐊᐅᑕᖅ: ᒪᖄ. ᒥᔅ ᐊᖕᖃᖃᖅ.

ᐊᖕᖃᖃᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᖕᖁ. ᑕᒪᖅᑐᔪᕐᐊᑦᐅᖅᑐᕐᐸ ᑎᑎᕋᖕᓂᖃᐃ ᐊᐱᕆ_ᒍ ᐅᒥᒃ. ᑕᐊᕐᑯᐊ ᐅᐸᖅᑕᒐᑦᕐᓂᕐᓕᖅ ᐃᓕᖕᓂᐊᖅ_ᐊᑦᖃᑦᕐᓂᕐᖅ. ᑕᒪᖄ ᐅᖃᐅᓯᕐᒃᔭᕐᐅᑕᐅᑕᖅ ᑎᑎᕋᖕᓕᕐᖁᖕᓄᑦ ᐊᓚᖅᐅᑎᒃ 30-ᒦᑐᖅ, ᐊᑐᐊᕐᓂᖕ ᖃᐅᒋᖅᑕᐅᖅᖃᐱ ᐃᓕᓐᓂᐊᖅᐊᖕᖓ ᓇᓗᐊᖕ ᑕᐃᑯᐊ ᐱᐅᓐᖅᖅᑦ ᐊᑐᖅᑕᐅᖅᖃ ᐱᐅᓐᖅᑕᐅᖅᑯᐊ_ᒍ? ᖁᔭᖕᖁ, ᐃᑲᔾᐊᐅᑕᖅ.

ᐃᑲᔾᐊᐅᑕᖅ: ᒪᖄ. ᑕᒪᖅᑯHᐃᑲᔪᖅᑦHᐃᐊᐅᖅᑎᒃᑯᑦ, ᒥᔅ ᒪᑭᓯ.

ᒪᑭᓯ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᖕᖁ, ᐃᑲᔾᐊᐅᑕᖅ. ᐊᓚᖅᐅᑎᒃ 30, ᐅᐸᖅᑕᒐᑦᕐᓂᕐᓗᖕᕈᖅ. ᐊᑐᐊᖕᓕᓄᑦᓯᓇᓇᐅᑕᐅᖕᖓᕐᑐᒐᑕᐅᐊᖕ ᑭᔭᐊᕐ ᐃᓚᐃᓯᖕᕈᖅᑐᖕᒐ, ᖃᐅᔨᔾᕐᖃᖅᑐᑦ ᐊᒻᓗ ᐅᐊᑎᐊᖅ ᐅᖅᖃᖅᑲᐅᑯᖕᒐ ᐅᖅᖃᖄᖕᓕᕐᖁᓗᑦ.

ᑕᒪᖄ ᑕᑯᖅᑕᕐᖅ 1, ᒪᑭᐱᖅᑐᓕᖕ 14-ᒦᑐᖅ, ᐊᖅᑲᖃᖅᔭᒐᔪᑦ ᐃᓕᖕᖃᑦ *TASK Week*. ᖃᒪᓂᑐᐊᖅᒥ ᓴᖅᑭᖅᖅᑎᑕᐅᓕᐅᖅᑐᑦ ᐱᖅᑭᖅᑕᐅᔮᑕᐅᖕᓄᑕᑎᑎᓐᒍᑦ ᐃᓕᖕᖄᔾᖕ ᐅᖅᖃᖕᑲᑎᕐᐅᑕᕐᓐᖕᐅᑦ ᑕᒪᖅᑐᖕᒐ ᓴᖅᕰᐅᑕᖅᖅᑐᑦ ᐊᒻᓗ ᐱᐅᔾᐊᒍᑕᐅᖅᑕᖅᑐᖅ ᐃᓕᓐᖃᐱᑦ

was very positive in terms of bringing students and having them attend that week because it was interesting to them. The pre-trades 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 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

ᐅᓄᖅᑐᑦ ᐅᐸᓚᐅᖅᓯᒪᙳᒪᑕ ᑕᐃᓱᒥᓂ ᐱᓇᓱᐊᕈᔭᖅᖃᖅᑎᑐᕐᓄᑦ ᐊᒻᒪᓗ ᑐᖕᒐᒥᓕᖅᔭᐅᑐᓂ ᐃᓕᓴᖅᑎᓄᑦ. ᖁᒡᓗᖅᑐᒡᕆᑦᑕᐅᖅ ᐃᓇᓂᐊᖅᕕᐊᐊᓗ ᑖᓇ ᐅᖃᑐᑎᕐᔭᓇᕐᖓᔭ. ᑲᔪᓯᑎᐊᓚᐅᕐᖓᔭᖅ ᐃᓕᓴᖅᖁᓪᓗ ᐃᓚᐅᑎᑕᐅᓪᓄᑦ ᐃᓇᓂᐊᖅᖃᖾᖕᓇᖅᖃᖕᑕᐅᓇᕐᖁᓄᖅ ᑖᒪᐃᑐᖕᒥ ᖃᖅᐱᖅᖃᖅᑎᑎᓚᐅᖅᓯᒪᙳᒪᑕ ᐊᒻᒪᓗ ᐃᓴᖅᑎᒃ ᐅᓄᖅᑐᑦ ᐊᓂᒍᐃᓚᐅᖅᑐᑦ ᐃᓇᓂᐊᑎᖃᖾᖕᓇᖅᖄᓄᖄ ᖃᑦᐊᖅᔭᖕᓇᖕᖅᖄᓄᕐ. ᐅᖅᖄᔪᖕᖄᕐ ᐃᖃᖃᐊᐃᔭᖅᖄᖅᓄᖄ ᓇᐊᔾᕦᒐᓇᐅᖅᖁᕐ. ᐊᖕᖄ ᑕᖅᖄ ᐅᖅᔭᖕᓇᖄᖅᖄᖓ.

ᐴ, ᐊᑕᐅᓯᐅᖕᖅᔭᖅᑐᖅᖂᐊ ᐃᓇᓂᐊᖅᖃᖅᔭᒃ ᐱᖅᖂᑦ ᐃᖃᖃᐊᐃᔭᖅᓄᖅᖄᓂ ᑐᖅᖂᕐᔭᖅᖂᕐ ᐃᓇᓂᐊᖅᖄᑎᑎᖃᖕᑕᖓᖅᖄᒡᓕᑦ ᐊᒻᒪᓗ ᑕᒃᖂᖄ ᐃᓇᓂᐊᖅᐂᑎᖕᓗᖄᑦ ᐊᒃᖄᐊᐅᖕᖅᖃᖅᖄᒃᖄᕐᖄ ᓄᑦ ᓗᔭᖃᓄᖅ ᐱᓇᖃᖅᔭᖃᓄᖄᑦ ᐃᓇᓂᐊᖅᖄᕐ ᐊᕐᓕᖄᑎᖕᖃᖕᑎᑐᒍ. ᑕᒃᖂᖄ ᐃᓚᐅᖄᐊᖄᖅᑎᑕᐅᓕᒃᖂᕐ ᐃᓴᖅᖂᖄᕐ ᐱᔭᓕᖄᖕᖄᑎᖕᑕᐅᖅᖄᑐᑦᕐᕐ. ᐅᐸᖄᔨᖄᖄᖅᖂᖄᑦᕐ ᑖᖂᖂᖄᓇᖕᓗᖄᖕᖃᖕᑕᐅᖕᕐᑐᑦᕐ. ᑲᔪᖕᖅᖄᖄᑎᑕᐅᓪᕐᕐᖄ ᐊᒻᒪᓗ ᐃᓇᓂᐊᖅᖄᓇᐊᖃᖕᑕᖃᕈᒥᖄᖕᖄᑎᑎᓂᔾᖂᕐ ᑕᒃᖂᖂᖕᖄᖄ ᐃᓇᓂᐊᖅᖄᖄᖃᑕᐅᖅᔭᖄᖅᖕᖄᕐᖕᕐᖂᕐ.

ᐴ, ᑕᒃᖂᖄ ᐅᖅᔭᖕᓕᖕᑦᐊᖕᖕᕆᖕᖂᖕ ᐊᑐᐊᒐᐃᖕᖂᖕ ᒪᖄᐊᕐ ᐃᓇᓂᐊᖅᖂᑎᖅᖃᖅᖂᖅᑐᑦᕐ ᐃᓇᓂᐊᖅᖄᐊᐅᖕ ᐃᓄᖃᖕᓗᖕᖄᖕᕐᖕᖕᓗᖄᖕ ᑲᔪᖕᖅᖄᖄᐅᖕᖃᖃᖕᓇᖕᖕᓄᑦᕐ ᐃᓴᖅᖂᖅᑐᓄᑦᕐ. ᖁᖄᓄᖄᖕᖄᖕᕐ, ᐊᖕᔭᖕᖄᐅᖂᖕᕐ.

ᐊᖕᔭᖄᐅᑕᖕᕐ: ᒪᖄ. ᒥᖕ ᐊᖕᖄᖕᖄᖕᕐ.

ᐊᖕᖄᖕᖄ (ᑐᖕᖅᐃᖕᑐᖕᕐ): ᖁᖄᓄᖄᖕᖄᖕᕐ.

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 CMEC 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?

ᐃᓐᓂᖅᑐᑎᓐᕆᖕᒃᖄᒫᓄᑦ ᐊᐱᕆᒃᑲᓂᖅᒪᓪᓂᒪᑦ. ᑕᐃᒃᑯᐊ ᐃᓐᓂᖅᕓᐊᓪᔪᖕᒥ ᖁᒡᑎᑦᓂᓂᖅᓯᒥ ᐃᓐᓴᖅᑦ ᐃᓐᓴᐅᑎᒃᖃᖅᑎᓐᓂᖅᑕᓄᖅ. ᐅᐊᖂᐊᕿᓐ ᐃᓐᓂᖅᕕᐊᖅᑬᖃᖅᖃᖔᒥᓐ ᒪᓂ ᐊᕐᒦᓂᖅᒍᑎᐊᓄᑦ ᐃᓐᓂᖅᒍᑎᐊᓐᔦᐊᖅᑕᖅᐸᒃᐊᕉᒃ ᐃᖃᐅᐊᐃᓐᐅᖅᓐᐅᕈᓄᑦ ᐊᒪᑦ ᐃᓐᓂᖅᕉᑐᐃᓐᓇᐊᖄᔦᐊᑦ ᐊᒪᑦ ᐃᓐᓴᑐᐃᓐᓇᐊᖅᑐᐊᑦ. ᒪᑦᐊᓐ ᐊᑦᐅᓴᐃᓐᓇᐅᖅᖄᖅᑕᐅᕐᖄᑦ ᐃᓐᓴᑐᐃᓐᓇᐊᖅᑐᑦ. ᑕᐃᖅᓯᒦᓐ ᐃᖃᐅᐊᐃᓐᐅᖅᖅᑎᐊᑳᖅᑐᓂᑉᑌ ᑕᐃᒪ ᖁᒐᓐᐊᒍᑉ ᐃᖃᐅᐊᐃᒉᐅᖅᕚᒦᑲ ᐅᑦᐊᖓᖄᑦᑦ ᐃᓐᓂᖅᕉᐊᒃᐊᐃᖄᓐ ᕐᓕᐊᑦᑎᖅᑦᖄᐊᕉᑦᓐᑦᐊᑎᖅᐊᓐ ᐃᖃᐅᐊᐃᒃᒃᖃᕐᑦᖃᓐ. ᒪᑦᐊᓐ ᑕᐃᒪ ᐊᒃᐅᐊᖅᖄᒃᖅᕚᒦᑦ ᖁᒦᖅᖄᓄᖅ ᓇᖃᒃᖅᑎᒪᔦᐊᖅᑌᖄᕉᒃᖅᑦ. ᐃᓐᓂᖅᕉᑐᑎᓐᕆᖕᒃᖄᒫᓄᑦ ᑕᒪᒪ ᖃᐅᓯᖅᕉᖄᑲᑦᐅᖅᔦᑦ ᖃᐅᓯᖅᕉᖄᑕᐅᒍᓐᐊᖅᒃ? ᐃᓐᖅᓱᖅᒍᖅᐊᒃᕚᖅᑎᒍ ᐊᓯᖅᒃᖅᖄᑦᕉᑦ. ᑳᓐ ᐊᒍᑎᖅᕚᐊᓐᖃᕐᓕᔦᐊᒦᐊᑦᖄᐊᕉᒃ ᖃᐅᓯᖅᕉᖄᕚᑕᐅᕚᒃᕚᒃᑦ. ᖃᑐᖅ ᐃᕉᒪᓂᒪᖄᒦᒡᒃᖄᐱᑦᖅ ᑐᓐᐅᒪᓪᒪᒍᐊᖅᒃᔪᓐᑦ. ᖁᑦᐊᒦᒥᖅ, ᐃᑦᕉᕗᐅᑦᖅ.

ᐃᑦᕉᕗᐅᑦᖅ: ᒪᓐᐊ. ᒦᖅ ᒪᑦᒍᓐᓐᐊᒪ.

ᒪᑦᒍᓐᓐᐊᒪ (ᑐᓐᓯᖄᒍᑦ): ᖁᑦᐊᒦᒥᖅ, ᐃᑦᕉᕗᐅᑦᖅ. ᐃᓐᓂᖅᕉᑐᑎᓐᕆᖕᒃᖄᒫᓄᑦ ᑳᒪ ᑕᑯᒃᐅᖅᕚᑕᐅᖅᒪᖔᒃ ᒪᓐᐊ. ᐃᖃᐅᐊᐃᒃᖅᑎᑦᐊᒍᑦᐅᕈᓐᐊᑦ ᐊᐅᑦᐉᑎᓐᑌᒧᓐᐊᖅᑐᒪᐊᖓ ᐃᓐᓴᖃᒦᒥ ᒪᑦᐊᓐᑐᖅᓯᒦᒥ ᐃᖃᐅᐊᐃᒍᒃᔦᐊᖅᑎᓐᖅ. ᑕᐃᒃᑯᐊ ᐊᖅᑐᓐᑦᔦᐊᐅᒥᕉᖅᑐᖄ ᖃᓐᔪᖄᔦᖃᑦᖄᐊᕉᑌᒃ ᖃᐅᓐᖅ ᐃᓐᓂᖅᕉᑕᐊᒦ ᐃᕝᐊᖅᕉᑕᐅᖄᖃᐅᓐᓇᒦᒡᕚᖔᕝᒦᑦ ᐃᖃᐅᐊᐃᒍᒃᔦᐊᐅᕚᖄᖅᓯᒦᐅᒃᒍᓐᑦ ᐊᒪᑦ ᓇᖃᒦᖅᑎᐅᖃᕒᓐᓇᖅᒃ ᐊᒪᑦᑐᐅᖅ ᖃᐅᓯᖅᕉᖄᕚᖕᕚᒃᖄᐅᒃᖄᑐᓐᖅ ᓯᒦᐊᒪ ᐍᓐᖃᐊᓄᒦᐊᖅᖄᑦᐅᖅ ᐃᓐᓴᔦᖃᒃᖄᑐᓐᖅ ᐊᖅᑐᓐᑦᐉᒃᒍᐊᒍᒉᐊᑦᐅᑦ ᐃᓐᓂᖅᕉᑕᐊᒦᑦ ᐊᕉᐊᒪᐅᑦ ᓄᓇᖅᐅᒥ. ᑕᒪᒃᑯᐊ ᖃᒦᖅᔦᐊᖅᑕᐅᒃᓐᑦ ᒪᓐᐊ. ᖁᑦᐊᒦᒥᖅ, ᐃᑦᕉᕗᐅᑦᖅ.

ᐃᑦᕉᕗᐅᑦᖅ: ᒪᓐᐊ. (ᑐᓐᓯᖄᒍᑦ) ᓇᖄᓇᐃᒃᑐᑎᐊᒪᖄᑦᖄᑦᑦᐊ ᒦᖅ ᐊᕒᐊᖃᖅᐅᑦ ᐊᐱᖅᒃᑎᓐᖃᕒᓐᓇᖅᒃᖃᖔᒃ ᑭᐅᔦᕿᐊᒦᑐ. ᐃᓐᓂᖅᕉᑐᑎᓐᕆᖕᒃᖄᒫᓄᒦᑦᔦᑦ ᖃᒦᖅᔦᐊᖅᑕᐅᒪᔦᑦᑦ ᑕᒪᒪ. ᖃᐅᓐᖅ ᑐᖅᖃᖅᑊ ᑳᒪ? ᖃᐅᓐᖅ ᑐᖅᖃᖅᑊ?

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. We are currently reviewing that process. (interpretation) Thank you.

ᖃᓄᖅ ᐱᔪᓐᓇᖅᓯᖅᑭᑐᐃ? ᖃ�detᑯ ᐊᖅᐸᑕᏫᕐᑕᓐᕋᕐᓯᐱᔪ ᐊᕐᐃᑕᕐᓯᕐᐱᔪᓗ ᐃᓕᖅᖄᒥ ᐃᓕᖊᓂᐊᑎᑎᔪᑕᐅᕈᑦᑐᓂ? ᒥᓯ ᒪᑭᒥᓚᓐ.

ᒪᑭᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖅᐅᔭᖕᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅᓴᖅ. ᒫᓐᓇ ᑕᑯᖁᔨᖅᑐᐊᑦ ᖃᓄᖅᒃᖬᓂᖅ ᐱᔨᖕᖔᓂᖅ ᓴᖅᑰᔪᑕᐅᑲᑉᖌᕐᓚᖌᐅᖅ. ᐊᒻᒪ ᖃᖕᖒᖃᖅᑕᐃᓯᓂᓚᕐᖅᑕᖅᒡᖅᒃ, ᒫᓐᓇ ᐊᐳᑕᖅᕐᐅᕕ 2019-2020 ᐃᓕᖕᓂᐊᕐᖃᓄᐳᕐᓯᓂᖅ ᖃᑖᐱᒃᖅᑕᐅᑦᑑ ᐃᒃᕐᖊᖅᖅᑕᐅᑖᕐᖣᕐᖅᑐᓂᓗ. ᐃᖅᖃᓇᐃᔅᖃᐦᑎᖅᕐᒡᕚᕿᑎᐊᓚᐅᖅᕐᖃᕐᒃ ᒫᓐᓇ ᐅᕋᐅᖅ ᑕᕼᐅᒃᑖ ᑐᕼ᷄ᕚᒧᕐᒡ. ᖅᐅᔭᖕᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅᓴᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᒫᓐᓇ ᓇᓗᓇᐃᖅᖄᐅᕐᖅ. ᒥᓯ ᑕᐃᓯᕿᑐᐊ.

ᑕᐃᓯᕿᑐᐊ (ᑐᓵᔨᑎᒍᑦ): ᖅᐅᔭᖕᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅᓴᖅ. ᓯᐅᖅᑐᖅ ᐊᐱᖅᑯᑎᒐᓄᑕ ᑐᕼᖀᕐᓇᑕᐊᖅᑐᖅ ᐃᓕᖕᓂᐊᖅᑐᑕᓐᕼᖅᖑᖄᓄᑕ ᐱᔪᕈᖃᖅᑐ 21-ᒥ ᓇᖅᖄᑎᓚᕐᓂᖅ. ᑖᒫᓐᓇ ᐅᖅᖃᖅᒡᖅᑐᓚᒡᑕ ᑕᒥᖅᒡᖅᑕᓐᕚᒡᐱᒃᑕᐅᐅᖅᒡᖅᑐᓗᕐᖤᓂ 2019-ᒡᑕᓐᑕᓗ ᑕᒥᖅᒡᖅᑕᓐᕚᐅᑎ ᐅᓂᕼᐅᖅᖃᒡᕚᑕᐅᖅᒡᕚᒡᓯᕿᓚᕐᖣ ᐊᖅᖄᖓᖅᒡᖅᖓᑕᐅᒃᑕ ᐃᑕᓗᒃᒡᕼᒡᒥ ᐃᓕᖕᓂᐊᖅᖃᒡᕼᒡ ᓇᖅᖄᑎᖁᖅᑐᐱᖅᓐᖃᐅᑕᖄᑕ ᐊᒻᒪᓗ ᖃᖅᐅᕃᖅᑕᐅᑕᖅᕃᖄᒡᕚᑕ ᒃᒡᖑ 12-ᒥ ᐊᖅᖀᑦᖅᑖᐅᕚᒡᓚᕃᖅᒡᖩ ᖃᖄᓚᖅᒃᖢᐊᑐᐱᖄ ᖃᖅᐅᕃᖅᑕᐅᑕᖅᕃᖄᒡᕚᑕ. ᐊᖅᑕᖅᑐᕐᑕᐅᑦᖅᑕᐅᕃᖅᒡᖃᒡᕃᖣᒡᕚᑕ ᐊᖅᖀᖀᕚᒡᖀᓐᖃᑕᖅᒃᖄᓂᒡᒡᖄᒡᒡᒡᖅ ᖃᖅᐅᕃ ᖃᖅᐅᕃᖀᕚᑕᖅᐊᖣᖃᖅᕃᓂ ᖃᖅᐅᕃᖅᖃᒡᕃᖣᕃᐅᖂᖅᖄ ᖃᖀᖄ ᐊᑕᖄᖀᒡᑕᖀᓐᕼᖅᖑᖄᓄᑕ ᐱᖅᐃᖀᕚᒡᐱᖩᒃᑕᐅᒡᒡᑖᒫᓐᓇ ᑖᐃᓚᖅᖄᖅᖅᖅ 2013-ᒥᓂᖅᒃ ᐊᖅᑕᖅᑐᖅᑕᖄᒡᒡᖅᓂᖅ ᐱᖅᐃᖀᐅᖅᓯᖅᖃᒡᕃᖩᒡᖅᑐᐅ? ᖅᐅᔭᖕᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅᓴᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᒫᓐᓇ. ᐃᓕᖕᓂᐊᖅᑐᑕᓐᕼᖅᖑ, ᒥᓯ ᒪᑭᒥᓚᓐ.

ᒪᑭᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖅᐅᔭᖕᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅᓴᖅ. ᒫᓐᓇ 2019-2020 ᐃᓕᖕᓂᐊᖅᖃᒡᕚᐅᑦᒡᓐᖄᒡᖐ ᐃᓕᖕᓂᐊᖅᖐᖅᑐᑕᓐᕼᒡᖑᒡᒃ ᐱᐊᕚᖅᒡᑎᖅᖩᒡᕚᒡᖩᖅ ᖃᕼᒡᕐᖃᖅᓂᖏᒡ ᐃᓕᖅᖄᒥ ᐊᐳᐃᖄᑎᒡᐅᖅᑕᖅ. ᖃᕼᒡᕼᒡᕡᖣᖅ ᑖᒃᖑᐊ ᐊᖅᑕᖅᕚᖄᕚᖅᖅᕚᕼᒡᕡᖣᖅᖅᖐᕚᖅ. (ᑐᕼᖄᑎᔈᖃᓂᖅᑖᖅᒡᖅ) ᖅᐅᔭᖕᓇᒦᒃ.

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 on to 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'm 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's 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 task force 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

ᐃᑉᐸᕆᐅᐸᑕᖅ: ᒪ'ᓇ. ᒥᕐᑦ ᓚᐃᑦᓯ�‍ᔄ.

ᓚᐃᑦᓯᔄ (ᑐᏵᑎᖨᒍᑦ): ᖅᑯᖕᓇᒥᖅ, ᐃᑉᐸᕆᐅᐸᑖᖅ. ᐊᖅᑭᓂᒡᑦ ᐊᖃᔾᒍᐃᑦ ᐊᓂᒍᖅᑎᒡᓚᕐᑦ ᒡᕐᓯᒐᖕᓚ ᐊᑐᕐᑐᒡᖮᒐᕐᒧ ᐱᓕᕆᐊᖅᖭᖒᕐᓱᖀᖒᐱᕋᖅᑐᕐ.

ᐊᒻᒪ ᑲᑎᒪᖕᓗᐅᖅᑐᕐ 26-ᒥ ᐚᖨᐅᑎᕐᕐ ᐊᐱᖅᑯᑎᖨᖅᖭᖑᓚ ᑕᒐᖅᒡᓛᖅᐳᑎᖨᑯᒡᐟᒥᓪᕐ ᐘᖑ ᑲᑎᒪᖕᓗᖅᑐᑕᕐ 26-ᒥ ᐚᖨᐅᑎᕐᕐ ᐅᓂᖃᒐᕐᒡᓯᖕᓄ. ᐃᓕᓂᖅᑐᓕᖅᖪᖅᑯᑐᖨᖒᖪᒡᐟ ᑐᑭᖦᐅᑎᖨᖅᖭᐅᖒᕐᒧᑦ ᐃᓕᓂᖅᑐᕐᖒᕐ ᐱᖒᑕᖭᕐᐊᖅᖭᖕᑎᑐᖨᖅᖭᖒᕐᖒᕐ ᓯᕐᑐᖅᖭᖨᒐᑕᐊᖭᐱᒐᖭᕐᖒᕐᖒ ᐃᖅᖃᓇᐃᖨᖅᖭᖪᖅᐱᕐᖒᕐ. ᑕᒐᖅᒡᓯᖕᓄ ᐊᐱᖔᒍᓚᕐᕐᕐ, ᐊᕐᖮᑕᑕᐅᖅ ᑲᖑᒡᒥ ᓂᕐᐊᖅᒡᐅᕐᓚᐅᐱᖨᐊᕐ ᑕᐚᖨᖅ ᑐᕐᖨᐊᖅᑎᖅᖭᖒᕐᖒᖨᖅᑦ? ᖅᑯᖕᓇᒥᖅ, ᐃᑉᐸᕆᐅᐸᕐᖅ.

ᐃᑉᐸᕆᐅᐸᑕᖅ: ᒪ'ᓇ. ᑕᒐᖅᖮᐋᖨᖨᖅᖮᐃᐅᖅᖭᖒᖨᒃᑦ, ᒥᕐᑦ ᒪᑮᖟᖮ.

ᒪᑮᖟᖮ (ᑐᏵᐱᑎᒍᑦ): ᖅᑯᖕᓇᒥᖅ, ᐃᑉᐸᕆᐅᐸᕐᖅ. ᑐᑭᖦᐊᖅᑎᖨᖭᒐᕐᖒᕐ ᖅᐅᖭᖨᖅᖮᖅᖭᖪᕐᖑᖨᓚ ᑕᓪᖒ ᐊᐅᒡᖭᖯᑎᖨᐅᖨᖨᖒᖅᖨᖒᕐᖒ ᐃᒐᖭᐊᖨᒥ ᓯᓚᖭᖅᖭᖨᖭᖯᒥ ᐃᖅᖃᓇᐃᖨᖨᒡᖨᖒᖨᖒᖨᑦ ᐱᖒᑕᐊᖒᖨᕐᖒᖒᕐ. ᑲᖑᒡᒥ ᐊᖭᖭᖨᖅᖭᖨᒐᖨᖨᖮᖒᖨᖒᖒᖮᖒᕐ ᐱᖭᖨᖭᖒᖨᖨᖅᑐᖅᑐᖮᖨᖑᖒᖅᖅᖨᖨᖒᖅ ᐊᒻᒪ ᐃᓕᓂᖅᑐᓕᖅᑐᖨᖯᖅᖭᐟ ᑲᑎᒪᖨᖭᖨᖨᖒᖒᕐᖒ ᑎᑎᖅᖯᒡᖮ ᖭᖅᐸᖨᖨᖨᖒᖒᖒᖒ ᐊᖭᖒᐊᐃᖅᖭᖨᖭᖨᖨᖭᖨᖒᖨ ᑐᖨᖭᖨᐊᖨᖭᖒᖨᖨᖅᖭᖅᖯᑎᑕᐅᖨᖒᖮ ᐊᒻᒪ ᐱᐅᖅᖮ ᐊᐅᖭᖨᖒᖨᖮᐅᖨᖒᖮ ᑎᖮᖨᖭᐅᖨᖯᖒᖒᖨᖭᖒᖅᑐᖮᖮ.

ᑕᐅᖭᖒ ᑲᖑᑕᐅᖮ ᑲᖑᖮᖑᖅᖯᖨᖯᖒᖨᖒ ᐊᐟᖭᖨᖯᖨᖨᖒᖅᖭᖨᖮᕐᕐ ᖭᖅᐹᖨᖨᖨᑦᖮᖨᐊᕐ ᑐᏵᐊᖨᑎᖯᖮᑕᐱᖨᖅᖭᖯᑎᖒᖨᖒᖨᖭ ᕐᖨᐊᖨᖒᖮ ᖯᖑᖮ ᖮᖨᐟᖭ ᑕᐃᑯᖮᖅ ᑲᖑᑎᖮᖒᖑᕐᖮᖨᖒᖮᖮ ᖅᖮᖅᖮᖭᖯᑎᐅᖨᑦᐅᖨᐅᖅᖭᖯᒃ ᓚᐯᑦᖮᖮᖮᖨᖒᖮᖮ ᐊᑐᖯᖮᖅᖭᖮᖨᖮᐅᖅᑐᖮᖯᖯᖒ ᐅᖒᖨ ᖮᖮᖒ ᑲᖑᖮᖑᖅᖯᖨᖯᖒ ᒥᖮᖅᑕᖅᖯᖮᐱᖯᖮᖯᖮᖯᖒᖮ ᖭᖅᐹᖯᖮᖒᐟᖮᖨ ᐃᓕᓂᖅᑐᖨᖒᖮ ᐱᖯᖮᖨᖮ

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. I think that it's maybe a strategy that started with a task force 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. It's 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 kind of fine-tune or it gives them a step forward in terms of once they get in to that field. I think that's 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 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.

I think, depending on how you define a strategy or actions that have been taken, there are examples across the country where this

ᖃᕋᓴᐅᔭᒃᑯᓐᓄ ᐃᐳᐊᖅᑭᐊᒥ ᓴᖅᑲᓗᑎᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᖃᐅᔭᕐᐊᖅᔭᑦᐸᑦᒥᒃ ᐃᖅᑲᓇᐃᔭᖓᔾᔭᖅᓂᒃ ᖃᓄᐃᑦᑐᓂᒃ ᐊᑐᐃᓐᓇᖅᑕᖅᒥᖕᖥᓐ ᐃᓕᓐᓂᐊᖅᖃᓂᐳ. ᐅᓐ ᑐᒧᐊᕆᐱᑦᖃᔫᕐᒧ ᑲᑎᒪᕕᒃᓗᓂ ᓯᐱᐊᖅᐸᑐᖃᐱᖏᕋᒧ ᐊᑐᖅᒡᖃᑐᐱᑐᓂᕙᖕᓂᖅ.

ᐊᓐᐸᓐᐳᑎᑖᖅ ᑕᒪᓕ ᐅᔾᔨᑎᖃᐱᑦᒐᖅ. ᑕᐃᑯᓄᐊ ᑲᓗᒪᕙ ᖅᑭᕐᓱᖃᑕᖃᖃᐊᒥᒐᒡᑖᖅ. ᖏᓐᕐᑐ ᐅᕙᖅ ᐳᑭᔾᔭᖅᓴᖃᒍ ᐱᔾᔨᑎᖃᑕᖃᖅᑐᑦ ᐃᓕᖅᓂᐱᑐᔾᑎᒥᖅ ᐊᓐᓱᖅᑐᖅ ᖅᐳᑎᓐᑐᓂ ᐊᔾᕐᔪᖅᓴᓂᖅᒐᕐᓄᑦ ᓇᐳᓇᐃᖯᑕᑎᖅ. ᐃᓕᓐᓂᐊᖅᑎᓕᑉᑎᐊᑦ ᐊᑕᑐᑎᓄᑦ ᑐᔾᐱᒐᒥᒃ ᐃᓕᖅᔪᓐᓇᖅᑎᑐᖅᑲᑐᐱᑐᑦ ᐃᓕᖅᔪᓕᖅᓴᐱᖏᒥᒃ ᐃᓕᖅᖄᒥ ᐱᒐᖅᑕᐅᑎᑎᓐᕐᓄᒥᒃ ᐃᓕᖅᕐᑕᐊᒍᓕᒥᖅᒐᖅᕐᓄᒃ ᓯᓐᑐᖅᖃᖅᖃᑕᖅᐅᖃᖯᑎᖅᒥᒃ ᖃᕋᓴᐅᔭᖅᑕᒥᒐᕆᐱᖃᖅᒐᐱᒃᓗᖃᖅ. ᑖᖅᕐᓂ ᐱᔾᔭᖅᑎᖅᓐᖄᑎᑎᓕᖅᔾᖅᓵᓕᒥᑕ ᐃᓕᖅᕐᔪᖅᖃᑕᖅᖅᑐᖅ ᐅᖅᖄ.

ᐳᑎᑎᒥᒃ ᑕᓕᐱᐊᒐᖅᓄᐱᖅ ᖃᖅᐳᖅᒥᖅᕐᖃ ᐱᑕᑎᑎᓄᖅᐱᒥᒥᖯᓕ ᐃᑯᕐᕐᔪᕐᓄᖅᖃ ᐊᐳᖅᒧ ᐃᖅᖃᖯᓂᖅ ᐃᓕᓐᓂᐊᖅᑎᓂᖅ ᐱᔾᔭᖅᑎᐊᓂᖅᖄᐱᖅᖃᖅᑐᖅᒧᓄᑦ ᐃᓕᖅᕐᐊᖅᓇᖯᓂᖅ. ᑕᐃᑯᖯᐊᑦ ᐱᖯᖅᕐᐊᔾᖅᖃᖅᒐᖯᑎᑎᑐᖅᖅᑐᖅ ᐊᖃᖄᓐ ᐅᓄᖃᑎᖅᔾᒐᕆᐱᖃ ᑕᑲᖃᖅᖯᔾᖅᖅᖃᐅᑎᖅᖅᖯᓂᒥᒃ ᐊᑕᖄᐃᑦ ᖃᖅᐳᖅᕐᐱᖅᑎᖯᓐᓐᐱᑦᒐᑎᑎ. ᐳᑎᑎᐊᖅᑎᖅᓐᐊᖅᖅᖄᖯ ᐅᖅᖄᐱᑐ ᐊᕐᓗ ᖃᖅᐳᖅᒥᖅ ᐸᖅᑖᖯᑕᑲᑎᖅᔾᖯᖅᖄᒐᒋᐱᕙᑐᑎᖃᑕᖯᖅ ᐅᖯᖅᖯᓄᖅᑐᑎᖃᑕᐱᑐᖯᒥᖯ ᐳᑎᑎᐊᖅᑎᖯᐊᖃᑎᖅᖯᖅ ᐊᐳᖃᖯᖯᑎᐊᖯᒥᒃ ᐱᒥᓐᓄᐊᖅᖃᑕᖃᑎᖃᖃᕐᐱᖅᑐᐱᕙᑎᑐ ᐊᖃᑐᐃᑦ ᐃᓕᓐᓂᐊᖅᖯᑦ ᐅᖯᖅᖯᓄᖅᑐᑎᖃᑕᖃᖅᑐᑎᒃ.

ᖃᓄᐃᑦᒥᖅ ᑐᖅᖃᖅᑎᖃᖯᒡᔾᖄᖃᒍ ᑐᒪᐊᑎᖃᖯ, ᑲᓇᑕᒥ ᐅᔾᔨᑎᖅᖅᖃᖃᖯᑭᖃᕐᔪᖅᑐᖅ ᐅᔾᑕᖅᖃᑕᐅᑎᒥᓂᖅᓂᖅ ᐊᑐᖃᑎᓄᖅᓂᖅ

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 underway to try to 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

ᐱᑕᓇᖅᑐᖅᐸᐅᑎᑕᖅᑳᑦᑐᒡᓗ ᑭᓱᖕᒪᖕᑕ ᑲᓇᑕᒥ ᐊᕕᒃᑐᖅᓯᒪᓂᕈᔾᔭᖕᕿᓇ ᑕᑯᓴᖕᖑᐅᔪᑦ ᖃᓄᖅ ᐊᖅᑭᒋᐊᕆᐊᖅᑕᐊᒡᓴᒃᒪᖕᑕ ᐊᐅ�‑ᐃᓂᐅᖃᑦᑐᓂᖕ ᐃᓕᓴᖕᔭᒥ ᐃᖃᑲᓇᐃᔭᐅᑦ ᓯᕐᖕᑎᖕᖕᖅᓵᒐᓗᖕᓄᖕ. ᖁᔭᖕᓇᒥᖕ.

ᐃᒃᓯᕙᐅᑕᖅ: ᐃᑦ. (ᑐᖕᑭᓐᑎᖕ) ᐅᑖᓂ ᓇᓗᑦᑐᖕᓚ ᑖᖕᑕ ᑐᖕᑭᐱᖕ ᐱᖕᓇᐊᑐᕐᐊᒐᓗᒻᖕ ᐃᖃᑲᓇᐃᔭᖕᖕᖕᑎᖕᒐᓚᖕ ᑕᐃᖕᑕ ᖄᑐᐱᒪᓚᒐᖕᖕᑕᑦᑐᓄᖕᔾ ᓯᖕᑲᓗᐊᖕᖕᖕᖕᖕᑐᖕ ᖃᖕᓗᖕᖕᐱᖕᑐᖕ ᐅᖕᑲᕐᖕᖕᑦᖕ‑ᐅᖕ. ᒪᖕᑦ ᓚᐃᖕᕆᒻᖕ.

ᓚᐃᖕᕆᒻᖕ (ᑐᖕᑭᓐᑎᖕ): ᖁᔭᖕᓇᒥᖕ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᒪᖕᖕᖕᒐᖕᖕᐅᖕᖕᑎᑦ ᑖᖕᑕ ᐅᖕᑲᐅᔾᖕᖕᑦ ᐱᖕᓚᖕᐊᖕᖕᑎᖃᖕᖕᖕᐅᖕᑦᖕ.

ᐃᓚᖕᓂᖕᖕᑐᑎᖕᓕᖕᖕᖕᖕᑐᖕ ᐊᐱᖕᖕᒪᔾᖕᒧᒪ. ᖄᖕᖕ ᑐᑭᖕᐊᖕᑎᖕᖕᖕᖕ ᖄᖕᕆᖕᑕᐅᕆᓚᖕᖕᖕᖕᓚᖕᔾᖕᖕ ᑲᓇᖕᖕᒥ ᖃᓇᑕᐱ ᖄᖕᖕᕆᖕᖕᖕᐅᖕᖕᕐᐊᖕᖕᑎᓄᖕ. ᖄᖕᖕ ᑐᑭᖕᕆᖕᖕᖕᑎᖕ. ᑖᖕᑕᐅ ᐃᓚᖕᓂᖕᖕᑐᑎᖕᓕᖕᖕᖕᖕᑎᖕᔮᖕᖕ ᑐᑭᐅᓕᖕᔭᖕᖕᓚᖕ ᑖᖕᕆᖕᖕᖕ ᑲᑎᖕᓕᖕᔭᖕᑎᐊᓄᖕ ᖄᖕᖕᕆᖕᖕᖕᖕᖕ ᑲᓇᑕᐱ ᑲᓇᖕᖕᖕᐸᖕᕆᖕᖕᖕᓂᖕ ᖄᖕᖕᖕᖕᐸᖕᕆᖕᖕᖕ? ᖁᔭᖕᓇᒥᖕ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᐃᑦ. ᐃᓚᖕᓂᖕᖕᑐᑎᖕᓕᖕᖕᖕᖕᑎᖕ, ᒥᖕ ᒪᖕᕆᓚᖕ.

ᒪᖕᕆᓚᖕ (ᑐᖕᑭᓐᑎᖕ): ᖁᔭᖕᓇᒥᖕ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᐃᒪ ᑖᖕᑕ ᐊᐅᕐᖕᖕᑎᖕᖕᖕᖕ ᖃᖕᖕᕆᖕᕗᖕᖕᖕᖕᐊᖕᖕᑐᖕᖕ ᓂᖕᕆᖕᖕᖕ‑ᐅᖕᖕᕿᖕᖕᓚᖕᐱᐊᖕᔾᖕᒥ ᑲᓇᖕᒥ ᖃᓇᑕ ᐱᖕᓚᖕᖕᑭᖕᖕᖕᑎᖕ. ᐃᖕ, ᑖᖕᑯᖕᖕᖕᓚᖕ ᑕᖕᖕᖕᖕᖕᑐᖕ ᖃᖕᖕᕆᖕᖕᐸᖕᕆᖕᖕᐊᖕᖕᑐᖕ. ᖁᔭᖕᓇᒥᖕ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᐃᑦ. ᒥᖕ ᓚᐃᖕᕆᒻᖕ.

ᓚᐃᖕᕆᒻᖕ (ᑐᖕᑭᓐᑎᖕ): ᖁᔭᖕᓇᒥᖕ, ᐃᒃᓯᕙᐅᑕᖅ. ᑭᖕᖕᖕᖕᖕᖕᖕᑕᖕ ᐊᐱᖕᖕᑯᑎᓚ ᑲᑎᖕᖕᖕᐅᖕᖕᖕᑐᖕ 26 ᐱᖕᖕᒍ. ᑲᑎᖕᖕᖕᐅᖕᖕᖕᑐᖕ 4‑ᖕᓗ ᐃᓚᖕᓂᖕᖕᑐᑎᖕᓕᖕᖕᖕᖕᑎᖕᔾᖕ ᑕᑯᖕᖕᖕᔾᐊᓗᖕᖕᖕᖕᐅᖕ ᐱᖕᖃᖕᖕᖃᖕᖕᖕᑎᖃᖕᖕᖕᑕᖕᐊᖕᖕᑎᖕ ᐊᔾᖕᖕᖕᖕᓂᖕ ᑲᓇᑕᐅᖕᐅᐅᖕᖃᖕᖕᑎᑕ ᐊᖕᖕ ᑭᖕᖕᖕᖕᖕᖕᖕᖕᖕ

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.

ᑲᑎᒪᓂᖅᑐᓂᒃ 26-ᒥ ᐅᖃᖅᓯᒪᒻᒪᒸ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑐᕌᒐᖃ�ѣᑎᑕᖅᑐᑦ ᐅᕈ ᐊᖅᑭᒌᓲᕈᖏᑎᑕᖅᑐᑦ ᑕᐃᑯᓇ ᐃᓕᓐᓂᐊᑎᖅ ᐱᕝᒋᖃᑦᑕᕈᓐᓇᖅᑐᓂᒃ ᐊᔾᖑᖓᓂᒃ ᐃᑕᔪᐸᓐᒃ ᑲᓇᑕᒥᐅᑕᖅᑲᑎᒪᑕ. ᐅᖃᕐᒪᖃᓚᖅᑐᓄᑦᓐᑕᖑ ᑐᐸᓪᑕᐸᕇᒧᑦ ᐱᕗᓐᖓ ᑲᓇᑕᒥᐅᑕᖅᑲᑎᒋᖏᓂᒃ ᐊᖑᑎᒌᓇᖏᑦᑐᑦ. ᐃᓕᓐᓂᐊᑎᖅᑐᓇᔭᒃᑯᑦ ᐊᓄᒋᐅᒻᓯᒃ ᐊᖅᕠᑦᑲᖃᓚᖏᑕᐅ ᐅᑳᐅ ᑕᐃᐃᑖᓐᑎᖑᖅᓂᒃ? ᖅᔪᕕᓄᒥᒃ, ᐃᑭᕕᐅᑕᖅ.

ᐃᑭᕕᐅᑕᖅ: ᖅᔪᕗᓄᒥᒃ. ᒥ ᒪᒃᒦᑕᓐ.

ᒪᒃᒦᑕᓐ (ᑐᖑᖓᑎᓄᑦ): ᖅᔪᕗᓄᒥᒃ, ᐃᑭᕕᐅᑕᖅ. ᐊᓄᒋᐅᒻᓯᒃ ᐱᕐᐊᖅᖐᖅᑕᐸᓚᐃᑕᐅᑕ ᐊᔾᖑᖓᓂᒃ ᑲᓇᑕᒥᐅᑕᖅᑲᑎᒪᑕ ᐱᒋᖄᐸᑦᑕᖅᖐᖏᒃ ᑕᐃᒪᐃᓐᓄᓂᒃᕝᖅᑕᐅᖅ. ᑐᔪᓛᖅᑎᓐᔩᓯᒃᑖᖅᑑᑕ ᑐᖑᒃᑯᑕᐸᑕᓕᒸᓯᐊᖅᑐᖅ ᖅᑕᓄᑦ ᐊᖅᔪᓄᑦ ᑐᔪᒧᐊᖅᑎᓐᔩᓯᖏᑦᑎᖑᓂ. ᐱᑎᐊᕝᓯᑕᓇᖅᑕᖅᑐᑦ ᐱᖏᓐᖑᐊᓄᖑ ᑲᑐᔾᐊᖅᑎᒃᑕᑎᓯᖏᑦᑐᑕ ᑐᓐᑭᕝᓂᖅᑐᑕᐸ ᑕᖅᑲᖄᖑᖅᑖᖅᒸᒃ ᐊᐸᓂᖅᑕᐅᖐᖐᓂᒃ. ᖅᔪᕗᓄᒥᒃ, ᐃᑭᕕᐅᑕᖅ.

ᐃᑭᕕᐅᑕᖅ: ᖅᔪᕗᓄᒥᒃ. ᒥᑕ ᓕᐃᖅᔪᓇᖅ.

ᓕᐃᖅᔪᓇᖅ (ᑐᖑᖓᑎᓄᑦ): ᖅᔪᕗᓄᒥᒃ, ᐃᑭᕕᐅᑕᖅ. ᖅᔪᕗᓄᑦᓯᑕᐅᖅ ᑭᐅᓕᐊᓂᓪ. ᐄ, ᑖᓇ ᓂᓕᐅᒋᓇᐊᖅᐹᕐ ᑐᓯᕝᖐᓇᖅᑕᓂᐊᓪ ᐱᕐᐊᑎᔩᐅᕝ ᑐᔪᒧᐊᖅᑎᓐᕐᖅ.

ᑕᐃᒪ 28-ᒥ ᐤᒃᕠᐅᑕᖅ ᑲᑎᒪᓂᖅᑐᑦ ᑕᒻᖅᖐᓴᖅᖐᖅᑕᐅᑎᓄᑦ ᐊᐸᓇᓄᒥᓪ. ᑖᖑᐊ 28-ᒦᑖ–ᑕᐃᑦ ᓇᓄᓇᐃᖅᖐᑕᒻᒪᑦ ᑕᒻᖅᖐᓴᖅᖐᖅᐸᖅᑐᓐᔩᖅ ᐊᒐᓐᑦ ᐃᓕᓐᓂᐊᖅᖐᑦ ᓄᖅᑲᓂᓐᓚᒃ. 2015-16, 2017-18, ᑲᑎᑖᑎᑦ 1,275 ᐃᓕᓐᓂᐊᖅᖐᑦ ᓄᖅᑲᖅᑐᖑᑦ ᔪᕞᐃ 10-ᒥ ᐊᖁᓗ 12-ᒥ ᐃᓕᕐᔪᖅ. 1,200 ᓄᖅᑲᑐᖑᓇᖅᑐᖐᓐᔯᑦ ᑕᓚᐸᐃᖑᖑᖅ ᐊᖅᔪᐊᖑ ᐱᖐᓯᐊᖅ. ᑕᒻᖅᖐᓴᖅᖐᖅᐹᓐ ᐊᐸᓂᒃᖑᖐᔪ ᖅᖑᕠᒃ ᐊᒐᒐᖄᓇᓪ ᖅᑲᐅᖐᖐᔩᐊ ᖅᑲᖐᐅᓄᓪᖑᓂᒃ ᓄᖅᑲᖅᑐᖐᓐᔯᑦ ᑕᓚᐸᐊᑐᐁᖑᑦ? ᖅᔪᕗᓄᒥᒃ, ᐃᑭᕕᐅᑕᖅ.

ᐃᑭᕕᐅᑕᖅ: ᖅᔪᕗᓄᒥᒃ. ᒥᑕ

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. Mr. 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.

ᒪᑭᓐᓯ.

ᒪᑭᓐᓯ (ᑐᓵᖑᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓇ ᖃᐅᔨᓴᕐᓂᕆᔪᑦᐱᒃ ᐃᓕᐃᓕᕐᓴᖏᒃᓴᖅ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᖃᑎᒌᖃᑦᑭᖃᐅᑦ ᑎᑎᕋᖅᏃᓕᕐᓂᐊᓂᒃ ᐱᓕᕐᖁᑦ ᐅᐸᖃᑦᖃᑐᑖᓂᒃ ᐊᑎᓕᐅᖅᏃᓕᕌᑦ ᖃᑦᑎᓂᓱᒡᓚᖅᐅᑦ ᐃᓕᓐᓂᐊᕆᐊᖃᕐᓱᏃᖅ ᐊᒻᓗ ᐃᓕᓐᓂᐊᕆᐊᕋᐊᖅᑑᐊᑦ ᐊᑎᓕᐅᖅᑐᒡᖃᑦ ᐊᕐᒡᏆᒥᑦ ᐊᕐᑐᕐᓯᒥᑦ ᒍᕋᐃ 10-ᒥ ᐆᖃᑐᑎᒡᓗᒍ ᐊᕐᒡᒍᓗ ᐃᕆᐊᓂᒃ ᐊᑎᓕᐅᖃᓂᖅᓂᐊᒃᓐᐸᖃ ᐊᕐᒡᒍᓓᖅᑐᒡᓯ. ᖃᐅᔭᐅᐅᖅᑯᐃᑦ ᓄᖃᑖᖅᓂᐱᑦ. ᐊᑎᓕᐅᖃᒃᖅᑐᒡᖃᑦ ᐊᕐᓂᒃᏃᓕᓂᐱᓂᑦ ᐊᕐᒡᒍᓕᑦ ᖅᒥᕐᓯᐊᖃᖅᑲᐅᖅᑐᒡ ᐊᕐᒡᒍᑦᖃᓱᐃᐱᓐᖃᓗ ᐊᑎᓕᐅᖃᑖᖅᓂᖅᐸᓂᓐᐸᑦ. ᑖᐃᖃᐊᓗ ᐅᑎᖃᑖᓂᖃᑖᓂᖅᑎᖅᑐᐃᑦ ᓄᖃᖅᏃᓕᓂᐅᑎᖃᑦᑭᐅᖅᑲᖕᐁᑦ ᐊᓂᕋᐃᑐᒡᖃᓂᖅ ᐃᓕᓐᓂᐊᖅᓇᒥ ᐃᓇᕆᖅᓂᒥᒥ. ᑖᒪᖃᐅ ᑕᐃᖃᒃᑲᐅᖅᑲᐃᑐᑐᖏᑦ. ᑖᐃᖃᑖ ᓈᖅᐅᐅᓂᖅᖅ ᐱᓕᕐᖁᑦ ᖃᑦᑎ ᐅᑎᖅᒃᏃᑰᓂᒃᐱᓂᓐᐸᑦ ᐃᓕᓐᓂᐊᕆᐊᓂᓗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᓚᐃᓯᐆᓐ.

ᓚᐃᓯᐆᓐ (ᑐᓵᖑᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᖁᑦᑲᖅ ᐊᐸᖅᑯᑎᖕᓚ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᐊᓂᐅᖕᑭᖅ. ᖃᐅᔭᒪᕙᐃᐱᖃᐅᑖᒃ ᐊᒥᓱᐊᒍᖅᑭᖅᑭᑦᖃ ᓄᖃᑰᖅᑐᐃᑦ ᑕᒪᑐᐊᓗᑐᑖᐱᑦ ᐃᓇᕆᖃᑎᓂᓗ. ᒫᓇ ᑖᑯᓐᐱᐅᖅᒪ ᐅᖃᐅᓯᒪ ᐊᒥᕐᐊᓗᓂᖅᑉᓗ ᐱᖅᑎᑦᓗᑰᑦ ᓄᖃᑲᖃᖅᑐᐃᑦ ᐃᓕᓐᓂᐊᓂᓂᓐᓂᖅ ᐊᐅᑦᑎᐊᖃᒃᖃᓗᖅᑎᓐᓗᒍ. ᐊᐱᓂᒍᓕᖅᖏᖕ ᓱᒪᓐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐅᓂᒃᖃᖅᖃᖅᐸᒻᓚᖕᒃᖃ ᑖᖁᑐᖕᑲ ᖃᐅᔭᓕᏃᐅᐊᖃᑦᑭᐊᓗᑐᑐᑦᒃᑐᖕᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᒪ'ᑲ. ᒥᔅ ᒪᒃᒥᓚᐣ.

ᒪᒃᒥᓚᐣ (ᑐᓵᖑᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓯᕙᓂᑎᓂ ᐅᓂᒃᑲᓕᐊᖅᑲᐃᖃᑦᑭᑕᖅᑭᑎᓂ ᑖᓇ ᐃᓯᒪᑭᔭᐅᖅᑲᑦᑭᑕᖃᓚᖅᑐᖅ. ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑖᖅ: ᒪ'ᑲ. ᒥᔅ ᓚᐃᓯᐆᓐ.

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. *Qujannamiik*, 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: *Qujannamiik*, Mr.

ᓚᐃᑦᓯᑑ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᒥᕐᓚᕆᕙᕘᕋ ᑐᓴᓐᓇᖁᓪ ᑖᓐᓇ. ᑭᖏᒃᓯᖅ ᐊᐱᖅᑯᑎᖓ. ᑖᒪᓐ ᒦ ᐊᖅᖄᖅᖅᐸᕈ ᐊᐱᖅᑯᑎᒋᖅᖃᑦᑲᖅᖅᐅᔭᖁᓯᒧᐃᖅᓃᖅ ᐊᓯᔾᖄᖅᖅᒃᑐᖅ ᐊᖅᒃᑐᑎᒃᑐᔪᖅᓚᖅᑐᖅ ᐊᕐᐱᕐᖅᖃᖅᑐᓄ ᐱᓴᖏᔭᓖᓈᓐᓄᖓᔪᓐᓄᖓ ᐅᒃᓴᖁᑎ ᓯᑉᖅᒃᑐᖅ 29 ᐊᖓᔪᓐᕉᖅ ᐅᖅᖅᒃᑯᓕᓚᒻᕐ ᓈᒪᔪᖅ ᐊᑕᐅᓯᔭᔪᔾᔪᓕᒻᕐ, ᐱᓴᖏᓐᓄᕐᒧᕐ ᐊᖅᒃᑐᑎᐅᔭᔪᖅᖅᒃᒃᐅᖅ. ᕿᓯᐊᓐ ᐃᓐᓇᔭᖅᓇᓯᐊᖅᐹᔾᖅ ᐊᔾᖅᐱᖅᒃᑐᖅᓯᓄᖅᒃ ᖅᑭᓐᖅᓲᓚᔪᖅᑦ ᐃᓚᖅᓴᓕᒻᒧᕐ ᐊᖅᒃᑐᑎᖅᓕᔭᐅᔭᔪᖅᓇᔭᖅᓄᖓᖅ. ᐅᓗᖅᖃ ᐃᓐᓇᔭᖅᖅᒃᐅᔭᑕᓂᑖᒃᖅᖅᒃᑯᖅᑦ ᐅᖅᖃᔪᖅᖃᕋᔪᖅᓚᖅᒃᖄᖄᔪᖅᖅᒃᒃᖅ ᖅᐅᔾᖅᒃᖅᒃᖃᕐᒧᒃᖅᒃᖅᑐᐅᖅᒃᖄᖅᑐᖅ ᐱᓴᖏᓕᔭᐅᖃᕋᒻᖅᓄᖅᖅᒃ ᐃᓚᖅᖃᕐᒦᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐ. ᒦ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑐᕆᓐᓯᑎᓐᒍᓂ ᑖᕐᐊ ᐊᔾᔭᓵᓗᑎᓯᑎᓂᖅᓄᖅ ᑖᕐᐊ ᐃᓐᓇᔭᖅᓴᖅᑖᐅᔭᔪᖅᖅᒃᑐᖅᓄᖅ ᐃᓐᓇᔭᖅᒃᖅᑎᖅᒃᑐᑎᖅᓂᖃᖅ, ᐅᖅᖄᖅᑎᖅᖅᒍ ᑖᖕᒥᓐ ᐊᖅᕿᖔᒦ ᐊᔾᔭᓵᓐᖅᑎᕐᖔᓇᖅᓄᖅ ᓄᖅᖄᒍ ᐃᖅᒃᖅᖔᔾᖅᒃᑐᐅᔭᓄᖅᖅᐅᖅᒃᒃᔪᓄᖅ ᐃᓐᓇᔭᖅᖅᐁᓐᓄᖅ ᐃᖅᒃᖃᖕᓇᐃᔭᖅᖅᐁᓐᒧᖅ ᐃᖅᒃᖃᖕᓇᐃᔭᖅᑕᒻᒃᖄᖅᑎᖅᓂᓄᖅ ᖅᖃᐅᔾᖄᖅᖅᒃᑐᖅᖅᒃᑐᑐᖅᕐᓂᖅᑦ 2019 ᐅᕿᐊᖅᖅᑎᖅᖃᖅᓚᖅ ᒪᔾᖅᒃᒦᖅ ᐊᑐᖅᖅᓗᑦ ᔭᖅᒃᒪᖅᓯᒃᖅᖅᖄᖅᖅᒃᑐ ᓄᓇᖘ ᐃᓐᓇᔭᖅᖅᓂᖅ ᖅᖃᐅᔾᖅᖅᑭᓱᐅᔭᖅᖅᔪᖓᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐ. (ᑐᓵᔨᒃᑯᑦ) ᒦᑦ ᓚᐃᑦᓯᑑ, ᓄᖅᖃᓇᔾᖅᖅᑐᔪᖅᓴᕋᓕᒻᕋ ᖅᖅᒪᒦᐅᔭᒦᖅ ᐊᐱᖅᑯᑎᖅᖃᖅᖃᓄᖅᖅᒃᑐᖅᑐᓂᖅ. ᒦᑦ ᓚᐃᑦᓯᑑ.

ᓚᐃᑦᓯᑑ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓕᖅᖅᒃᓴᖅ ᑐᖅᓯᕐᐊᖅᑎᒃᖅᖃᖅᓂᖅᓇᖅ ᐃᓐᓇᔭᖅᖅᒃᑐᑎᖅᓂᖅᖅᑦ. ᑲᔪᓯᕐᐊᔭᒪᖅᖄᖅᖅ ᐊᐱᓕᒐᖅᖔᖅ ᑖᖕᒃᖄ ᒪᔾᖅᒃᖅ ᐃᓐᓇᔭᖅᖅᖁᐁᒦ ᐅᑐᑦᖄᖅᖃᐅᔭᔪᖅᖅᒃᑐ ᐃᖅᒃᖃᖕᓇᐃᔭᖅᑕᒻᒃᖄᖅᑎᖅᓂᓄᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐ. ᒦ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ,

Chairman. They would be the high schools in Baker Lake and Igloolik. *Qujannamiik*, 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.

>>*Committee adjourned at 16:59*

ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓂᓕᖅᓴᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᐊᐅᑉᓱᖅᑐᑦ ᖃᒪᓂᑦᑐᐊᕐᒥ ᐃᑉᒍᓕᒻᒥᓗ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᓇᓄᓇᐃᔾᖓᐅᑉᒃ ᑕᒫᓇ, ᒪ'ᓇ. ᒥᔪ ᓚᐃᑦᓯᑑᓐ, ᐊᐱᖅᑯᑏᓯᖃᖃᓂᓱᕆᐱᑦ ᐊᖅᑯ ᐱᕕᖃᕈᒫᖅᑐᑎᑦ ᖃᐅᐱᓇᔭᖅᑎᑦ.

ᑕᐃᒪ ᖃᐅᐱᓯᐅᑦ ᐅᕝᓯᓇᖓ ᐃᓴᑕᓇᒍᔭᐅᑦ ᑕᐃᒪ ᑲᑎᒪᓐᓂᓯᖅᖓᑦ ᓄᖅᑲᖵᓚᐅᑉᖃᓇᐊᖅᓕᑦ. ᐊᖅᑯ ᐅᕙᓗᒃᑯᑦ ᐱᒋᐊᕆᒪᖅᑐᒍ 9:00-ᓗᐊᖅᕚᑦ ᑲᑎᒪᓐᓂᓯᖅᖓᑦ ᑲᔪᓯᓇᐊᖅᓱᓄ ᑕᒫᓇ ᖃᐅᐱᖅᓯᓇᓐᓂᔭᐴᑦᖃ. ᐴᖅᑯᐊᖃ ᐅᖃᑦᓕᒋᐊᖅᑐᓚᐅᖅᑐᓗᖅᑐᑦ ᐅᕝᓗᒥᑦ ᒪ'ᖃᖅᑐᕐᑦ ᐊᒻᓚ ᐊᖅᑯᑦᑕᐅᖅ ᑕᑯᑖᓕᓇᕈᑦ ᑕᖅᓱᕐᑎᖃᒃᑯᑦ ᑕᐅᑐᑉᑐᑦ. ᖃᐅᐱᓇᐊᖅᖓᕐᕈ 9:00-ᓗᐊᖅᕚᑦ ᐅᕝᑯᑯᑦ ᑲᑎᒪᓐᓂᓯᕐᒐᑦ ᐱᒋᐊᑉᑲᓇᐱᒃᖅ. ᐅᓄᖅᑉᑎᐊᖅᓇᐊᖅᖓᕐᕈ, ᒪ'ᓇ.

>>ᑲᑎᒪᔨᐊᖃᓐᓂᑦ ᓄᖅᑲᖅᑐᑦ 16:59ᒥ