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 ۹۶۹۵۵۲۵۵ ۹۵۲۵ ۹۵۲۵ ۹۵۲۵ ۹۵۲۵ ۹۵۲۵ ۹۵ ۵۵۲۵ ۹۵۲۵ ۹۵۲۵ ۹۵۲۵ ۹۵ ۵۵۲۵ ۹۵۲۵ ۹۵۵ ۹۵ ۵۵۲۵ ۹۲۵ ۹۲۵ ۹۲۵ ۵۵۲۵ ۹۲۵ ۹۲۵ ۵۴۵ ۵۲۵ ۵۲۵ ۵۲ ۵۴۵ ۵۲ ۵۲ ۵۲۵ ۵۲ ۵۲ ۵۲۵ ۵۲ ۵۲ ۵۲۵ ۵۲ ۵۲

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>>Committee commenced at 13:36	>>b∩Lィſ⊲®ン 13:36Г
Chairman (Mr. Main)(interpretation): Good day, my colleagues and guests. First of all, Mr. Quassa, can you say the opening prayer, please.	Δ•거≪ϷϹ· Ϸ (LΔ°): Ϸ·ͺͻና៸⊲Ⴊ. ხႶLϞϷናხႶϷϳ ჼbΔናdϞϷ៸LϞϞ·ͺ, Ϸ·ͺͻና៸⊲Ⴊ. Ͱ≫·ϲႪ<Ͳ Γ៶Ͻ ናdϤϞ ϽϞ៸ϤናσϷϭͰ ۸ቦ⊲ႪႶϲϷႪႶͿና.
>>Prayer	>>>rd@Jc
Chairman (interpretation): Thank you, Mr. Quassa. Good day, my colleagues. Firstly the agenda needs to be agreed to. Do members agree?	Δ•/ペϷር ፦: L'ዉ, 'dϤኣ. ϷʹͺϽና/Ϥ ^ͼ ԵՈԼኦϷʹႦႶͱϳ.
Some Members: Agreed.	∆ᡄᡥᡗᡃᡄ᠊᠋᠋ᡖᡣ᠋᠘ᡃ᠈ᡄ : ⊲ᠲᠬᢑ>᠕ᡕ
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.	Δ•/ペϷϹ· Ϸ· ͺͺͺϫͺͺͺϧͺϟ៸ͺͻϹͺͺͺΛΓϤϨͶϭϷ ϷʹͽϷϒͱϧʹͽϛͺͺͺϷϟϤϭͺͺϟϿ·ʹϲ·ͼͺϚϷ Δ·ͽϧϪͶϥ·ϲͺʹϲͺͼϒͺϷϛͽϿͶϛϲͺϭϧͺͼϧϧͼϲϲͼ ͶͿϹϥ;ϭ;ͻ; ͺϒϷϭͺͼϒϿͼ
(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.	(ϽϞϷႶͿና) Ϸჼഛኣჼݸና. ΔჂჼႭჄ ϽჼჼႱჇჼႫ≪Ⴤ ႦႶႱႫናႶჼഛ LႠႱႠϷჼჼႶჼႫჼ ႦႶႱჁናჂჼႶჼჅ ჼႼႠჼჇႭჼႫჼႠჼ Ⴑ≪ႱჼႫჼ ⊲ϷႺႫჼႶჼႫჼ ჃჼႱ ႲႭϷႸჼႻႶჼႶჼႫჼ.
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	▷՟ጔ୮ ᲮᲘLረቦ⊲ჼኑ>Jና ለቦ⊲ჼኑበ՟ጔር ᲮᲘLኑናċና ጋኣበናበσዮቦ°ሙ 2019-2020-Γና ኦσቴႦჀኦኦ⊀ቦ ር፡Lჼ፥ረL๙ჼ፥ረኦჼቡነLჀϷና Ხჲር୮ ኦσቴႦჀჾჾ ፊᲮל₽በσቴ ናժናረσჼჼኣጔና ՃႠ°Ⴃ⊲ჼჼበጔና ⊲ჼL Ճ°ฉናσቴ ՃႠ°σ⊲ჼჼጋσჼ.
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.	ርዮዉ ኦታቴክ ኣኈዖኈስርኦሬኦኈጋኈ ደሮሀሮኦልዛ ፈታ 1, 2019-୮ ፈዛ ፈዮቦሬኦኈጋና ጋ°∿ሁሥበርኦሬዮኌህ ርዛሬ።ፖሬጭፖኦስኦና ፊኔቭምስኒው, ୮ኑር ርፊልና ታዮ ፈዛደ ፊኈኔዉፊታኈስዮና ርዛሬ።ፖሬፈ።ፖኦምስዛሲሌኦና በበናናል∿ሁንና, ୮ኑር ደቦፈዮን ፈዛሬኌ ୮ኑ ፖኔና. ፊናኔጔ°ഛና (ጋኁንስህንዮጵኈጋኈ) ጋ°∿ሁፖኑፖ.
(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	(ϽϞϞႶͿና) ἀ·Ͱͺϸͼ;ϟϭʹ·ϲͺͺϚ>ͿϚϪͽϧͼϪϟͽϺϭͽ ϹͺͰͺ·ͼ;ϒͺϹϫͼ;ϲͶͿϚϽϼ;ϒϭ;ϭϭϭͽ ϹͺϹϿͼ;ϷͶϹ;ͼϲ;ϲͶͿϚϽϼ;Ϲϭ;ϿϲϿͼ ϭϝϹͽϿ;ϼ;ͳ ;ϭ;Ͷϲͼ;;Ϲͼͺϭϫ;ͶϿϲʹϭ;ͳϪͼͼͼ ;

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learners as they progress towards higher education and employment opportunities.	᠘᠆᠋ᠳᠣᡏᡑᠫᠴ᠋᠋ᡗ᠄᠂ᡰᢦ᠙ᢞᠦ᠋ᢛᡃᢣ᠋᠋᠋ᠨ᠋ᠺᠺᡃᢩ᠆ᡬ᠆ᠴᢩᡤ ᠘᠆ᡨᡆ᠋ᡆ᠋ᠮ᠘᠋᠋᠋᠋᠋᠋ᠰᡃᢑ᠘᠋᠋ᡷᡃᡃ᠋ᢣᠴ᠋ᡸ᠋᠋
(interpretation) I am also very pleased to introduce my Standing Committee colleagues:	(Ͻʹ៶ϟႶͺϳϨ·ϧ·ͽϽͽ) ᠂᠔ል⊲୷ϧϽϧϾϹϷͽ Ϸϥ⊲ ϷͶͰϟϲʹ;ͿϪͼͲͽϽϲͼ ϷͶϹϟϷͼϷͶϹϟϷ ϐϭʹϷͼͳͼϳϹ ϭʹʹ϶ϭʹϨϧͼϲ
 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. 	 < < > < > < <
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.	 ΔϽϤႱႶႱና, ჼႦ_໑ჼჂჇႠჁႵჾ ჃႱ <_>`ႱΔኑჇႶႻ ΔϽ፦ ίΔκε ΔϽ~ ίΔκε ΔϽ~ ίΔκε ΔϽ~ ίΔκε Δ

(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 $L \subset U^{5b}$ 91(5) $\triangleleft C \sqcup C \sqcup C \sqcup S^{5} \land L \subset U^{5} \dashv C^{5} \sigma$,
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be required to provide a formal response to	ዮኦታሊላቴ የወላቴጋና ኦσቴ ኮር ላሊረ LኦናՈ՞ഛ
our report within 120 days of its presentation.	ኦ՟ጏ᠘ና 120 ᠘ጏዻσ ኣቴዮርኦርኦናσኄႱσቴ.
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.	ᢄᡃ᠋ᡋᡃᡃᡉᠲ᠋ᠴ᠋᠅᠋ᡶ, ᠋ᡃᠥ᠋᠒᠘ᢣᡄ᠋᠋Ĺᡩ᠋᠊ᡆᠺ᠋᠋᠉ᢣ᠋᠅ᢗ᠌ᠥᢦᡏ᠉ᠫᡃᠴ ᡔᡄ᠋᠋᠅ᡣ᠋ᠴ᠋ᢄᡃᡠᡄ᠌᠌᠌ᢄᠺ᠅ᢉ᠂ᠺᢝᡊ ᢐ᠋ᡘ᠋ᡃᢐ᠋ᡔᡃᡗ᠆ᠳ ᢄ
In order to assist our excellent interpreters and technical staff, I ask that all Members and witnesses go through the Chair before speaking.	৾৾৾৾৾৾৾৾৾৾৾৾৾৾ড়৽৵৽৽৵৻৽৸৸৸৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾
(interpretation) This hearing is being	(ϽϞϷႶϳϿ·ϭ·ͽϽͽ) ϹϹ·ϫͺϧͶϹͼϭϲϧͽ>·ͺϹ·ϫ
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Transcripts of the hearing will be posted on	ხႶႾჼႫႻႽჼ ႶႶჼჼႦჼႮჼჼႠჼჄႾჂႶჼ
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date.	ኦ՟ჂႫჼ ႠჼჼႼႫჼ ለႭჇႯჇჇჼም ჼႦႭჃႫჼ.
(interpretation ends) Members of the	(ϽϞϞΛͿϚ) ϧΛϹϟϚϷϭͼϧϿͼϭϫϷϒϹͽϚ
Standing Committee have been provided	ϤϒϧϾͼ·Ͽ ͶϽͼϷͼ
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documents for their ease of reference during	ϤϒͼϒͼϹϷϞϛϤϲ ϽϟϷϭ·Ͽ
this hearing. For the benefit of our witnesses	ϷϤϥϲͼ
and interpreters, I ask Members to be precise	Ϸ
when quoting from or making reference to	ϲͿϲϲϲϿ
specific documents.	Ϸ
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.	ϽჼჼႱႰႶჼႦჼႫჇႱ≪ና ႠႱႱჼჄႱႵჼჄႦჼႶႦ< ΔႦႵჼႶჼႱ ႦႭႠႠ, ႠჼႠ ႶႦႢ ႶႸჼ ჂႯႫჼႶჼഛ ჃႱჂ ĹჼႭ ለልჼႦჼჼႶႽჂႱჼჂႮ ႱჂႭჇႶႠႫჼ ႦႫჼႦჼႻჼჂႮ. (ჂႯჇႶႮჇჼႻჼჂჼ) ჂჼჼႱჄႶჼ. ႠႱႦჼჼႱჼႱჼ, ለႶჃჇჼႭჼჄჇႶჼ. Ⴑ'Ⴍ.
Mr. DeJong : Thank you. <i>Unnusakkut</i> . 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,	Πϧ , (ϽͺͻͺϷͺϽͺ ;ϤϐϤʹϻϿϤϲ ϹͺϹϫͼϫϫ ;ϤϐϤʹϻϿϤϲ ϷͲͼϷϲϲ Ϸϫͼ Ϸ ϲ ϲ

Principal, and Adrienne Scott, senior auditor, who were responsible for this audit.	[৽] Ხ₽ᢣ৲ჼ৽Ոᡃ᠘᠋᠋ᡄᢣ, Ϥᡃ᠘᠋᠋᠋᠌ᡔ᠂᠔᠘᠋᠌᠘ᠿ ᢣᡠᡕ, ᢗᡃ᠘᠋᠄ᢦ᠘ᡶ᠋ᢞᡝ᠌᠌ᢣᢄ᠃ᡣᠣᢛ᠂᠔᠆᠋ᡄ᠆᠋ᡬ᠊᠋ᡃᡶᠯ᠅᠘ ᢗᡃ᠘᠋᠋᠄ᢑ᠘ᡶᡘᡃᢛᡝᢂ᠂ᢑ᠋᠖᠘ᡄ᠌᠌ᢄ᠉᠋᠌᠌᠉᠄
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.	C°&& CLI®7L४®7DIG GDDA4LCD®>JG IbDI® ADAAT AC®JGAB ICIDIGT AC®JGAB ICIDIGT ABA ICIDIGT AC ICIDIGT AC ICIDIGT AC®JGA ICIDIGT AC®JGA ICIDIGT AC®JGA ICIDIGT AC®JGA ICIDIGT AC®JGA ICIDIGT AC®JGA ICIDIGT AC®JGA ICIDIGT AC ICIDIGT AC ICIDIC ICIDIGT AC ICIDIGT AC ICIDI
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.	ᡃ᠋ᢐ᠋ᡃ᠋ᡋᠵᢣᡶᡄ᠌᠋ᠫ᠋᠄ᡏᡶᢣ᠘᠄ᡃᢐᠴ᠘ᠫ᠋ᡔᢛ ᡏ᠋ᠫ᠘ᠳ᠋ᡄ᠄ᡉ᠋᠋᠄ᠺ᠘᠆᠅᠘ᢗ᠘᠂ᠳ᠘᠄ᡔ ᠘᠆ᡨᡆᡩ᠘᠊᠋᠋ᠴ᠄᠂ᡏᢤᡧᡗᢉᠯᢓ᠋ᠺ᠋ᡗᢞᡄᢩ᠄ᠥ ᠘᠆ᠳᡆ᠋᠋᠋ᡎᢣ᠘ᠦ᠋᠋ᠮ᠆ᠴ ᠂ᡏᡗ᠋ᠬᠳ᠋᠁ᡔᢛ᠘᠆᠆ᠳᡏ᠖᠈ᡶᡆ᠆ᡆ᠋᠘ᡩᡩ᠖᠘ᠺ᠆ᡩ᠋ ᡏ᠘᠘᠆ᠳᠳᡏ᠖᠈ᡶᡆ᠆ᡆᡅᠯ᠋᠘᠂ᢋᢪᡩ᠖᠋ᠺᢕᠥ᠋ᠶ᠋
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.	ΔϚ°ϭϤʹϭ΅Λʹ;ϞϤʹϞͿ·ͺϹͺΔϫͺʹϧϿΔϨϹϒϞʹϾϿ ϿϲϿͿʹϿͺϤϹʹϔϿϽͿϤ. ΔϚʹϭϤʹϭ΅ ΛϚ·ͺϹͽϞΔϭʹϿͺϷϚϿʹϧϤΔ;ϨϹϷϘ·Ͻϭ· ʹϷϽʹʹϧϤϲʹ϶ϲ, ϹͽϤʹϿϲϛ, Δ°ϲͺʹͽʹϿͺͶϷ; ΔϷ;Ϩϫͼʹͼ;ϲϲʹϤʹϿϹ ΔʹͽϷϲϪ;ʹͼʹϹϨʹϲϥϤʹͼͿʹϿϹͼʹϒϿʹϲϷϹϹϷϒϹϿ ͺ ͺ
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.	ΔϿ·៝៝ឩ [®] Ს Ϲd°ൎឩ [®] DJ, ͼϭϟϲϷ [®] DJ ^c ϤΓ/ϧʹϲ΅ϭͳ ϤΓύϭϷϟϭͽ Ϥ> [®] ϹϨͶϭʹϿ ϼͼ͵ϿΓ Δϲ΅ϭϤ [®] ϽϲͺϲϭʹΓϷ ΛϟϲͺϤϽͶ·Ͷϟϭͽ ^የ ἀ·Ͷϭ [®] ϞΓϷ Δϲ΅ϭϤ [®] ϽϚ ϤϞLϿ Δ [®] ͼϪ ^c Δϲ΅ϭϤ [®] ϽϚ, Δϲ΅ϭϤʹϭ·Ϛϭͽ ΛϟϲͺϲϤϧϫ [®] ϤϞLϿ ϤϷʹϲʹ·ͻͶͽϟϹ·ϽϒʹϐϞΓ Δϲ΅ϭϤʹϭ·ʹͿϲ ϤϞL Δ [®] ϧͼΔϟϿ ^c .
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	

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.

᠖᠆᠘᠆᠕ᡎ᠉᠆᠕᠆᠙᠘᠆᠕᠆᠕᠆᠕᠆᠘᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ $\wedge \cup \square$ ∆<u>՟</u>°¬√%ጋ⊂<u>ת</u>⁶ ∧<u>ר</u>ת ᠳ᠋᠋ᠴᡆ᠋᠊᠋ᢙᢛᡃᡪᢣ᠋᠋ᡏᡪᡄᢛ᠂ᠳ᠋᠋᠋ᡏᡄᢛ bጋ^{*}ት[•]b∩ᡤ[~]ⁱ~[°]C ላጋዖ°_•ናአ[®]C^{*}Ⴑσ[®] ΔϧϞ⊗ϷͶ·ϿͶͽ Ϫϲͼϭ⊲ͽͶϘͽ ϒϟϔͼͼ;ͳ ⊲لت ⊲⊳-ذח⊲نت∩₀ יפרחס™יך⊳ ᠕᠆᠆ᠳ᠕᠋᠂ᠳ᠘ᠴ ᠕ᡃ᠘᠕᠋᠕ᢣᢛ᠘ᡔᡆᢄᢣᢛ᠘ᡔᡆᠺ᠋᠋ $\Delta^{b}ba\Delta^{b}nC'S^{d}s^{b}O^{b}a^{L}a^{b}D^{b}a^{b}$ ՃՀԵԳՀՅԴՀՅԴՀՅԴՀՅԴՀՅԴՀՅԴՀՅԴՀՅԴՀ ΔჼჼႦႭႭჄჼჼႶႠჼႫჼ⅃Ⴝ ┩ႱႾ ΔჼჼႦႭႭჄჼჼႶႠႫჼ $< \Delta^{\circ} D^{\circ} D^{\circ} D^{\circ} \Delta^{\circ} D^{\circ} D^$ שלאכםייטטי אראי <u>א</u>בעישטיי ᡏᡔ᠋ᡃᢛᢗ᠌᠋᠋᠋ᠵ᠋᠋ᡗ᠋ᠬ᠋ᢧ᠋ᢆᢛ᠆᠘᠘᠘᠘᠆ᡁ᠘᠋ᢆᢧ $\Delta^{\circ} \Delta^{\circ} \Delta^{\circ$ ᠫ᠋ᡬᡲ᠋ᡶᠯᠣ᠋ᡃ᠘ᡩᡅᡗᠴᡗ᠕ᡩ᠋᠕ᡩ᠘᠘ᡩᢧ᠕ᡷ ᠴᡆᡄᡄ᠋᠋ᡶ<᠋᠋ᠴ᠈ᡥᠣ ᠴᡆᢀ᠋ᡏ. ᠘ᡨᡆ᠘ᡃ ᠘ᡄᢣᢞ ∆⊂°¬√6C>ל°_∩, ف^ـلا⊃¬ ᠘ᢣ᠌ᢂᢕ᠋ᡬ᠘᠋ᢉᢦᠧ᠋᠋᠋᠃ᡥᠣᠲ᠖᠈ᡆᡗ᠓ᡩᢘ᠋ᡪᡏ᠉ ለታ \dot{L} ለታ \dot{L} ለታ \dot{L} ለታ \dot{L} ለታ \dot{L} ለታ \dot{L} ᠕ᡣᡏᠫ᠐ᢂᡩᡆ᠉᠊ᠣᢛᠹᡒ᠐ᢕᡕ᠋᠕ᢞᡆ᠋ᡗ᠘ Δ<u>ϲ</u>^eσ₄σⁱΓ^b Λ₂^b^b Δ₂^b^b ነግንወረት ⊲ጋ∆°ฉ▷∩<<ናር℃℃ ∆⊂°σ⊲ናሤኣና.</p> ለርኄኮኈበርኈ፟ႱኈႱ፦ Cd_J, ፖርናጋኈኁናል፦ ∠⊂°ס⊲™⊃סדי האאראכ<שריש מישטעי, ൧൨൳ഀഀ൳. \mathcal{L}^{C} ϽͽረϚͽϟϹϟͼ ϪϹϧͼϤͽϟϹϘͽϧ ᠂ᡃ᠋ᠡᢞ᠙ᡅ᠋ᠺ᠉ᡃᡠᡅ᠕᠄ᡃᠣᡄᢂ᠋᠅ᢧᡄᢂ᠋᠉᠆᠖᠘᠘

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. <ᠮᡆᠫᠴ᠋ᡗ᠘ᡋᡇ᠋ᡣᠦᡃ, ᠻᠡᡃᡆᠥᡄ᠊ᢆ᠋ᡬᡆᢂᢣ᠋᠑ᠫᠮᡃᠳ᠘ᠮ ᢗ᠘᠋᠋᠋᠋᠆ᡘ᠊ᡁ᠄᠕᠋᠘᠋ᢩᡆ᠔ᡥᡆ᠔ᡊ᠋ᠬ᠋᠍᠍ᡅᡆ᠋ᠴᡱᠦ ᠴᡆᡄᢪᠦ. ᢗ᠋᠘ᡱᡆᠴ᠕ᡃᢣᡣᢂ᠋ᠫᠴᠥ᠂ᡏᢩ᠘᠋ᡭᡆ᠘ᡩ ᠘ᡄ᠋ᢣᡲ᠂ᡏᢂ᠆ᡄᡅᠺᠮᡃ᠋ᢐᡃᡅ᠒ᡄᢂᢣ᠋᠉ᡔ᠂ᠴᡆ᠋᠋ᡏᠦᡃ ᢗ᠘᠘᠘ᡗ᠋᠋᠋᠋ᠮ᠋᠈᠘ᡄ᠆ᡏᡏ᠖ᢗᢂ᠊ᠳᡗ᠋᠋᠕ᡃ

ΔΔ^{\$} ΔΔ^{*}Γ^{\$} \^{*}Υ^{*}Υ[†]Υ[†]Π⁺L^Γ 4⁺L Δ^{*}σ⁴^{*}σ⁵ Λ⁵[†]δ⁴[†]C⁵[†]δ⁴ Δ⁵[†][†]δ⁴ Δ⁵[†]δ⁴[†]

C°ኆ ΔረϲϓϚ LጋΔႪł᠈Ϟብኑb ϷናbϷϟϧϞ. ʹdል⊲ረϓʹϞ ΡϷՐ⊲ϷϞʹϷʹϧϼΔϚϽϽΔ°ឩʹϭϷ ϤΛʹϷdႶϷϞʹϷʹϭϷʹϒ.

L^ϧΓͺͺ^Φ (ϽϞϡΛͿϚ): Ϸ^ͼϿϞϧϤϲ. ΔϧϟϭϷϹͼͽ ϧΛϲϳϫ·ͻ, ͼϭϭϥϫϧϧϧ ϹͺϳϫϿϫͼϫϲ ϷϲϿϹ ϽϞͶͼͶϭϧϾϭϧ ϧͶϹϧϥϲϧϥϲͺϧϲϲ ϭϷϲϭϧͶͼϭϧ ϗϭϒϧϧϧϲͼϲͻ.

ჼdᢣ᠌°Ⴍᡤᢆ᠉ᡔ᠍᠍ᠨᡗ᠄ᡃᢐ᠘ჼdᢣ᠌ᢦᢣ᠘᠍᠍ᢗ ჼ᠌ᡋ᠌᠌Ďᡷᢣ᠌᠌ᢂᡄᢄ᠉ᢒ᠊᠋᠕᠋ᠧ᠋ᠮᡆᢣ᠋ᠺᡆᡦ ᢗᡃ᠘᠋᠋᠋᠋᠋᠅ᢣ᠘ᢣᡄ᠋ᠺ᠄ᢣᡆᢩᡝ᠓ᡪ᠋ᠮ᠗᠋᠋᠅ᡁᢗ᠌᠌ᢂᡩᢕ᠋᠋ᠦ ᠘᠋ᠦᡶ᠋ᠬᠦ᠋᠋ᠦ᠄ᡠᡗᡢᠦ᠋᠋᠋᠋᠋ᡆ᠋᠋᠋᠋ᡊ᠖᠋ᠺᠧᡨᡆᡘ᠉ᡣ᠋ᢩ᠘ᡩ᠋ᢩᡆᡗᠴ ᠘ᡄᡨᡆᠯ᠉ᡣᠴᡗ

We also thank the Office of the Auditor	᠋᠄ᡃ᠋ᠯᢞᡆ᠋ᡏᡅ᠙᠋᠋ᢟᡃ᠋ᠴᢗᡃ᠋᠋᠋᠋᠋᠘ᢞ᠋᠋᠈᠘ᢣ᠋᠉᠘ᢣ᠋᠉᠘
General for their report and for their valuable	ᡣ᠋ᡣᡪ᠋ᡃᢌ᠋ᢤ᠋ᢨᠣ᠋᠉᠈ᡔᢑ᠋ᡠ᠋ᢆᢞᡥ᠋᠊ᠳ᠋᠃᠘ᠴ
work, ensuring that the Government of	᠕ᡄᡅ᠋ᡗ᠋᠋᠋ᠬᡏ᠋᠋᠉᠆᠘᠊᠋ᢞ᠋ᡗ᠆ᡁ᠋ᠴ᠋᠋ᢧ᠆ᡁ᠘᠋᠉᠆ᡁ
Nunavut delivers the highest quality	ᢣᢛᡃ᠋᠋ᡊᡰᢞ᠋᠋᠋ᡆ᠄ᠳ᠋᠋᠆᠃ᡩ᠆᠃ᡩ᠆᠃᠘ᢞᠴ᠘
education and training to Nunavummiut	᠔ᡄ᠋ᠳᠣᡏᡃᠣ᠋ᡗᡄ᠘᠋᠋᠋᠋᠆᠘ᡔ᠋᠋ᠴᡆᡐ᠋ᡗ᠌ᢂᡔ
needed to make positive contributions to	᠈ᢞ᠋ᢦ᠋᠋᠂ᠳ᠖᠕᠋᠕ᡱ᠖᠒᠘ᢌ᠖᠘᠘
society and to find meaningful employment.	᠘᠋᠋᠋᠋᠋ᢑ᠋᠘᠋ᢣᡄ᠋᠋᠘ᡧ᠆ᠴ᠘᠋
sectory and to make meaning and emproyment	
Mr. Chairman, we take the OAG's concerns,	Δ PARCS, CLSPLAPAROS Δ LSC, CLSPLAPAROS, CPC,
work, and recommendations seriously. We	᠕ᡄᡅ᠋᠋ᠦ᠋᠋᠆ᡘ᠆᠈᠕᠄ᢣᡆᡅ᠙᠋᠉ᠺ
recognize the efforts that have to be made by	᠘ᡄ᠋᠋᠋ᡪᢛᠡᡷ᠋᠕ᡄᡅ᠋᠋᠋ᠿᡀ᠕ᡄᡅ᠋᠋᠋ᠿ᠋᠋
all stakeholders, including the Department of	ᢦᡃᠫᡃ᠋᠋ᡃᡄ᠋ᢂ᠆ᡬ᠘ᡄᠲ᠋ᠴ᠋᠊ᡆ᠕᠋᠆ᠳ᠘᠆᠋
Education, to address the issues identified in	᠕᠋᠋ᡃ᠋ᡋᢣ᠈᠋ᢕ᠘᠋᠃᠘᠆᠕᠆ᠺ᠆᠕᠖᠘᠉᠘
this report.	ᠳᠴᠣ᠘᠋᠋᠋᠉ᡄ᠘ᢞᡄᢂ᠆
Mr. Chairman, we would like to introduce	᠘ᡃᠡᠯ᠙᠋Ϸᡬᡃ᠋ᡃᢛ, ᠌᠋ᠫᢩ᠉᠋ᡃᢑ᠘ᢞᡗ᠋ᡄ᠋ᢂᡩᡪ᠂᠕ᡄᢂ᠘ᡷ
Arielle Stockdale, Director of Policy and	ᢀᡄ᠋᠋ᠺᠬ᠈᠂᠋ᠺᠫᢦᠾᡄᡅᠳ᠋ᡃᡗ᠂ᠺᡆ᠋᠘ᠳ᠘ᠴ
Planning, and Mary Kilabuk, Manager of	ᡏ᠋ᡐᡄ᠂ᡩᡄ᠋ᢞᢁ᠋᠅᠕᠋᠋ᡔᡄᠺ᠘ᡷ᠂᠕ᠫᠴ᠘ᢄ᠆ᡁ
Policy and Planning, who are accompanying	<ʿᡅ᠘ᡦ᠋ᡝ᠋ᠴ ᢗ᠋ᡫᡠᡃ᠖ᡣᡗᡃᢣᡃᡉ᠈ᢄ
me today.	
nie today:	
Even whild from the first day they enter	᠔ᡄᡨᠣᡏ᠋᠕ᡧ᠋ᡗᢂ᠋᠋᠋᠋᠋ᡧᢄ᠘ᡄᡨᠣᡧᡄ᠋᠅ᡥᡗ᠋ᠫᠴᡗ
Every child, from the first day they enter	᠈ᠳ᠆᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
early childhood education programming to	△᠆ᡨᡏ᠆ᠮ᠖ᢂ᠅ᡬ᠅ᡬ᠅ᡬ᠅ᡬ
the day they graduate either as a high school	${}^{\circ}$ ጋኈርኦኦኦበቦ«ዛር ${}^{\circ}$ ርላዖበቃ, «ጋኈጋኈኒ»
student or as an adult learner, is directly	ለትናሀሪካ የምርዮራ የ እን እስት
impacted by the programs, resources, and	᠘᠆ᡩᠣ᠋᠊ᡏ᠋᠋ᢒ᠆ᡄᡅᢣᡃᡆᠲᠴᢗ
services the Department of Education	
provides. Delivering quality education and	
training is the primary mandate of the	
department. Following the principle of	
<i>Pijitsirniq</i> , the Department of Education	
wants to ensure that all of Nunavut's	
children, youth and young adults receive the	᠕᠘᠋ᠴᡏ᠋᠋᠋᠋ᢤᡠ᠘᠘ᡩ᠖ᢗᢂᢞᢩᡆ᠋᠋᠋᠋ᢛ᠋ᡗᡩ᠋ᠴᡥ᠂ᠴᡆᢀᡏ
necessary education to contribute to the	∧⊳⊰୮▫⊲ݢ∩⌒└רʿᢖ.
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	/፤⊃ በበና₽⁰ჲ፣σናℾካ, ሲ∖₽/ሊσ፣Γካ
literacy, mathematics, and science. However,	ᠻᡃᡄᠡ᠌ᠯ᠋᠋᠋᠋ᡏᡃ᠋ᠴ᠄ᠻᠯ᠋᠋ᡐᠥᢗᢂ᠋ ᡏ᠘᠋ᢩ᠆ᡆ᠄ᡃᢑᢛᡅᡬ᠕ᡩ᠋᠋ᢉ᠕ᡩ᠋᠘᠘᠅ᠺ᠘᠋
we also provide a wide range of programs	
and services that encourages and supports the	᠘᠆᠋ᠳᠣ᠋᠌᠌᠌ᡇ᠋᠆ᡘ᠈ᡩ᠋ᠺᢑᢄ᠆ᠴ ᠆᠋᠕ᡔᢄᡃᢛ᠋᠋ᠫ᠘᠈ᢣᢗ᠌ᠺᢣᡆ᠋ᢑ᠋᠕᠆᠘᠋᠋ᡰ᠘᠋᠋᠋ᢣ᠋ᠺ᠋᠋ᠴ
principle of Pilimmaksarniq/Pijariuqsarniq,	٢٠٢ - ٢٠ - ٢٠ - ٢٠ - ٢٠ - ٢٠ - ٢٠ - ٢٠
whether that is through the Aulajaaqtut	Δ<"σ <tr Δ Φ Φ Δ Φ Φ Δ Φ Φ Φ Φ Φ Φ
curriculum strand and its career and program	Δ΄δαΔγΔ΄ Ρ<ጋ δύδγγηση Ρ<ζο στ ανλήφωροση ΔώδαΔγίσιμε Ρ<οδυδγγηημε
planning or through the various career camps	٥/٢٢ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥ ٥

that give students information and hands-on experience for a variety of career options. The department is providing students with opportunities to learn through mentorships, observation and experience, and assisting them with their future post-secondary and career planning. These programs and services ensure young people will have the ability to make meaningful decisions that will not only affect themselves positively but also their communities and Nunavut.

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

This report by the OAG is both significant and instructive because it aligns with the Department of Education's and the Government of Nunavut's mandated priority of delivering quality education that results in satisfying and meaningful employment for Nunavummiut. The report also identifies key areas that the Department of Education needs to address in order to fulfill its mandate and offer its high school students and adult learners the programs and services necessary to improve their ability to pursue postsecondary education and find employment.

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

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recommendations found in this report will be fulfilled in a timely manner, with key coordination and collaboration with other departments as needed.	⊲⊃ლაფალბები ∧ლი⊲უმდაა → → → → → → → → → → → → →
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."	Ϸͺ ϹϭჼჼႦჼϭͰ;ϿϚ ϧϹͼϫϲϿϫ Ϸʹϧͼ;ϫ;ϫ ͽϲͺϫ;ϫ ͼ Ϸʹͼ Ϸ ϲ Ϸ Ϸ Ϸ ϲ ϲ ϲ Ϸ Ϸ ϲ ϲ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ
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.	ኦσ•ḃ፫⊲୮σኈቦ°σ ᡬᡃᢐ᠋ᠯ᠋┙ᢄ᠈ᢑ᠉ᢣ᠘ᢣ᠘ ᠈᠋᠋᠋᠋ᠻᠮ᠈᠋ᡒ᠘ᡃ᠘ᢗ᠋᠋᠋ᡝ᠉ ᠙ᢣ᠋᠋ᠦ᠉᠋᠕ᢣ᠋᠋ᡬᢐᡃᢄ᠅ᠮᢗᠺ᠍᠍᠍ ᠈ᠯᡗᡣᡩᠣ᠋᠋᠋᠋᠌ᡗ᠆ᡤ᠂᠋᠋ᠴᠬ᠉ PASS-dᠺ᠋᠍᠕᠂᠍ ᠈᠋᠖ᡔᢣ᠋᠋᠋᠋᠉ᢣ᠘᠋᠋ᠮᡶ᠘ᡩ᠂᠋᠘ᡩ᠋᠋ᠴ᠉ᢗᢄ᠈ᠮ᠖ᢗ᠋᠋᠉ᢣ᠘ᢣᠥ᠉
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.	ϹΔϹ ^ͼ ϞႱϚϷϭͼϳϲϷͽϽ;ϷϲϷͽͶϚϿͿͺϹϭϒ ϞͼϳϟͿ; Ϥͼϧͼϲ 2019-ϹͺϤͰͳͺͼϿͼͺϤϷϲϲͶϹϥ;ϷϳϹ ϷͼϷϷ;ϷϛͶ;ϞϭͼͺϒͼϳϭϷϒ;ϲ
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.	Δሮ [®] σ፟፝፝
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,	2019 ቭስጳዊኦበና ጋሀ 79 Δ° ໑Δና Δ፫° σላናክርኦሁቭሩንና ሀናሏ 12 ርናሥጋበኑ, 15 ወዉ፦ና, ላናልላና, ናክሬ ምጋላጭ, ሏናክጋናጋናበላጭ, ዖ° ∿ሀፊና, ቴ°ቦጭጋቪለኑ, ኣናሮጭ, ኣσናንት, ሏናክጋፊና, ናፅናጋጭጋጭ, Γናበደርლ, ቴዮቦጭፖσጭ,

Resolute Bay, Sanikiluaq, Taloyoak, and Whale Cove.	'৳ΡイΔ℃ উ, ५σΡ೨٩৬, ८୬୕ୖ୳ঀড়, ঀ৾৾৸ ೧₽ና৾৾ৼঀড়.
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.	Δిసిళిసింద్ తిరింది లింది లి
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.	ϤΓ/Ե՟՟Δ ^c ΛΓϤ [‰] CϷ/Lϲͺʹͺ ^ŵ Ͻ ^c Ϸ _Φ Ϸσ ^ϧ ϳ ^ŵ ኣ ^ŵ Ϸ ^ŵ CϷϲϷ ^ŵ Π ^c J Δϲ [∞] υ ϤCϷ/ ^ŵ Δϲ [®] σϤ ^ŵ Ͻϲͺ ^k d ^c ⁱ bϷ ^λ ኣ ⁱ ^b ⁵ D ^c Λ ^{&} ^c ⁻
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:	ĊჼdϤ ᠘Ლ [®] ᠳϤ₽ႶჼϞႠϷჼჼႶჼ ႦჂჼჁႡ ჼႦϷჁϞჼdႸϷჄĽჼႠኛ ႼჇႻჼ ϤჼჂႯჼႦჼႺჼႱჼႱႠ ႼჇჼ ΔႠϞͺͺϐͼͺϷჇ⅃ჼ ϤჼჂჼჼႠϷペჼႱႦႱႱႠ ϞჼჼႼႱჇჼႶჼჂႶჼ ΔჼჼႦႭϪႸႭϷჼჼϞႻჼႬჼ
• 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	 > <a <="" a="" href="https://doi.org/10.2014/time">
• 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.	

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.	√ሥቴዮ ምዮም CΔLΔϚጋσ ⁵ ነምስራሥቴσና σ Ρυλί « አን ሪ Δυκιλίδε σ ΡΩινσ ነፅና በ σ የምላ Γ Δ σ κι Δ σ κι δ ΡλκισίΓ σ τι በ በ ና Ρ አ σ ና Γ L d σ κι Ρ ک አ σ τ Γ σ Δ Δ Σ τ δ Γ Δ α δ Δ σ Σ Σ Γ Δ τ δ Δ Δ Σ τ δ σ κι Δ σ δ σ δ σ δ σ δ σ δ σ Δ Δ Σ τ δ σ δ σ δ σ δ σ δ σ δ σ δ σ δ σ δ σ δ
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.	Δლ [®] σϤ ^ͼ ϿϲͺͺϷϭϤ ϹΔͺϷ Δ៸ͿͺϞͼ Δ ^ͼ ϷϼϪϟͺϷ ^{ͼϧ} ͺϽϹϷϭ ^{ͼϧ} ͺϷʹͼϹͼϷϹ Δ ^ͼ ϷϼϪϳʹͿͼ <ʹͼϼϭ ^ͼ ϧϷϽϹϷʹϷϲϾʹͼϷϹ Δϲ [®] σϤ ^ͼ Ͷϲ Δ ^ͼ ϷϼϪϳϭͼ ϼϭ;ϒϲͶϤϭϭϧϧϷ;ϷϲϹϨ [®] ϼͺϲʹϧϽϹϟϷͱͳϹ
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.	∧°৬ᢣ⊲ ব⊃ౖৣৣৢৢৢৢৢৢৢৢৢৢৢৢৢৢ৾৾ঀ৴৾৾ৼ৾৾৶ ১৯২৫৮৫%, 32-୮ ঽ৾৲₽ঀ৾৾ৼ৾৾৽ ১৯৯৫৬৩, ১৯৮৫%, ১৯৮৬ ১৯৯৫৬৬৫%, ৬৯৬৫৬ ১৯৯৫৬৬৫৬৫৬৫ ১৯৯৫৬৬৫৬৫৬৫৬৫৬৫৬৫৬ ১৯৯৫৬৬৫৬৫৬৫৬৬৬৬৬৬৬৬৬৬
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.	/ዎ՟ሮ ^ጭ 2019-ህበ՟ጋህ ልሮ [®] ଟላ ^ጭ ጋሮሊት ^ֈ ጋኣኦĽኣብሮሊት [፟] ዮ ልረታላቅ Ľን ^ቅ ም Δ [®] ኦሏሪ፟ንቼርበናበኦሮምንጋቡ ልሮ [®] ሮላ [®] በም ጋኣኦĽኣብሮሊσላ [®] ጋዮም. ላርኦፖ [®] ^የ ኦፍኣኦታሮሊσናΓ [®] የኦኦደሩ ^ቢ ሊኦ [©] ጋσ ላዛጋ ላልሩ በΓኦፈፍ ልኦቶምሪኦቦላየኦም የኦኦሬኦሪኦሪኦ [®] ጋም.
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	ΔΔ<<, Δ ⁵⁶ ba, ⁵⁶ CPb ⁶ σ ⁵ ⊃Λ ⁶ Ϥ ⁴ L⊃ ⁴ CΔ 2019- ⁵ UΛ ⁴ , Δ ⁵⁶ b ⁵ CPb ⁶ σ ⁵ ⊃Λ ⁶ Ϥ ⁴ L⊃ ⁴ CΔ 2019- ⁵ UΛ ⁴ , Δ ¹ b ⁴ S ⁴ C ⁴ C ⁴ C ⁵ α, ¹ b ⁴ b ⁵ C ⁴ C ⁴ D ⁴ b ⁴ C ⁴ C ⁴ C ⁴ C ⁴ D ⁴ b ⁴ C ⁴ C ⁴ D ⁴ b ⁴ C ⁴ C ⁴ D ⁴ b ⁴ C ⁴ D ⁴ D ⁴ b ⁴ C ⁴ D

viewed anytime by staff.	Ϲdᢣ᠌᠌ᢂᡷᠣ᠋᠋ᡦᡄ᠋ᠺᡔ᠋᠋ᡷ᠋ᠬ᠋᠋᠅ᡁᢗ
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.	ር፟° ଦୁ ኘሪናኣኦንምር ፝፝፝፝፝ህረጉ ጮበ ' ጔህ ርሏካሪ ልር
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.	Ċ ⁶ ddᠴ ^c CD [%] ⁵ bና\D ⁵ ⁶ d Δ ^c ⁶ σdO ^c O ^f ⁶ Cσd [%] DΔ ^c Ĺ ⁶ α ⁵ d&d ² ⁸ &Pς ² ⁶ σ [%] U ² CL ⁶ dσ [%] U d ^c C& ¹ dD ₂ CDPd ^c ⁶ σ [*] D ² CL ⁶ dσ [%] U ² A ^c S ⁶ C ⁶ dD ₂ CDPd ^c ⁶ σ [*] D< ⁶ S ⁶ C ⁶ D ² A ^c S ⁶ C ⁶ C ⁶ D< ⁶ S ⁶ C ⁶ L ⁶ U ² O ¹ S ⁶ C ⁶ D ² S ⁶ d ¹ C ¹ D< ⁶ S ⁶ C ⁶ L ⁶ U ² D< ⁶ S ⁶ C ⁶ D ² S ⁶ d ¹ C ¹ S ⁶ CD ² O ¹ S ⁶ C ⁶ D ² S ⁶ C ⁶ D ² S ⁶ d ¹ C ¹ D ⁶ CD ² O ¹ S ⁶ C ⁶ D ² S ⁶
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.	Ċ ⁱ dd ϽኣኦL ⁱ Ϟብϲ _Ϲ λ [*] ^{Γ°} ^s bኦλL ^c በd ^c _C ^c ^C dΓ ⁱ σ ^{su} ኣኦ ^{c^s} ^b C Δ ^{su} boΔ ^s ^b ^{n^c} ^s bጘኣኦ ^b d ^c ^D C ^s _L ⁱ σ ^b Δ ^c ^b ^D ^{n^c} CΔ ^b d ^d ^D Δ ^{c^b} d& ^{C^s} ^b ^L σ ^b ^b ^b Δ ^{c^b} σ ^{d^s} σ ^c ^L δ ^s ^b ^L D ^s ^b ^L δ ^{s^b^C} Δ ^{c^b²} Δ ^{c^b²} Δ ^{su} boΔ ^{s^s} ^D ^{C^s} Δ ^{c^b²} Δ ^{sub} boΔ ^{s^s} ^D ^{C^s} Δ ^{c^b²} Δ ^{sub} boΔ ^{s^s} ^D ^{C^s} Δ ^{c^b²} Δ ^{sub} ^L ^s ^{C^s} ^{C^s} Δ ^{c^b²}
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:	Ϥᡃ᠋ᡶ ᠙ᡃᢆᡃ᠍ᡃ᠆᠆᠋ ^ᢛ ᠅ᡬ ᠘᠆ᡨᠣ᠋᠊ᡆ᠋ᡃᢛ᠑ᡔ᠋ᠬ᠌ᢣᡟᡆ ᡃ᠋ᢣᢛ᠋᠋ᡗᡝᢦᢛᢕᡇᢛᢗ᠌ᢁᡄ᠋᠋᠋ᢩ᠆ᡘ᠕ᡷᢑ᠋ᢕᠧᡘᡷᢐ ᡆᡃᡶ ᠘᠋᠋᠋ᢑᡃᠦ᠘᠋ᡬᡃᢛᡣᡗᡣᡅᠡᠯᢌᢑ ᠘᠆ᢣ᠘ᢣᡠᡅ᠋᠋ᡏᢑᡐᠾ᠂ᠴᡆᢁ᠂᠂᠋᠋ᡋ᠌᠌᠌᠌ᠥᢣᡆ ᢗᡃ᠋᠋᠋ᡶᢛᠡ᠋᠘᠊᠋ᡃᢛᢣᡅ᠋ᠬᠥᡆ ᠮ.
1. Develop and carry out a strategy to recruit and retain staff in schools and	1. ᠘᠆ᡨᠣ᠊ᡏ᠋᠉᠆ᠬᢣᡃᢦᢪ᠋᠕ᢝ᠆ᡔ᠊ᢦᠺ᠋᠋ᠬᠻᠺ᠋ᢇ᠘ᡃ᠋ᢆ᠅ ᠌ᡔ᠙᠋᠋ᠴᡆ᠌᠌ᡔᠬ᠅ᠳᡡ᠘᠅ᡃᠥ᠋ᠴ᠘᠅᠋ ᠘᠅ᡃᠣ᠘ᢣ᠅ᡣ᠋᠋᠋᠋ᡏ᠂᠋᠘᠅ᢣᢁ᠘ᢣ᠅᠋

 throughout the department; Periodically assess the effectiveness of its strategy and take corrective actions as required; and finally Develop specific actions to encourage students to enrol in post-secondary education programs that would lead to positions in the department. 	Δ σ σ σ σ δ δ σ σ δ δ σ σ δ δ σ σ δ δ σ σ σ δ δ σ σ δ δ σ σ δ δ σ σ σ δ δ σ
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.	⁵ dحے ^c ۹ ⁵ , ۹ ² , ۵ ² , ۵ ² , ۵ ² , ۵ ² , 1
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.	ϹΔൎL՟Ლ ᠕᠋ᢆᡷႱᢣ᠋ᡄ᠋᠋᠅ᡃ᠋ᡖ᠌ᡷᠾᢣᡛ ᠕ᡴ᠋᠋ᢦ᠋ᠺᢞᠳ᠌᠌ᢦ᠉ᢗ᠌ᢁ ᠘ᡄ᠋ᡃᠣ᠋ᡗ᠂ᡏᢗᡔᡗᢥ᠋ᠯᢋᠴᡐ᠋ᡝᠴᡗ᠋ᠺ᠕᠋ᡶᡁ᠋ᡝᡄ᠋᠅ᡃ᠋ᡖ᠅᠘ᢞ᠋ᠶ ᡬᡃᢐᡆ᠕᠋᠋᠋ᢤᡁ᠋ᡤᡄ᠋᠅᠋᠋ᡖᢤᠾᢞ ᢗᢞᡇ᠋ᡪ᠘ᡷ᠋ᢩᡆ᠅᠕ᡴᢦᢉᠶᢣ᠉ᠫ ᡆ᠋ᠧ᠋᠊᠋᠋᠋᠋ᡊᡄ᠋ᢩ᠆ᡅ
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.	Δ _ω [*] υ Λ [*] υλ ⁱ σ [*] υδ [*] υλ [*] ⁶ C [*] ⁶ ⁴ ⁵ ⁶ ⁵ ⁵ ⁵ ⁶ ⁵
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	Δ ^ϧ ϟ《ϷϹʹͽ, Ϲʹ·ϼͺϪϹ·ʹϭϭʹͽϽϲͺϧϷϭϤ Λϲͺͺ≪ʹϲϭʹϷʹϹʹͽϟͺͰͼͺͶϷϟʹͼʹͼʹͽͶͼͺ͵ϒ·ϿϹ ͰϭϿʹ·ϧͺϪϲʹϧϼͼϲ;Ϳͼ ϪϲʹϒϪϷϹͼϧϲϲϲ

educators. To retain educators and build capacity from within, the department has been building on the work developed in our Inuit Employment Plan.

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

The department has also been taking action to retain educators by listening and acting on their requests for more training and resources. Through the various conferences and during the annual professional development week, educators have been receiving timely and current training in best practices. For example, this school year all principals, *Ilinniarvimmi Inuusilirijiit*, student support teachers, and student support assistants will be receiving training based on the safe and caring schools initiative, which will enhance the safety and well-being of students, staff, and community members.

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

Finally, the department this year has more educators in indeterminate positions as opposed to term positions, providing greater job stability and the potential for higher CAL Δ
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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.	 Δ΄ σάμγμ μ΄ μ΄ μ΄ μ΄ κ΄ κ΄ κ΄ κ΄ κ΄ κ΄ κ΄ μ΄ μ΄ μ΄ μ΄ μ΄ Δ΄ Δ΄ Δ
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.	CΔL Δ [®] baΔ ^j ^c bΛL ^s tϤσ ^s T ^b Cd ^v PΛCPσ [®] Γ ^c Δ _c P _c P [®] > ^c CL [®] a Δ _c ^v Δ ^λ Pσ [®] Δ [®] baΔ ^j ^s σ [®] ^j ^e Δ ^d a 2018-2019 Δ [®] baΔ ^j ^s ^h Λ ^s > ^c S _c ^s _c P [®] > ^c ^j _c ^c D [®] ^s ^s ^k t ^d [*] Γ ^c 37-σ ν _c ^c D [®] ^s ^s ^k t ^k baCT. ^d Δ>PT _c LΔΓ _D Δ [®] baΔ ^j ^s ^h Λ ^s bΛ ^s bcP [®] > ^c bΛL ^{j_c} bD ^j ^j ^s ^b Λ ^h O ^f σ ^k 4 ^k L Δ [®] baΔ ^j T ^b Cd ^v ₂ PΛCP ^{k^c} D ^{s^k} C ^j ^s ^s ^k , σP ^{e^k} C ^s ^k
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.	Δ℠Ϸ℄ϪϞͽʹϮϚϪϲ΅ϭϤʹͽϽϲͺϧϷϭ΅ϼϚ ΔʹϷϷͼϪϞͽϽϲͺϧϷϭϫʹ϶ϪϲϷϲϷͺϘϚ ϷʹϒͽϽϳͶͰϚϪʹϐϫ΅ϭϫϪϿͼϷ ϞʹϷϷ;ͽϽΓϷͺϤϚϽϤϭϤʹͽϽϭϷͺϤͰϹϫϫϼϘͱϚ ϞʹϷϷ;ͽͶϚͶϭ·ʹͿϚϪʹϐϫϾϭͺϹͽϷϷϚͺͶϹϤʹϭʹϧႱϭͺ
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	Δ ⁶ γ «ϷϹ ⁵ ⁶ , Ϥ Ϸ Ϸ. ¹ ⁴ (Γ Δ. ⁴ ,) Δ ⁵⁶ ba Δ ⁵ Δ ⁶ σ ⁴ ⁶ ⁵ ⁶ ⁵ ⁴ ⁵

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during the 2019-2020 school year.	2019-2020 ∆⊂°σ⊲⁵ᡅ▷< ⊲⁵Ġᅴ⊲σ.
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.	Λϲͺͺ«ል<»ና ϧϞ ^ϳ ͼͺͺͺϷͺϫͽ·ͺϼͺͽ Δϲ·៶ΔσʹͿϚ ϹϹϷϭϤͺϿͺʹϧϚϒϷϔͶͿϚ ៶ͽϷϳ;ͼͶϚͼϿϚͺϭͼͶϷͺϷϚͺϒϳϧϲϽϭͼϹ; ϷΛϚʹ·ͺϳͼ·ͺϹΔϹͺΔϲͺͼ·ϧϾϷϲϷͼͶ·϶ͺͿ Δϲ·ϞΔλάσϚͺϤͰϹϿͺΔϲͺͼϧϾϷϲϷͼͶ;Ͽ ϭϗϲϽͼ;ϒϹϞϭͼͺϹͼϤϤͺϽϞϷϹϞϲͺϫϧϭʹϔϚͺ220-σϚ ϤϪϚϽͼ;ϒϹϞϭͼͺϷʹϧϧϧͶ;ϷϲϷͼͽϒϲͺϤϒϷͼϿϪ;Ͽͺϻ Δϲ·ϞΔλͼͺϿϚ;ϭϲ
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.	Δ ^{\$} /&ÞĊ ^{\$} , Ċ ^{\$} d4 Δc ^{\$} σ4 ^{\$} ⁵)c ₁ λ ^{\$} d ^{\$} σ Ċ ^{\$} dσ ^{\$} b ^{\$} ^{\$} PCÞcÞ ^{\$} h ⁵ c ⁵ C ¹ L ^{\$} ⁴ /2 ^{\$} ⁵ h ⁵ D ^{\$} ⁵ D ^{\$} ⁵ b ⁵ b ⁵ b ⁵ d ⁵ C ² C ⁵ d ⁴ Δc ^{\$} σ4 ^{\$} ⁵ C ⁵ d
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. <i>Qujannamiik. Koana</i> . Thank you. <i>Merci</i> .	Ϥ ^ֈ LϿ ΔϹ ^ͼ σϤ ^ͼ ϿϹͺϷϭϤʹͼͿϧϲϿͼ Ϲ ^ֈ L ^ͼ γLϞ ^ͼ γϷΛͼϤ Ϥ ^ϵ ϲ [«] ል ·ሁ ^ͼ σ ΛϲͺϭͺϲͺϷ [;] ⁶ Ϲ ⁶ υ Ϸσ ^ι δΓ ^ͼ Ϥ ^ι LϿ ϧΩͰϒϲ ^Ͻ ^ͼ υ/"ርΩϷϭኘΓ ^ͼ . ^Σ ⁶ υ/ΩΩΑ ϤΛ ^ͼ ϭϤ ¹ ¹
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.	Δ•/«Þር ••: L'ዉ. ϷʹቴϷΗΔ•ΗϤʹቴዾ_ϷϚʹϹ ϤΓΗϷσ•. ϤΛ·ͼ·ϤΗΔ·ͰΗϤʹቴϷϨͺϾ·ͻ ϧϹͿϫϷϲͿϿͼ ϤϹͰϷϲ ϤϹϷϽͼ϶ͰϤ Ϥϫ ϲͼϧͻͼ϶Ϥϫ Δ. Γ.
Mr. Suvega (interpretation): Thank you, Mr. Chairman and Members of the Standing Committee on Oversight of Government	/ልႱ ჼ፦ ჼdႸჼႭႠჼ, ΔናፖペϷርʹჼ, ԵበLትና≟ʹʹ <i>Ⴢ</i> . ჼbϷትኣናbናርჼየረLታ ዮሮም しペLჼdና

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

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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 مےمکھرلائے ککھنور کے $\mathcal{L}^{\mathcal{D}}$ ᠘᠆᠆ᠣᢦᡪᠺ᠋᠆ᠴ᠂᠕ᢣᡗᠺᢘ᠋᠕᠘᠆ᡆᢄ᠆ᠴ᠕ᢣᠻᠺᢂ᠋ ጋ⁵™በናሀፋ₀ሚኖር βUT52ም ነው. ᠫᢣ᠌᠌ᢂ᠘ᢣᡄ᠋᠕᠊᠋ᡸ᠋᠋ᠴ᠖ᢣᡆ᠋᠉᠘ᢣᡄ᠘ᢋ᠋ ᠕᠆᠆ᡆᡐᢀᢕᡬᡪᢇ᠋᠕᠆ᠴ ᢣᡆᢣ᠋᠋ᡬᡃᢛᠠ᠘ᡃᢈᡄᡅ᠊ᠫ᠋ $\Delta c^{\circ} \sigma d^{\circ} \cap A c^{\circ} a^{\circ})$ $\Delta c^{\circ} \sigma d^{\circ} \cap A c^{\circ} a^{\circ})$ ᠂ᡃ᠐ᡄ᠈᠆᠘᠆ᡩ᠘᠆᠃᠘᠆ᡐ᠘᠆᠆᠈᠕᠆᠕᠆᠕ $\Delta^{\text{sb}}ba\Delta^{\text{sb}}n^{\text{sb}}c$ ∆ሮ°σ⊲ነል°σ ィ⊆ናጋኈኣነልσ≦ጋ ጋ°∿Ⴑኣ∆σነℾ⊧ ᡏ᠋ᡰ᠋ᠴ᠊ᠴᡆᡄ°ᠣ᠕ᠵᡅ᠋ᡃᡠᢗᢂᢞᡆ᠋᠋᠉ᠫᠣᡃ ᠕᠋᠋ᡃ᠋᠔᠘ᡩ᠖᠘ᠳᢛ᠕ᡔ᠙᠆ᠴᢉ 迎⋳ᢀᠮᢄ᠈

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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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(ጋኣትበjንቍ፟፝፝፝፝፝፦ አንኈ) ነ ዓት ይርሱ, ይበደበናበትና Δርቦታ አርኈ የማርጋም ይበደትና ርም 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

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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.	ㆍፅናበσ ^ቴ ኣσ Δሮ ^ኈ σላ ^ቴ ስσ ^c L ^{<} ΛႱናኮ 5-Γ ^b 15-J ^c ላ ^լ L Λ [°] ሪሮ [°] σላ ^ቴ ስσ ^b L ^{<} Λιδ ² 15-Γ ^b 25-J ^c . (ጋኣኦበj ² [°] σ ^ቴ ^b ጋ ^s ^b) L [°] ₂ CΔL ላለ ^ቴ ራ ² [°]
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.	C>>°° <i>°</i> : L'a, ۵۲۲۹۵۵٬۰۰ کور ۵۸٬۰۵۵۲۲۲۶. (خاط CLL۵۲۷۷٬۰۰۵٬ C۵۵۵ ۲۵۵ LCUCD۶۵٬۵۵ ۵۵۶٬۵۵ ۵۵ C۵۵°٬۵۵ ۸۲۹٬۵۵٬۵۵ ۲۹۵٬۵۵ C۵۵°٬۵۵ ۸۲۹٬۵۵٬۵۵ (۵۵٬۰۵۵ ۵۵٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵ ۵۵٬۰۵۵ ۵۰٬۰۵ ۵۵٬۰۰۵ ۵۰٬۰۵ ۵۵٬۰۰۵ ۵۰٬۰۵ ۵۵٬۰۰۵ ۵۰٬۰۵ ۵۵٬۰۰۵ ۵۰٬۰۵ ۵۵٬۰۰۵ ۵۰٬۰۵۵ ۵۵٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۰۵ ۵۰٬۰۵۵ ۵۵٬۰۰۵ ۵۰٬۰۵۵ ۵۰٬۰۵۵ ۵۵٬۰۰۵ ۵۰٬۰۰۰ ۵۰٬۰۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰۰ ۵۰٬۰۰۰۰۰۰ ۵۰٬۰۰۰ ۵۰٬۰۰۰۰۰ ۵۰
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Mr. DeJong : Thank you, Mr. Chairman. I think I will divert this one to Mr. McKenzie.	በታኈ (ጋኣኦበJና): የਰታ°ฉ广ካ, Δካረ≪Ϸርናኈ. Γነር LP°ィJና.
Chairman (interpretation): Thank you. Mr. McKenzie.	Δ^ϧィペϷϹ^{ͼϧ}։ L' ዉ. ΓʹϽ LP ^ª ዯ.
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.	LP°γ (ϽϞϞΛͿϚ): ⁵ d۶ [°] α, Δ [°] ν [°] ϘϷϘϾ [°] . Ϸ [°] b [°] bbblåė [°] ΛΠϚ [°] δ⊗ [°] Ϟ [°] PΛ [°] ΛαϷ [°] ν ² L [°] LC C ['] L [°] ν ¹ L [°] [°] P [°] D [°] CΛ [°] σ [°] CΛ [°] σ [°] Δ [°] σ [°] σ [°] D [°] CΛ [°] [°] D [°] b [°] CΛ [°] D [°] b [°] C [°] C [°] C ['] L [°] ν ¹ L [°] [°] P [°] [°] D [°] b [°] C [°] D [°] b [°] D [°] C
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	ᡆ᠋᠋ᠴᡆ᠋᠘᠋᠋ᡪᡃ᠋ᡏᠮᢣᡪ᠂ᡶᡃᢆᠥ᠋ᡏ᠘ᠭ᠋ᡨᠣᡏ᠋ᡐ᠑ᡔᠬ᠋ᢩᡷ ᠋᠋ᠫᢣ᠌᠌᠌᠌᠋ᠺ᠋᠆᠆᠘᠆᠆᠘᠆᠆᠆᠆᠆᠆ ᠘᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

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

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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. Δς-\%ής Δλς-(η%δ°σ?°αςσ4ξLC δοβος 9-Γ% ΛΓ45 Δλ, ΟΡλΡΕλς Ες»Ολ αλλής Δη CΔ%d4 Δς°σ4%CΡλαδδς τς»Ος Δς%Γς αςά?CΡλ°α%Ος ζγλΕ Δς-\%ηΡ< Δς°σ4?L۶%υσς Οζ%υσ%λΡδοςξΕC, CL°α Ολ?Γα%Ο% αμευ Ρσ%δη°σδοCΡλ% CL%d4 αςά?ής 40%CΡδδς σΓς Δς°σ4δαμέγη°αδός σηδός, Δ, σαςλάξ CΔΕΔςΡ%Ος CΔΕ°α.

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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.	Δ^{\$}/«ϷϹ· ^{\$} : L'α, Γ ^{\$} ϹϷϽ ^{\$} ^{\$} Γ. Ρ/Ϥσ_ወdϤ ϽϞʹϞረΠϿϚ ἀ ^L L ^{\$} ^{\$} Γ ^{\$} ⁵ ^{\$} C ^{\$} L ^{\$} ϽϞ ^{\$} ϽϞ ^{\$} ^{\$} CϷϲϷϚͻͻϤ ^{\$} ^{\$} ³ ⁵ Δ _α ^{\$} ⁵ ⁵ ⁵ ¹ ⁵ ^{\$} ⁵ ⁴ ⁵ Δ _α ⁵ ϽϞ ^{\$} ^{\$} ⁵
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.	C > 3 * f : Δἰν. ἐdν α c ν, Δνν « > C κ. () κ > Λιν L < Λιν 3-Γ > σνόσ - α C κ γ κ > Δ κ > δ
Chairman (interpretation): Thank you. Mr. McKenzie.	Δ•거ペÞር ጭ: L'ዉ. Γ [、] ር Lዖ°거.
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.	LP° ✔ (ጋኣትበJና): ናਰታ°ฉ广ঁኦ, Δኦፖ≪ኦርʹͽ. ር፡LናቅፖLጚጭፖኦሪጋዮ ወαሮ°σ Δሮ°σኆጭጋሮሲንኦਰና bበLኦ°ቦ°σϷ ወαሮ°σ σፖኆቴርኦናቴናናም°ቦና ለንኛበቦና ጋቦና. ሀ≪Lካਰና ለሮሲላሲታ°ቦ°σϷ ር፡LናቅፖLጚጭፖኦሪኦናናር. ርΔካਰፈሮ ወαሮ°ወና σፖኆኈርኦናቴናና
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.	ݢݑݢᠺᡝ᠋ᢐ᠋ᡃᢐ᠌ᡃᢐ᠌᠌ᡋᢣ᠘ᠺ ᠺᡃ᠋ᡳ᠋ᢆᠴ᠋ᠶ, ᠘ᢆ, ᠺᢗᡄᡃ ᠦᡄ᠋ᠺ᠋ᠬᡶᡄᡃᡟ᠘ᡃ᠋ᡷ᠙᠘ᠭ᠆ᠳᡆ᠋ᠺ᠍ᠺᡃᢑᢗ᠋᠄ᠦ ᢗᡃᡆᠺᠡ᠋᠍ᡆᢩ᠋᠄ᢣ᠋᠋᠕ᡄᢩ᠂ᠳᡆ᠋ᠬ᠖ᠽ᠈ᡃᡆ ᠳᡄᢈᢂᠬᠨ᠘ᡩᠴᠣ᠈ᢞ᠂ᠴᡆᡄ᠆ᠳ ᠘ᡄ᠆ᠳᡏ᠋᠋᠋᠋ᡐᠧ᠋ᠬᢣᡃ᠋᠂ᡏ
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	ᲮᲘLᲑᲖՐᲜᲮᲫᲥ ᲫᲔᲑᲖᲑᲮᲮᲜᲖᲡႠ ᲮᲘLᲠᲘᲝᲮᲚᲚᲐᲚᲚᲐᲫᲜᲖᲡᲚ

as well as the coalition representing the district education authorities. We certainly tried to get their input where we could. Thank you.	⊲ዛ∟ኌ ᠘Ლᢪᠳ⊲ႪϽϲჀጵያ ႦႶႾጵዮር ႦჂჼጵႪႶሶჼዮና. ჼdሦ°ႭႠჼ, ΔየイペϷϹʹჼჼ.
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.	Δ°7«ϷϹ·ͽ : Ľἀ. (ϽʹϞϷႶͿና) ႭჂႭΔናႶϭჼσϭჼĽ ^ͼ ዮህ·ϲ·ʹϳϲϷ ^ͼ ʹዮϭჼϭϷ ϭΛሊሀLϞͿና. ႭႠϭϭϷϭϭ ϼႭϲ· >ϲሊϭჼϭჼϷϒϷϷ ϹၬLʹϷϟLϞʹϷϟϷͽϽϟ? ჼϭͰ϶ႭϹϷ. ϹʹϹ LϷϟ
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.	LP° γ (ϽʹϞϷͶͿϚ): >ċͺͺϤ;ϯ;ͺϿͺϿϫ ΔϚ [°] σϤ ⁵ & [°] σ, >ċͺͺϤϚ;ϯ;ͺϿϲϿϚ Ϥ& [°] Ͻ [®] γLϞϲͺϳϫ [°] Γ [°] σ; Δ ^ς ΛϤ ⁵ κ [®] Δϲ ⁻ \Δ ^L , Δ ^L
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.	>ዾ፞ዺዺ፧፞፝፟፝6℃ ⁶ ℃ bበL ⁶ bበ ⁶ b ⁶ C ⁴ U ⁶ ΔወՐላ2ጏ፟ታጋ ⁶ σ ⁴ . Δϲ ⁴ ል ⁶ ላ ⁶ U ⁴ ⁶ b ⁶ D ⁶ Δ ⁶ ⁶ σ ⁴ ⁶ ⁹ ⁷ ⁷ ⁶ ⁷ ⁹ ⁷ ⁶ ⁹ ⁴ ¹ Δ ⁶ ⁶ σ ⁴ ⁶ ⁹ ⁷ ¹ ⁹ ¹ ^{9¹⁹¹⁹¹⁹¹^{9¹⁹¹⁹¹^{9¹⁹¹^{9¹⁹¹^{9¹⁹¹^{9¹⁹¹^{9¹⁹¹^{9¹⁹¹^{9¹^{9¹⁹¹^{9¹^{9¹⁹¹^{9¹^{9¹^{9¹⁹¹^{9¹⁹}}

Chairman (interpretation): Thank you. Ms. Angnakak.	Δ^ϧϟ≪ϷϹ^{;ϧ}: L'α. Γ ^៶ ⊲ ^ϛ α ^ͺ ^ϧ δ ^{;ϧ} .
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.	<్ చ్ లింట్ 'రిర్రి లాల్' (ఎస్సిగింగిం) 'రిర్రి లాల్' స్ అందింగి సింటింగింగి రెంటర్ కింటింగింగి రెంటింగింగిం రెంటింగింగింగింగింగింగింగింగింగింగింగింగింగి
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.	ϟϿ·Ϲ·ͽϚʹͽͺϤΛ·ͽϤΛϦͺϷϭͽϧϹϤϹϫϲͺϷϫͺ;ϷϿͽ ϷϞͽϞΓͱϹϫϳϹͺϪϲͺͼϲϥͼϫͺϒϫϤϲϷ ;ϷϷϞϞͽϞΓ;ΓϹ, ϷϞͺϲϲϳϫͼͺϒϫϤϗϷͽϽ ϹϿͳϿͺͽ Ͽϲ;ϫͼͺϫ Ϥ;ͳͺϘͼͼϿͼͺϿϲͺϒͼͼϫ Ϲ;ͳͼϞϷϧϹͼ Ͽ Ϩ϶Ϟ
Chairman (interpretation): Thank you. (interpretation ends) MrI'm sorry. Mr. McKenzie.	Δ•/≪⊳ርኈ : L'ዉ. (ጋኣ̀ኦ∩Jና) ୮ ^៶ ር L୮⊲ዉႪ. Γ՝ር LՔץ.
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.	LP° ץ (ጋኣኦበJና): ነሪታ ሬኮঁ, ፊካ ላይር።. ላር ሥራ የርጋጉ ለነብ ነ የተለ ነ የትር ነ የምር ነ ር ሲ ለተ ሲው የስውና ልር ግ ማኅንር ሲወ የ ለተ ሲው የስውና ልር ግ የ አግ
We also recognized the close link between the government's obligation to achieve a representative workforce as part of the <i>Nunavut Land Claims Agreement</i> , 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	ΔϲϹ ^ͼ ϷϟϲϷ ^ϛ ΓϟͿ ^ϲ ^ͼ Ϸσ ⁶ ^e σ ⁶ δ ⁶ LΛ ^β Ϸ ^γ ^μ λε ⁴ ^μ υ ² μ ² ⁴ ^μ ^μ ² ^{μ²^μ²^μ²^{μ²^μ²^{μ²^μ²^μ²^{μ²^μ²^{μ²^μ²^{μ²^μ²^{μ²^μ²^{μ²^μ²^{μ²^{μ²^μ²^{μ²^{μ²^{μ²^μ²^{μ²}^{μ²^{μ²^{μ²^{μ²}^{μ²}^{μ²}^{μ²}}

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 **Δ^ϧ/«ϷϹ^{Ϛϧ}**: L'α. Γ^៶ Ϥ^ϛα[,]^ϧδ[,]

ϤʹႭϷϧͼ (ϽϟϟͶͿϲ): ʹͼͿϞͼϫϳϲ. ʹͼͿϞͼϫϳϲͶϹϷʹͼ ϷϷ;ϞͶͼʹϼϲ. ϷʹϞͿͼʹϹͼͽ ϤΛͼͼϤͶ ΔϹͼϭϤͼϽϲϓͽϤͼʹϲ.

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were any factors that weren't addressed in	ᢗᡃ᠋᠘ᢞ᠋᠋ᢛ᠘ᡩᢛ᠒ᢅᠴ᠄ᡩ᠋ᡗᠮᡷᢣᢂ᠅ᠳ᠋ᢁ᠅
the Auditor General's report that you feel	᠕᠈ᡃ᠊ᠡ᠋ᠺ᠆ᢩᡆ᠋᠄ᡃ᠈᠋ᡔᡄ᠋ᠺᢄ᠋᠄᠔ᡃᢞ᠋᠋᠋ᡄᠮᡃ
should have been? Thank you, Mr.	∆ [⊾] ୵≪⊳C ^{୕ଋ} .
Chairman.	
Chairman (interpretation): Thank you. Ms.	Δካ/≪Ϸር· Ϸ: L'ዉ. Γነ LናΓር≏.
MacMillan.	
Ms. MacMillan: Qujannamiik, Mr.	
Chairman. It was comprehensive and, as we	L୭୮୯ (ጋኣትበJና): ^ና
prepared in our opening, we are moving	۵۳۲۹۶ خ ^۳ ، ۲۵ ۹۵٬۲۷ ک ^۲ ۲۷ ک ^۳
	Ĺ⊃∆ჼ┟┙ႶႻ ⊳ჼႦჼჼႦႦႱႾ ჄႴჃ⊲ჼ<Ⴀ⊲ႵჃႷ
forward with addressing the	\Box
recommendations. Qujannamiik, Mr.	
Chairman.	
Chairman (interpretation): Thank you.	ΔϷł≪ϷϹ ჼ ၑ : L'ϥ. (Ͻ ^ϳ Ϟϟ∩ͿϚ) Γʹ ⊲ናϥϷϧͽ,
(interpretation ends) Ms. Angnakak, maybe	Δ° ∇° ∇° Δ° Δ° Δ° Δ° Δ° Δ°
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	ᢗᡃ᠋᠘ᢞ᠋ᢛᠡ᠘ᢣ᠋᠋ᢛᠠ᠋ᠺᢁᢑ᠋ᢕᠵᢄᡔᡆ᠖ᡔᡐᢕᡄ
focus on a number of factors and those which	ᢄ᠋᠈᠋ᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
impact the Department of Education's ability	᠔ᡄᢩ᠂ᠳᡏᡑ᠑ᡄ᠋᠋ᠬᢣᡃᡆᡄ᠘᠋ᢣᡧ᠖᠘ᠹᢋᢛ᠋ᢇᡝ᠍᠍᠕᠆ᡆᠺᠴᡐ᠋ᡗ᠋᠋᠋᠘ᡷ᠋ᡫ
	$\Delta c^{\circ} \sigma \triangleleft \delta' \dashv \Box \Delta c \dashv \Delta \dashv \sigma^{\circ}$
to support high school students in	ᡝᡄ᠋ᡗ᠋᠉᠋ᢣ᠋ᠮᡧ᠋᠋ᠴᡗᢞ᠘᠆ᠴᡗᠻ᠕᠆ᠴᢕ᠖᠘᠆᠋᠋᠆᠆᠘᠆᠉᠆᠘
transitioning to post-secondary education.	᠔ᡔ᠘᠋᠋ᡃᢐᢛᠵᡃᡄᢆᡄᠯ᠋᠊ᡆ᠂᠘ᢞ᠋᠋ᡥᠣᡄᡄᢕ᠉
Does the department feel that there were	᠕᠈᠊ᢣ᠋ᡣ᠋᠋ᡃᢣ᠋᠋ᢁᢅ᠋ᢗ᠋᠋᠋᠋ᡃ᠘ᡧ
maybe other factors that might not have been	᠋᠄ᡃ᠋ᡃᡋ᠋᠌ᢄᢣ᠅ᢕ᠋ᢄᢣᢛ᠅ᢧ᠋᠋᠋᠕᠅᠘᠘ᡓ
addressed in the Auditor General's report	ᢗᡃ᠋᠘ᢞᢦ᠘ᡃ᠋ᢞᢛᡗ᠊᠖᠋ᠣᡄ᠂᠋᠖᠋ᢂ᠋ᡔ᠋ᢣ᠅᠐ᢕ᠋ᡔᢐ᠈
that you feel should have been? Thank you,	᠈ᡃᡆᡏᡃ᠂᠕᠋᠈ᢣ᠙ᠵᡬ᠅
Mr. Chairman.	
Chairman (interpretation): Thank you.	∆ຩ୵≪⊳⊂ ⁰ຩ: L'a. (Ͻ ^ϳ ϧϷ∩JϤ)
(interpretation ends) I hope that is a bit	
clearer. Ms. MacMillan.	
Ms. MacMillan (interpretation): Thank you.	Lº୮ᡄ º: ˤdᡃᢣ᠋°Ⴍᡤᡃᢆ ^ᢑ . (Ͻᡃᡪᢆᢣᡣ᠋᠍᠍ᠨᢗ) ˤdᡃᡪ᠋°Ⴍᡤᡃᢆᢦ,
(interpretation ends) Thank you, Mr.	
Chairman. We acknowledged that and the	
department recognizes the need to support	ΔC 0 9 3C 1220 JC ΔC 77 9 09 C
	マレン C 2 C C C I I コーベ ムビー 5 C I I I I I I I C L 2 C 「はいつでいした」 ムニー 5 C C A J C I I I I I I I I I I I I I I I I I I
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	᠄ᡃ᠋᠋ᡏᡣᠣ᠋᠋ᢛ᠋ᢣ᠋᠘ᡄ᠋ᢣᡲᡃᡆᡣᡄ᠋᠋᠋ᡶᡗᠬᢦᠬᢩ᠂ᠳ
students' transition into areas of work,	ᢀ᠋ᢄᡩᡄᠺᡥ᠋᠋ᡣᡄ᠘ᢛᠹᡆ᠘ᡃᠶ᠋ᠮ᠂ᢕ᠋᠘ᠼ

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.

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Suvega.	ተልしኈ.
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.	/&υ*: ἱd>*ati, Δίγ
Chairman (interpretation): Thank you. Ms. Angnakak.	Δﻪ୵≪ϷϹ^{ͼϷ}: L'៰. Γ ^៶ ⊲⁵៰.Ϸϧ [;] .
Ms. Angnakak (interpretation): Many of us want to ask questions, so I'll take a break for now and ask another question later.	Ϥ·ႭϷϧ·Ϸ · ϽዋイՐϤϧΔ°ႭჇͰϞʹʹႱ· ϤΓϟϐϹ ϤΛʹͼϟჇͰϞʹ? ϤΓϟͿͼϹ ϹΔͺϷΔ°ႭʹͼϽʹ·Ⴑ ϹΔͺϳϧΔ°Ⴍϲʹϲʹ·Ⴑ
Chairman (interpretation): Thank you. I'm sure you will have another opportunity. Mr. Rumbolt.	Δ•/≪ϷϹ· Ϸ: L'ϥ. ለልናbካbᠲσናσ⊲Ⴊጋበና ϥ_ͻϥ℉ዮርጋႪ. Γነር ና└Ⴢና.
Mr. Rumbolt : Thank you, Mr. Chairman, and good afternoon. My first question is for the Department of Education.	ና፡>ና (ጋኣኦበሀና): 'd৮°ዺቮካ, Δካረペኦርጐ, ኦ°血ኣካďኄጋ.
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	ϷϤ·ϚϚϘϔͽϧϷϒ;ͽͺ;ϷϷϒ;;ϷͺͶ;ϥϥͺͺϽͺϽͺ Ϸ;Ϸ;ϷϷͰϹϹ >ϲͺϲϲϷ;ϹϹ ͶϒϹϷϥͼϫͺϹϦͼϿϘϷ ϿϿϲͺ΅ϭϧͺͺ;ϷϷϒϹϟϧͺϹͺϽϒͳϹͺϿϿϲͼ 40 ϷϧϹϾϿͺϪϲͺϿϭϥ;ϗ;ϷϿϽϧͺͺϪϛͳ ;ϷϷϒ;;ͽͺͶ;ϥϥ ϷϿͼϼϫͳ ϹϤͼϿͼ;;Ϥϥͼ;ϿϒͼϿϲ Ϥ ϲϧͼ ϫ ϲ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ

you, Mr. Chairman.	∆ [⊾] ୵≪⊳Ċ ^{ҁь} .
Chairman (interpretation): Thank you. Ms. MacMillan.	Δ•/ペÞር ኈ: L'ۅ. ℾ ^៶ L๒୮૯ [๛] .
Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	L⁶Γ₋ ⁶ (Ͻ ^ϳ , ²), ² ¹
Chairman (interpretation): Thank you. Mr. Rumbolt.	Δ^ϧィペϷር [;] ϧ·. L'α. Γ ^៶ Ϲ Ϛ ^ϳ ʹ>·.
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.	ና፡>፡ (ጋኣትበJና): 'dታ°ዺ广፟፟፟፟፟፟፟፟፟ ዺ୮ጋΔ°ዺ ^ና ዮረኁ 'bPትኣናኌላኁኌσ ወዉዎሮቪናኁጋ୮ ወዉሮሮቪናኌዮቦ >čናፖቦላጐቦ፡ ለታሊላጋላላኌ፟ ኦጐሁፖሶናኌ፞ዛር. ወዉሮሮቪσᡄঁ
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.	C [®] ఆరా రిగిింటిందా 89 ఉనిరిగిండిగా ఉండి సిందింది జినింది ఉని సిందింది వించింది సిందింది జినింది వించింది సిందింది సిందింది విందింది సింది సి సింది సి సింది సి సింది సి సి సి సి సి సి సి సి సి సి సి సి సి
Chairman (interpretation): Thank you. Mr. McKenzie.	Δ•/ペÞር [•] ຍ: L'α. Γ ^ւ ር LP° ν.
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	LP°7 (ጋኣትበJና): 'dታ°ዺ广፟ ^ኈ , Δ ^ϧ ሃ≪ϷϹʹ ^ͼ . Ϲ [«] ≪σ ወαሮ [°] ወና >ϲናናበʹ ጋር, >ϲና ^ͼ ንርΔϲ ^ϧ >ϲናሲላቲቲ Δ° ዉΔና Δሮኣል ^ኈ ቦ° ወና Δ° ዉናም Δሮኣቲም ናዖΓናዖታ ^ኈ ጋ ^ኈ ጋር. Lናዖ [°] σ ^ͱ ወዉሮ [°] σ ^ͱ Δ° ዉና ወና ΔሮኣΔኦኄቲ [«] ዮ ^ւ Γ ^ւ Lና Ϸ<ናርበ° σ ^ና ርΔd [°] [°] Δ [°] [°] [°] [°]

learning centre <i>per se</i> , 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.	ჼᲮℙትԿ՟௨ႢՐ┩ჼዞጋናϹ ር∆ხძσ∿Ⴑ ∆°Ⴍ∆ና ∆ᲚԿ&∿Ր°σϷ, ∆ᲚԿ⊀ჀႱႣϷ ᲮႶჼᲮႶჼᲮႢ┩ჼϷጋና៸ᠯᠯᠯ.
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.	ϤᡃĹ·ϹϷჼჼ ϹdϞϧϚ ϷჼႦϷϟͺ·ΓͺͻͿ Δσʹϧʹͼ Ϲͼ ΔϟĹϿͼͺͼϿ;Ϟ;ͺΔϲͼσϥϛϧϧͼϲ ϹϐͼͼͽϽϲ ϟϲ·ϽͼϧͼϷͻͺϫϽϿͼͻϷͶϟͼϲ; Ρϟϥϭ Δσʹϧͼ ϹͼͿϤ ΛϐΡϿϥͼϿ;ϫͼͺϹͼͼ ϹϥϞ϶ϲ Δϲͽυς ϟϲϲϽͼϧͼͼ Δϲͼσϥϛ;ϧϲϗ;ϥϥϛϿυϿ ΔσʹϧΡϿϥͼϿ;ϞϹ ΛϐΡϿϥͼϿ;ͽϽͿͼ
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.	ᠵᡄᢆᡅ᠌ᠫᡝᠥᡅᡳᠯᡃ᠋ᢁ᠂ᢅᡄ᠋ᢩ᠕ᡨᡅ᠋ᠮᢐ᠋᠖᠘᠆ᢣᠯ᠋ᢦ ᢗᡆᡃᠶ᠋᠉ᠫᠴᡏ᠋ᢤᡶᡲ᠋ᢣ᠘᠂ᡘᢨᡆ᠋᠘᠋ᡦ᠘᠆ᢣ᠋᠕᠆ᢤ ᠋ᢄᢂᡔᢣ᠋᠋᠋᠉᠑ᡣ᠋᠋᠋᠋᠕᠂᠂ᢅᡆᡰᢞᡆ᠋᠋ᡏᡃ
Chairman (interpretation): Thank you. Following my list of names, Mr. Quassa.	∆ະ/≪⊳ርጭ : L'∝. ⊲∩ናਰ∩ኑԵ L←ະຸンቦና, Γ`C ናਰ⊲५.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. First of all, welcome all of you who are attending this meeting.	፡ፅላኣ : ፡ፅታ°ዺቮካ, Δካረペኦርጐ. ረጅናሮጐሩርኮ ጋ°ጐራሥበላሲናበ ርLነረናበላጭ ር°ኆ፞ኇኈስበቦታΔ°ഛናንና ርኮዕላ ርLነгኮ.
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.	CΔLΔἐϷ CĹϖ ϼϥϘϚ ʹϧϷϟͰႱϚͶͿ ϤϞϷϷͼϔϷϷϞͳͼͺϤͺͼϣϽΔͼͺͼͽ. LϲႱϲϷͼͶϷʹϧͶͿ ϤΛͼϥͶϛͽͼϷϷͰͿϚ ϹϷϘϖ Ϟϳϐͼϲ ʹϧϼϪϲͺϧϲϲϷ;ͰͺͼͺϤϫϒϷͼϫϲϤ; ΔϿϿϲͳͼϣͺͺ;ϳϼͼϲͺϹϷϘϖͺϹϷͼϣϧϷͱϹͼͺϹ ϹͱʹϿϥͺϤϞϟϔͼϧϹϹ
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	CΔL $<\Delta$ N ⁶⁶ dNP \rightarrow $<\Delta$ S ⁶⁶ CSΔ $<$ C ⁶⁶ d $>$ C P ⁶ C7 $<\Delta$ S ⁶⁶ d $>$ CAL $<\Delta$ A ⁶⁶ d $>$ C S ⁶⁵ \rightarrow $<\Delta$ S ⁶⁶ d $<\Delta$ S ⁶⁷ CSC $<\Delta$ S ⁶⁶ d $>$ S ⁶⁷ CPC S ⁶⁷ CP $<\Delta$ S ⁶⁷ CPC $<\Delta$ S

as harvesting food and skins or producing goods like clothing and artwork?	۵۲-۱۰ ۵۲ ۵۹ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰
(interpretation) Thank you, Mr. Chairman.	(ϽϞᢣᠺᠠ᠋ᢆᠯ᠌᠌ᢄ᠆ᡠ᠄᠉᠊ᠫ᠋᠉᠂ᢅᠯᢣᢩᢁᡄᢛ, ᠘᠌ᢦᡳᢁᠵᢗ᠋᠄

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 **Δ^ϧϟ≪ϷϹ^{;ϧ}:** L'α. Γ^៶Ϲ LP^ͼϟ.

LP°γ (ϽϞϷΛJ^c): $idy^{a} a theorem is a set of the set of the$

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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.	Δς [®] σσικί Λ [®] d/ ^s J ^c ϽϚ [®] υσ [®] νΡ ₂ D [®] Δς [®] σσι [®] Do ^c ΔL [®] αD [®] αD ^e [®] P ² V ² C. ΔL [®] α Δ [®] bαD ⁵ [®] bς/ [®] σ ^s JDΔ [®] αD [®] P ² P ² [®] , P/dσ Δς [®] d/D ^s b ^s J ^c CD [®] CΔL [®] α ^s O ² [®] , P/dσ Δς [®] d/D ^s b ^s J ^c CD [®] CΔL [®] α ^s O ² [®] α ^c JC [®] Λ ^L LαD ² J ^c σ ⁴ L _D Δς [®] σσι ^s δ [*] C [®] α ^s d ^c D ^c ΔL [®] α dD ^s b ^c Od ^s d ^c D ^c , Λδ ^s bP [®] α ^s d ^c D ^c C [®] α Δς [®] σσι ^s δ ^s dO [®] PC Δς [®] σσι ^d ά ^s UC. ^s d ⁵ [®] α ^{t[®]} , Δ ^b ² «PC ⁸ .
Chairman (interpretation): Thank you. Mr. Quassa.	Δ⊳/≪Þር∿ : L'∝. Γ'ር ⁵d⊲հ.
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.	•dd\: id>ecit, Δυ/«ΡCis. id>ecit) Ci/Γω PPULS. Δζυ PTU Pibbeσ4id>Δαζύω CΔL CLbdd ΔςeσdialFccicevriduad Δσicicis ibidePypeeurricud Δσicicis ibidePypeeurricud Δσicicis ibidePypeeurricud Δσicicis ibidePypeeurricud Δσicicis ibidePypeurricud Δσicicis ibidePypeurricud Δσicicis ibidePypeurricud Φαίθαι στη ibidePypeurricud σidonadiages Δciecal CLbdaicPis Δceodidaidiae ibidePypeurricud ibidePypeurri
(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.	(ϽϞϷႶͿϚ) ჼႦϷϷϞϚჼϷႶϼͼϷͼϭჼϷ ϹϚͶႱჼϷ 2-Γ ϷϭͼϷͼͼϫϷႶʹ·ϧ 9 ϷʹϐͼͼϒϹϫϲͺϾͼͿϤ ϼϛ·ϐͼϿϚ ΔϲʹͼϭϭʹϭʹϒϚ ΔϲͿϭ ΛϪʹϐͼʹϒͼϭͼϫͿϚ ΔͼϷϛϫϪ϶ϿϚ ϤͰϹϿ ΔϲϷʹϐϲϹʹͼϭʹͿϚ ϽϷϒϲϫͼϒϹϤϷͼϫϷϒϷͼ ʹϐϼͼ ϽϷʹϐͼϹϛϭʹϔϹͼ ϼϲʹϐͼϿϚ ΔϲϷʹϐϲϹͼϭʹϒϲ ϼϲϿΓ ΔάʹϐϦϹͼ ϹͿϐʹϗʹϿͿ? (ϽϞϷϹͿϳϷʹϭʹͼϽͼͽ) ʹͼͿϷͼϲϹͼ,
Chairman (interpretation): Thank you. Mr. McKenzie.	Δ^ϧ/«Þር [·] »։ L'α. Γ ^៶ Ϲ LP° .
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 oryes, 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	LP°γ (Ͻ ^ϳ , Ϸ∩ͿϚ): [;] ϭͿϒ ^e ϱΓ [႞] , Δ ^ϧ /«ϷϹ ⁱ ⁶ . ϼαϲ [*] σ ΔϲϷ ^s ϧ ^c C ⁱ σ ^c C Ϲ ^e ϱ Ϸ ^s ϧϷλ ^s , CΔ <i>ϳ</i> λ ^s ἀ ^ι L ^s ϧ ₂ σ ⁴ ^s Ϸ ^s ϧϷλ ² Δ ^e α ^s ³ ^c ² ϷαϷ [*] L ^c : Δ <i>μ</i> Δ ^c Δ <i>c</i> [*] Γ ^c Δ <i>c</i> [*] σ ⁴ ^s ν ^L ^c c [*] ² ^c ² ^c ² ³ Γ ^c Δ <i>c</i> [*] σ ⁴ ^s ν ^L ^c ² ⁴ ^c ² ² ² ³ Γ ^c Δ <i>c</i> [*] δ ^c ⁵ ⁶ ⁵ ⁶ ⁶ ⁶ ⁶ ⁶ ⁵ ⁶

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.	Ϸ ⁵ ϽΓͻͿ LdϤ σΡϤႱϞϷʹϧϾϚʹϭ·ϧϤ. ϹϧϤ ΛϲͱΓϧϒΓͽϤ;ͻϿͼϧͺϫͼ ϭϒϧϲϫ ϲ ΔϚϧϟϢͼ Ͻϧ Ϸ ͻ Δ ϲ Ϸ
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.	C°&σ ÞʻbÞr'λ'L' ε «Cʻe` ΥC S JA» Þσʻbʻ Π°σ, Pr'dσ Δο Δο ΔΟ Δο ΔΟ ΔΟ ΔΟ ΓΥΥ Δε Þʻ Π ΔP Δ ἀσ Τ Γ Ρ΄ ΔC L A C Λ Λ Λ Ρ Φ' Ο Δ ὑ Φ Ρ L U C ' Δ Δ L Φ΄ Φ C L P ὑ Ե L P ʿ Δ T S T S T S T N P ' & ʿ σ ʿ ົ N N J T S T S T S T S T S T S T S T S T S T
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.	⁵ δΡλL ² Δ ⁵ δ ²
Chairman (interpretation): Thank you. Mr. Quassa.	Δ৬૮≪ϷϹ· Ϸ: Ľʹϱ. Γ ^៶ Ϲ ʹϭͿ⊲ʹ៶.
Mr. Quassa (interpretation): Thank you, Mr.	ჼd⊲\ : ჼdᡃᢞᢩႭ广 ^ኈ ,

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.

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ݐ∆J (ϽϳϞϷϢϲ): ...(ϽϟℯℯϟϷℴℯϧϷℴͽ)...

Ρϲ~ (ϽϞϷΛͿϚ): ͽϭͿϫͽͺϳϷ, ΔϷϒϘϷϹʹϷ. ϹΔL LϲႱϲϷͽΛ ϷͽϧίLς, CLϷϭͿ FANS ϤͰLͻ ϤϒͽϘ. FANS ϹϷϭϤ ϽϚͽυϷͺϹ ϒϲϚϽͽϷϞͽͽϷLϞΔϚ ͽϭϚϺͽϲϲϷ 12-ΓϷ ΛϧάͽγLϞϿϚ ϽϚͽυϲϿΛϷ ϷϠϘϳͽϭϚ ͼϲͿϚϾͽϘͽ ΔLͼͼ ϒϲϚϽͽϷϞͽϫͿϚ ϒϲϲϽͽϷϞͽϷϞϭϚ ϽϚͽυϞͽϲ ϤϲϿͽϷϞͽϫͿϚ ΛͼϷϲϤͼϭϷϞϿϚ ΛͼϷϲΔͰͽϒͼϳϚ ΔϲͼϭϤͼϭϷ, ΛϚϷϒϷϞʹͻϭ, ΔͼϷͼΔϧͽͿϚ. 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

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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 **Δ^ϧ/«ϷϹ^{;ϧ}**: L'α. Γ C LP[°]/.

LP°7 (ጋኣትበJና): የਰታବሏቮኑ, ፊኑፖ 《ኦርጭ. ሮኦਰ በዖር ኦፖ L ሩ ጋ ጋጭር ፖር ኦ ላና ኦሮዮ ኮዮ ዉሏል ጭፖ L ሩ ኮ የኦኦሬ ኦጭር ና በዮም L ኑ ለ ሁጭ 3Γ ለቦ ፈጭ J. ል ኣኦ በ ርዮ መ 12- Γኑ 15- j ጭ đጭ ንጭ.

ϤͰͺͺͺͻͺͺϹϷϤϤͺϤϤ··ϭϷϧͺ·ϷϳϲϯϧϲͺϷϷ·ϹϘϚͺΔͰͺ·ϳ <ʹͽͺϷϹϿ;ͺϿͺͼͺϫϲϫϧϫͿ;ϫͺϫϲϫ ·ϷϿϪϲ·ϷϨ·ͽϛͳͺ·ϳϹͺϪϷϞʹϫϽϹ·ͺϪϲ··ͼϲϤʹͽϽϲ· Ϫϲ·ͼϲϤ;ϐϫʹϳʹϧϹ·ϼϲ;ϤϲʹϫϽϹ·ͺϤͰͺͺϫ ΛͺϨ·ϲϤ;Ϟʹͼͺ;ϤϲʹϫϹϾϲϤϚϐʹϫϹͺͺϹϚϨϭ ϷϭͱϳͼʹϹϻϼͼͺϤϷϽͼ;ϟ;ϥϹϷ;ϲ 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

Cdc ϷϚΓႱϚ Δ° ໑ ś ჾ ۵ ϲ ჾ ϭ ჼ ∩ ໑ L Ͻ Ϳ Λ΄ ͻ Ϳ, Π \ J ໑. Ċ d イ ϲ Ϛ ჼ ኣ ኣ ʹ ໑ 〈 C Ϸ Ⴆ Ϛ ՟ Ծ Ϛ ჾ ϭ ኣ ሶ ሶ ჾ Δ ϲ ჾ ϭ ጓ ዮ ሲ ኃ ∪ ͻ ሩ ኣ ኦ ሶ ͼ ዮ ና ን ჾ Δ ϲ ჾ ϭ ጓ ዮ ủ ͻ ϲ ኣ ኦ ሶ ͼ ዮ ና ን ჾ Δ ϲ ჾ ϭ ጓ ዮ ủ ͻ ϭ. Č L Δ c ჾ ϭ ጓ ዖ ∩ ϲ Ϸ Ⴑ ͻ Ϥ ◊ ኦ ሶ ͼ ϒ - Ծ ϭ ໑ Ϛ / Ն ∠ Δ c ჾ ϭ ጓ ዖ ∩ ϲ Ϸ Ⴑ ͻ Ϥ ◊ ኦ ሶ ͼ ϒ - Ծ ϭ ໑ Ϛ / Ն ૮ Ի ϒ ϒ ϒ ϒ Δ ϲ ჾ ϭ ጓ ዮ ۵ ϒ Ϛ ሥ ጋ ໑. C L b d Ϥ Ͻ \ Ϸ L Ϟ Λ Ϛ Λ Ϥ Ϛ ϲ Ϸ ϭ ϒ Γ Δ L ͽ Δ c ჾ ϭ ጓ ዮ ሬ Ն ۵ Ϛ Շ ዮ ϒ 4 σ C Δ b d Ͻ \ Ϸ L Ϟ Λ ዮ Ϛ ϭ ϒ ዮ Δ L ͽ Ϸ Ⴊ ϲ L P Ϟ σ ና ϭ ϒ ዮ Δ L ͽ Ϸ Ⴊ ϲ L P Ϟ σ ና ϭ ϒ ዮ Δ L ͽ Δ c ჾ ϭ ጓ P ແ ϭ ϒ ዮ ϒ Γ Ͻ Γ Ϸ Υ 4 σ C Δ b d Ϥ Ͻ \ Ϸ L Ϟ Λ ዮ Ϛ ላ Ϟ ϒ ሶ ͼ ϒ Γ Γ Γ Ϸ ϒ Ϸ Ϸ Ϸ Ϸ Ϻ C Ϸ ϒ Ե Γ ϒ C Ϸ Δ c ჾ ϭ 4 P Λ Ϸ . Ċ ͼ Δ Δ d Ϟ Հ Ϸ ϭ 4 P Λ Ϸ ϭ Δ C Ϸ ϭ 4 P Λ Ϸ Ϸ . Ϲ Ϸ Δ Δ d Ϟ ζ Ϸ Δ P Λ Ϸ Ϸ Φ Λ Ϸ Φ Δ Δ α Ϸ Λ C Ϸ [®] ዮ Γ Ͻ Ϸ a potential demand or need for those types of ハイレクレンマック・コート シューック. 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 ϹϭϲϷͽϽϤͼ Ϲϝϥϫ ϷͽϽϤϷϤϽͲͼ ⊲ၬ᠘ Ք୰୳⊂℠᠅Γᠴ᠋ᠲ᠘. ▷ᠲ᠖ϷႱ᠘ ᠔᠋ᡔᢑ᠋ᡠᢛᡣᢩᠣᠣᢦ᠋᠋ᠮ᠊ᢣᢛ᠕ᡃ᠘ᡣ᠋᠌᠌Ďᢦ᠘ᡕ ᠧᢩᠣᡆ᠕᠉᠐ᡔᡅ Ċbdd bddc[™] ΔL[®]a >[™]ጋơ[™]\Ċ[™]bud[™]) ൧[ൢ]൭ൟൎഺ൳൳൪ൟ഻഻ഀҀഺഺഺഺഺഺഺഺഺഺഺ ᠘᠋᠋ᠴ᠋᠂ᠳ᠘ᢞᡆ᠘᠋᠋᠖᠖᠘ᢞᠣᡆ᠘ᢣᢓ᠋᠋᠋ᢁᠴᠴ᠘ᡩᡆᡞ᠋᠕᠆ᠸᢜᠣᢑ ےمے∾ ل≪لەط∙ح ⊳°≪غ∘خ⊂ م∿ךס∿ ᠙᠋ᠴᡔ᠘ᡩᡆᢂ᠘ᡄ᠋᠕ᡄ᠋᠕ᡩ᠋ . ᠵ᠋ᢄ᠋᠂᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ Ͻ_%CPNP%b℃%C%P° ℅ዮዖ₽ႭႷႺჂ₽ჼ. ^ҁd۶°ڡĊь.

Δ৬/ペレርናၑ: L'α. Γ^៶Ϲ ናዖ°∿յናၑ.

Pe*J*: ${}^{\circ}d{}^{\circ}acccb}, \Delta {}^{\circ}d{}^{\circ}Dccb}, {}^{\circ}d{}^{\circ}bcccb}, {}^{\circ}d{}^{\circ}dcccb}, {}^{\circ}dcccb}, {}^{\circ}dccb}, {}^{\circ}dcccb}, {}^{\circ}dccb}, {}^{\circ}dc$

ϷͿϞυϾϹϷͽ ϤΛϲϟͰʹͻͽυ ΔϲͼσϤͽϽϲϲϷͽϤ Ͻ·ϲϲϷϷϟͿͼ ϽϚΔϟ ͰͼΓϲͼ. ϷΓͽυ ϤΛͽϤΠͼͽϭϤϚL. Ϸϲ ͼϷʹͻϫϽͽϟͰϫϤͼ ͼϷʹϿͼϽͼϿϤ ΔͽͻϿͼσͽ ϤϟϚͼͿ. ϽϷͼͽϭͽϭϳͼͿͼ ϤΛͽϤΠΓσϤͽϾϚ. (ϽϞϷΠͿͼ) ϹͼϤϤ ϤϷϲϹϷϟͼ ΔϷϟͽϟΠΓϷϷσϤͽϿΓϷ ΔϲͼσϤͽϽͽͼ ϹͿͼϤϤͻ ͼϧϲϧϷϧϷϳͼϧΠϾϷ;ͼ ϽϛϤͼͽͻΓϷ ϞͽυϲͻΓ.

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.	 (ϽϞϡΛϳϿ°ϭ·ͽϽͽ) Ϸd< Δ⊂°σ Δ⊂°σ Δ
Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	Δ•/ «>C ••: L'a. (ϽϞϷΛͿϤ) Δ- ^e σ 4 ⁵ ·• C ~ λ ⁵ · Δ ⁶ ·· Δ ⁶ ·

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

from Nunavut's schools. (interpretation) It is

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.

Δ৬/ペレር: L'a. Γ^៶ጋ ናዖ° ህና.

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Δ•/ペレር••: L'α. Γ[、]ጋ /ልႱ•.

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 ofΔPc

 $\Delta^{b}ba\Delta^{b}no^{c}$ $\Lambda^{c}ndnboc^{ic}$ $od^{c}c^{c}r^{b}$ $\Delta C^{\circ} \sigma \triangleleft^{\circ} D^{\circ} \land \Delta^{\circ} \Gamma^{\circ} \land \Delta^{\circ} \Delta^$ ⊲>>∩۱۵٬۵۲۵ ۵٬۵۲۹ ۵٬۵۹۹ ۵٬۹ ۵۰۹ ۵٬۹۹ ۵٬۹۹۹ ۵ ۵۰۹ ۵٬۹۹۹ ۵ ᠘ᢛᠣᡆ᠘ᢣᢛᡣᠴᡄ᠘ᡄᢣ᠘ᢣᠴ᠋ᠺ᠆᠕᠆᠘᠆ᠺᡄᢂ᠋ᢆ᠆ᡆ ᠴᢈᡄ᠋᠋ᠵᢦ᠉᠆᠋ᠬᢑ᠘ᢕᡬᡄ᠘ᢣᢁ᠂ᡆᢄ᠆᠆ ᡏ᠋᠋᠋ᠴᡆ᠋᠋ᠬᢣᡃᡉ᠋ᡄ᠂᠘᠆᠋ᡗᢛᢣ᠋᠋᠄᠗᠅ᠾᡆ᠕ᡁ᠋ᢧ ᢣᢀ᠋᠋ᡔ᠋ᠬ᠋ᡥᠣ᠖ᡏ᠘᠂ᡏ᠘ᡩ᠆᠕᠋ᡔᡄᡧᢓ᠆ᢐ᠘᠘᠉᠆ᡁ᠘᠉᠆ᡁ᠘᠉᠆᠘᠉᠆ᡁ᠘᠉᠆᠘᠉᠆ᡁ᠘᠉᠆᠘᠉᠆ᡁ᠘᠉᠆᠘᠉᠆ᡁ᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠆᠘᠉᠂᠘ ᠕᠔᠋ᠣᡏ᠉ᠫᡏ᠈ᢂᡩᢙᠴᡄ᠕᠋ᢆᢣᡊ᠖᠆᠕ᡬ᠕᠘᠘᠘᠘ ᠘ᡛᡆ᠋ᠧ᠘᠊ᡆᢗᢂᡐᡗᠣᢑ᠂ ᡬᢩᢛᡆᠺᢂ᠉ ᠂᠋᠙᠋᠋ᡏ᠄᠌᠌₽ᡩ᠆᠆᠋᠕᠘᠂ᢣᢓ ᡃ᠋ᠫᢣ᠋᠋᠋᠆ᢣᠵ᠋᠖᠆ᡆ᠖᠆ᡆ᠖᠘᠘ᡕ ᠘᠆᠆ᠣᡏᢀᡤ᠂᠘᠆᠅ᠴ᠖᠆ᡷᡃᡆ᠉ᠫᡤ

ΔϷ/ペϷϹ^ͼϷ: L'α. Γ^៶Ϲ ^ͼΡ^α··_ປ^{ͼϧ}.

የՔኄህናၑ: ናd৮°Ⴍ广Ϸ, ΔϷイペϷϹϲϮϷ. ናd৮°ႭϹʹ·Ͽ ጋየፖ°ႭჼϷ៸ϟႠႱႠႱႮ ჄႴႽႠႺႪ ϷናႦϷϟႭႸና ርΔ°Ⴍ ⊲ለჼჾdႶႶႸና.

Δッイペレርና: L'a. Δρςኪሎძ, Γ'C የς[«].

ዮር< (ጋኣትበJc): ርΔьዋው ቦ ⊳¿₽₽ч¿₽.

 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 	Δς [®] σ4 [®] ϽϲͺσϷ ^{<} Δͻϲ [®] Γ [®] σ [°] Ͻσ [®] Ld4 ΔΔΔ [°] ΠΓ [°] dΠ [°] Γ [°] bϽ [*] δοΠ ^ή [®] Γ [°] Γ [°] ΔΔΔ [°] bϽ [*] δοΠ ^ή [®] Γ [°] bΡ [®] [®] d [°] , 4 ^μ L ₂ P [®] [°] [°] [°] [°] Ρ [°] αϷ [*] σ [°]
camera switchers, when you end statement with a thank you or <i>qujannamiik</i> or <i>ma'na</i> , then they know to switch. Mr. Qirngnuq.	Δ•/《ÞC [•] (ጋኣኦበJና): L'ዉ ላዛሬጋ ርΔካላ Δ/ሬቦጋቦካሪና ላኦራሮኦንስዛሬላ ኦናቴናሬናጋሙ ናሪታቄዉቨናጐሁልና ላለባውና ውናቴናርናሬር. ላሰ ናሪታቄዉቨናቴናርσላጭ>ቦና. Γነር ናዮቄህጭ.
Mr. Qirngnuq (interpretation): Thank you. I have no further questions. I do apologize, but I have no further questions at this time. Thank you.	·βឩ··Ϳ·ͽ ;ͺ·ϭͿϧͼϫϹϳͼͺͺϤϒͼϥͶϒ;ϷϨϪϲϚϹͺϷϘͼͶϥͼ ϷʹͽϷϒϲϫϞϹϭͼͺϹ·ϹͶϚͶͼϭϚϹͺϹ·ϹͼϒϲϒͼϒϷͶͼϭ Ϲ;ϞϿϲͺͺϹϹϥϫͼͺϪͼϒϾϷϹϲͼͺͺϤϒϥϭͼ ϷʹͽϷϒϞϚͽϨϪͼ·ϽͽϧͺϤϒͼϥͶ·ϞͼϷϨϪϲͼϽͽϧ ϳϛͼϛͺͺͼϥϧͼϫϹϳͼ
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	Δν/ «ϷϹ· ^ψ : L'ϱ. ϹΔL Ĺ ^ͼ ϱ ϤΛ·ϭͿΛ ^ϧ ϧ ϹL [;] ϧϷႱͻϤ [;] Ϸ ⁻ ͻ ^ϝ ΗϷϲ ͺL ^ͼ ϱ ΡΗΔϤσ ϼ ^{;ϧ} ϧ ^ͺ ϧϲϷϧ ^ͺ _ϭ σϤϚʹϹ 15 Γσ [,] γΓ ^ϧ ϼ ^{;ϧ} ϧ ^ͺ ϧϲϷϧ ^ͺ _ϭ σϤϚʹϹ Ϸ≪·γϤϷ ϷͶϷʹϹ Γ [,] Ϲ ϲΔ [,] ϲ [,] Ͻ ^ͼ ϤΛ [,] ⁶ ΗϷ _Ϲ ϤϷ [°] _α [,] ⁶ ΗΔσϤ ⁶ , Ϸ≪·γϤϷʹϹϷ [,] ⁶ , L'ϱ.
<i>resumed at 15:38</i> Chairman (interpretation): Thank you. We're now back. (interpretation ends) When	᠉ᡔ᠋ᠴᢛ᠋ᡃ᠋ᡖ᠋᠉ᡶ᠘ᢨᡆ᠊ᢛᠫᡗ᠋᠄᠋ᠮ᠋᠋᠄᠋᠋᠋᠋᠄᠋ᠮ᠋᠋᠋᠄᠋᠋᠋᠋᠋᠋ ᠋᠄᠄ᢃᢄ᠋Γ
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.	Δ•/«ϷϹ· [•] : L'α. CΔL Ϸ Λ· [®] ΗΔLϲͺʹϧͳͺͿͺ (ϽʹϧϷϽͺϳϲ ⁻ [®] Ͻ [®]) CΔL Ρ [®] ͺͿϥ_ͻͺͿ ΛΓϤʹϭϭϲʹ [®] ϷϷͿ·Ϲ ϷʹϷϷϒϲͺ≪ϲϭϭϭϲʹ [®] ϷϷϧͽͼ Ϲ [®] ϭͿϭ ʹϷϷϷϧΔϭ [®] ϽϧͿͼϧ [®] Ϲ [®] ϭͿϭ ϲϧ [®] ϲ, ϲ 15-Ϳ. μ [°] αϷϞ [®] Γʹϲ ϲΔͼϟϽ [°] .
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.	-Δ ⁻ γ ⁻ ⁻ ⁻ ⁻ (Ͻ ⁻ ⁻ λ ⁻ Λ ⁻

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 ۹ الي نواعه م الله م ال م الله م الله م م الله م الل

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LP°γ (ϽϞϷϽͿϚ): ͽϭϧͼϫϳͼ, ΔͼϒϭϷϹͼ. Δ΄, ͽϤϧͼϫϳͼ Ϥϒͼϧϳϳϲϩͼ. ϳͼϥϥ ϷͼϷϧϫͼϫͼϫͼ Ϲϒϲϫͼϫϲϫͼϫϫͼ ϲϫϲϫϫϫ Αϲͼϫͼϗϫϫϫϫ ϹΓϧϥϫͼ Αϲͼϫϫϫ Αϲͼϫϫ

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.	Δᠭ᠆ᠳᡏᡧᢂᢂ᠋ᡬ᠘ᡄ᠋ᢩᢥᡣᡱᠤᢄᡃᢆᢦᡃᠫᡣ᠋ᡗᠴᢧᢂᢞᡧᡱᡃᡠ ᢣ᠌ᡆ᠌᠌ᠺᡁ᠋᠄᠆ᡘ᠅ᠫ᠘ᡬᢄᡩᡆᡘ᠄ᡷᠴ᠂ᡧᢞᡱᡩ ᠺᢞ᠋ᡪᢂ᠋ᡗᢑ᠋᠑ᢋ᠋᠋᠋᠄᠋᠘᠘᠅᠘᠘ᡩ᠘ ᠺᡄᡗᢣᢂ᠋᠄᠘᠘ᡩ᠉ᠫ᠉᠘ᡄᡗ᠕ᢡᠧᠺᠥ᠋ᠶ᠋ᠮ᠋᠉᠘ᡄ ᢄ᠋ᢄᢓ᠆ᡆ᠋᠄᠉ᠫᢤ᠘ᡆᡄ᠊ᡧ᠔ᡃ᠋᠘ᡬ
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.	Δ/Lቦኑናር ርካሪ ልርግ ወላጭጋልና ለዉው ኦቴምኦኦቦሬ ርርካሪም ልርግ ወላያበካታም Δጋሮካና የግምን ላኪን አለምላንው ላኪ Δሮናናል ጊግ የሆነው ርርድ ላጋበና የረብናንናር Δሮግ ወና ሚኪን ማሪት ጋድና ርዕሪ ወሪያ የ ላኪን ጋና የሰበ ጋር ነው የረሳውናር እው.
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.	;ϳͼϿ ϷͽϽϚϹϿϚͼͺϿ;ͼͺϫͼϧ ͻ;ͼͺ ͻ; δ
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.	Δ<< ^৬ ͺ,σ ϹͺϲϷϷϲϷͽϽͽ ϹΔϷσ ͽͰϲͼϽϭͼ ϭͺͺϲϷͼ ΔϲϷϲϷͽϽϛ ΔοΔς ϷͼϷͼϒϹ ϹϹͼͻϳͼ Δͼϲͼͼͼϲϭͼ ϹϹͼϭͼ Ϲͳͼ ϭ ϫ ϲ ͼ ΔϿͼ

And then I guess lastly is the whole notion of	⊂۵∟ CL⊎d⊲ خ ^ن ے ۹℃⊂۶⊳<Γے. CΔL Ċ°ם
something much more formal, which would be a co-op placement, so when a student	ᡝ᠋᠄ᠴ ᢣᡆᡄ᠌᠌ᢂᡔᡦᠮ᠌ᢂ᠋᠘᠆ᡨᠣᡏᡐ᠋᠋᠉ᡠᡄ᠌ ᠘ᠡ᠘ᡥ᠊ᢖ᠍᠍᠍᠆ᠺ᠄ᢤ᠋᠔ᡏ᠋᠋᠅᠖᠋ᡏ᠋ᠺ᠋᠋ᡬ᠋᠋᠉ᡬ
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.	Ͻσᠨᡃᠣᢦᡃ᠋ᠳ᠅᠂ᢦ᠋ᡄᠺ᠋᠘᠘᠋᠋ᠴ᠖᠆᠖
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.	Δ ^ι L ⁱ b Þ ⁱ b ² ^e a ⁱ ^b , ⁵ ^b CΔL ^c α ⁻ d ⁴ J ^{ib} ^{ib} ¹ C(1) ⁵ ^{b²^b} ¹ , ¹ d ² ^{b²^{b²} d²^b²^{b²^{b²} d²^{b²^{b²^{b²} CL^bdA^{5^b} ¹d²^{b²^{b²} d²^{b²^{b²^{b²} d²^{b²^{b²^{b²} d²^{b²^{b²^{b²} d²^{b²^{b²^{b²} d²^{b²^{b²^{b²^{b²} d²^{b²^{b²^{b²^{b²^{b²^{b²^{b²}}}}}}}}}}}}}}}}}}}}}}}
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.	۲۹۵۶۵ی۹۵ ל۹۵ ۸۰۵۵۶ ۲۵۵ ۹۰۵ ۹۸٬۵۵۲۶۵ ۹۰۵ ۵٬۵۶ ۹۸٬۵۵۲۶۵ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵٬۵۶ ۵۰ ۵٬۵۶ ۵۰ ۵٬۵ ۵٬۵ ۵ ۵٬۵ ۵٬۵ ۵ ۵٬۵ ۵٬۵ ۵ ۵٬۵ ۵٬۵ ۵
Chairman (interpretation): Thank you. Mr. Akoak.	Δ⊳៸≪⊳ርኈ : L'௳. ℾ ^ւ ር ⊲໋⁵d⊲∿.
Mr. Akoak : Thank you, Mr. Chairman. My next question is toward the education department. Paragraph 4 of the audit report	ቫ፡dব ጭ (ጋኣኦበሀ፡): ፡d৮°உቮኑ, Δኑፖペኦሮኈ. ጳለኈdበႱল ልሮ°σላኈጋলሊኦነժ°ഛ. ጳለሊጚደኆႱ በበናኈፖLσኈႱ 4-Γ

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

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L⁶Γ₋[•] (ϽϞϷηυς): ⁵d۶⁶αΓ⁶, Δ⁶λ«ϷϹ⁵⁶, Ϲ⁶dd ϤΓϟσ⁶Γ^c ἀΔϷΛ⁶ ⁶Ρσ_Δα⁴Δ⁵δ5⁶5⁶C⁵^c Ϥ⁴L² Ϲ⁶dd Ϥ⁴L² ϷαCϷ² Δ²ασ Δα⁴^c L⁶α Ϥ⁴λ⁶Γ⁶σ⁶ ΛγL⁶⁶Γα⁶Ρ^c Ϲ⁶dd ἀΔϷΛ⁶ L⁶αϷζ⁴⁶, (ϽϞϷηJ²⁶σ⁶⁵⁶) ⁵d5⁶

Δ^ϧ/«ϷϹ^{ͼϧ}: L'α. Γ^៶Ϲ Ϥ^ʹ⁶dϤ^{ʹϧ}.

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results in the territory or is that something that is not being done regularly or as part of your normal operations? Ms. MacMillan.	ط ^ړ لے ۵۵٬۵۳۷۲۹ مح, ۱۹۵۴ ۲۵۹ ۵۵ ۲۵ ۲۱۲۵ ۱۹
Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	L⁶Γ₋ [•] (Ͻ ¹ , Λ ²): ¹ d ² ⁶ ² , Δ ¹ / ⁴ ² ² ⁵ , C ¹ / ⁴ , Δ ¹
Chairman (interpretation): Thank you. Following the list of names, Ms. Towtongie.	∆⊳୵≪⊳⊂಼ : L'a. ⊲∩ˤơ∩⁵b L⊂⁵ᢏാՐҫ, ℾ⅍ ℂ⊳Ͻ℠Ր.
Ms. Towtongie (interpretation): Thank you, Mr. Chairman. I am thankful that Inuktitut is being spoken here. (interpretation ends) Thank you so much.	CÞጋ°ኁՐ : 'dᢣ°ฉ广ᡃ, ᠘ᡃᢣ᠙ኦርኈ ላ፡L ՙdልላሥበላኈጋኈሁ ለলኊ፞ኦ ᠘ቃስጋና ኦናቴናቴናርናLር. (ጋኣትበJና) ՙdᢣ°ฉ广፡Lኊላኌካ.
(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.	(ϽϞϷϹϿͼͼϿϿͼ) ϒ ϒͼʹϲϝϹϷϞͼͼͽϿϭͼ ϒͼʹϲϝϹϷϞͼͼͽϿϭͼ ϒϧϷϽ;ϷϲϲͽϿϲ ϒϧϷϽ;ϷϲϲͽϿϲ ϒϧϷϒϧϥϲ ϭͼϷΔϿ;ϷϲϲͽϽϲ ϒϧϷϲͼϧϲ ϒ ϒ ϒ ϒ ϒ ϒ ϒ ϒ ϒ ϒ ϒ ϒ ϒ
Chairman (interpretation): Thank you. Mr. McKenzie.	Δ•/ペÞርና• : ናd步°ዺ广፞፟፟፟፟፟፟ . ୮ ^៶ ር LP°ץ.
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	LP°7 (ϽϞϷϹͿϤ): ʹϭͿϧͼϥϹͽ, ΔͽϒϭϷϹͽ. ʹϷϹͼϽϤͼϲϲϲϷͼϧϲϿϾͺϷϥͺϭϽΔͼͼϷϭͼͰͽϳϹ ϭʹϐϪϽϹϫϳͼͼϲͼͽ ϹϪͽϥϫͼϧͼϿϿͼ ;

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.

᠂ᡏᠣ᠋᠋᠔᠆ᡆ᠋᠋᠄ᡄ᠋᠕ᢦ᠘、ᡣ᠋ᠺ᠋ᡪ᠋᠋᠋ᡥᢣ᠘ᢣᠣᡃ ᢗᢞ᠙ᠣ ρ⁶dጋΔ⁶α⁵σ⁶ Δσ⁵ν⁵Δ⁶α⁵b²C⁶⁶⁵Δ⁶. ᠂ᡃ᠋᠋᠋᠆᠆ᡎ᠘᠆ᡆ᠋᠂ᢕ᠘ ᠂ᡆᢀᢁ᠕᠆᠕᠅᠕᠆᠕᠃᠕᠆᠕᠆᠕᠆᠕ ᠕ᡣᡏ᠌ᢓ᠆ᡆ᠋᠋᠋᠋᠋ᢛᢣᠣᢦ᠋᠋᠋᠋᠋ᠬᢑ᠘ᠸ᠋ $\Delta a P^L P A \sigma \Delta c \Delta^a a^n P a O S^a U A^a \Delta a^a a^a$ ᠕᠆ᠳᠴᡗ᠊᠘᠆᠘ᢣ᠋᠘᠆ᢞᠣ ᠘ᡄ᠘ᢩ᠂ᡆ᠋᠋᠃᠆ᠳ ᠘᠋᠋᠋ᢛ᠋ᡃᠥᡆ᠘ᡃᠵ᠌᠆ᡆ᠋᠋᠋᠉ᡃ᠘᠋ ۹<u>۳</u>، ۹۹، ۵۳ کۈپېر کې ۵۴، ۵۳ کې ۲۹، ۲۹ کې ۲۹، ۲۹ کې ۲۹، ۲۹ کې ۲۹، ۲۹ کې $\Delta \subset J \sigma J 2 C \Delta c' 2. C' a C' C'$ ۵٬۵۰۵٬۵۰۲۲۵ م۲۹۵ ک⊂ ᠕ᢗᡃ᠋ᡃ᠌bᡅ᠋᠋᠋᠊᠋᠆ᡔ᠘᠋ᠴ᠍᠋᠋᠆᠆᠃᠂ᡆᡃ᠆ᡆ᠋ᡬᡃ

△▹ィ≪⊳⊂಼: L'៰. ୮^៶ ⊂⊳⊃▫▫Ր.

C▷ጋ°∿Ր: L'ዉ Δካረ≪▷ርኈ. (ጋኣኦበJና) Δወ፫ኪጅዛዋውና ⊲ለኪ⊦୮๙ъႱ. ረ୭ናሮႪሩ՛୮୭ ▷ኄጛኌኈሁ ኄዛታቦታ∆°ዉኪታነረ Δውናበጋና ር∆ረኄቴናርናነረ ኄዛታቦና∟ኪናርነረ.

Chairman (interpretation): Thank you. Ms.	Δ⊳៸≪ϷϹ ℠: L'α. Γ ^៶ αΔJ.
Niego.	
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.	ΦΔJ : L'α, ΔናイペϷϹʹჼ ^ϧ . (ϽϞϷႶͿና) σჼbΔϽႶʹϞϹʹቴϷ·ϹʹჼϷϽΔϚ ΔϷϟϟϤʹቴϷ·ϹʹჼϷϽΔϚ ϤϽʹჼϞϚ·ϹϿϚ LΡΓϤʹ϶ͻσ σΡϤΡ [®] α.በናበσ ^ͼ . ϹΔ ^ͱ ϐϤ ΔϷϞʹϐͱϹʹͼϹϿϚ ϤʹͼϐͶϹʹͼ·ͶϲͶϤϚϟϟϿϚ Δ ^ͼ ϷαΔϟϿϲ.
Some of the challenges would be priorthere'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.	ΔͺͺͺϔϚͺΛ·ϧϿΔͼͺϤϽͺͺϤͼϧʹͽͼ. ϤϹϷϟϷͼϔϲϿϹͼͺΛϞϤϚͼϧϿͼ. ϷͼϿͶϲͼϧϥ ϧͼϧϲϿ; ϒ; Δͼϧͼϫ Δͼϧͼ Δͼϧͼ Δͼϧ Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ.
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.	౨ឩ౼ఄ౼ౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౣౣౣౢౢౢౢౢౢౢౢౢౢౢౣౣౢౢౢౢౢౢౣౣౢౢౢౢ
I would like to have my director expand on some areas, if I may. Thank you, Mr. Chairman.	᠆᠋᠆ᡧᡶ᠍ᠵ᠋ᡃᢛ᠋ᢆᡠ᠖᠋ᢁᠴ᠘᠋᠋᠋ᢁᠳᡉ᠋ᠳ᠖᠆ᠳ᠘᠄ᠳ᠘᠖᠋᠆᠆᠆ ᡏ᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
Chairman (interpretation): Thank you. Mr. Clift.	∆⊳៸≪⊳ርና ₀: L'ዉ. ୮ ^៶ ጋ ዮ⊂ ^{≪ϲ} .
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	Ρϲ « (ϽϞϷͶͿϤ): 'dϧͼͺϳ·, Δνγ≪ϷϹʹ·. ͺͺϗϳͼ ΛϲͺͺϞ; ϭͼϧϪ; ϭͼϧϪ; ϒ

	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.	ወ የዲሊላ «ዖኇ ነ ° Δሮዖዖር ምግሮች። ለሮዛሬካው ምንደሩናር ላጋΔ° ሏንጭአልጭርጭርምና. ወዉሮ° ማ ለርቴውሊላቴት ድሊናጋማ ኣቴቅስታላላጭሩናጋታ. Δቴb ጋ° ማ ለቴሪታላጭበሮጭጋታና በኣLΔናኈበሮጭጋር ጋ ርጎታΓኈሁኣአΔ° ዉኈ.
	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.	ወዉ፦ ለህሬት የግም የርጉ የማሪ የርጉ የመን የ ልም ማሪ የትም የምን የ መን
	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.	σ ⁵ bΔϽ΄Π ⁵
	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	᠕᠋᠋᠅᠋᠋ᡶᢣᡆᡃᢗ᠋᠌ᢄ᠋᠄᠋᠂ᠺᡄᡅ᠍᠍ᡏ᠋ᡕ᠕᠆ᡁ᠆ᢣᢦᡄ ᠆᠕᠋᠋᠅ᡁᢣ᠋᠋᠉ᡖ᠋᠄ᠮ᠘ᡩ᠋᠘᠂᠘᠂᠘
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᠘᠋᠘ᡇ᠕ᢗ᠋᠋᠋᠋᠖᠋᠕ᢕ

᠕ᡄᡃ᠋᠘᠋᠋᠁᠘᠋᠕ᢣᡪᡓᡱᢣ᠋᠂ᠳᡄ᠘᠍᠋ᢆᢧ᠘᠋᠕᠃ᠺ

᠄ᡃ᠋ᠡᢀ᠋᠙ᠽᢀ᠋᠋᠋᠋ᢛᢣ᠋᠋ᠣ᠋ᠮ᠋᠋ᠴᢄᠴᠴ᠘ᡔ᠋ᡭ᠘

᠋᠂ᡃ᠋᠔ᡔ᠘ᢣ᠌᠔᠋ᢉᢦᡄᢩ᠂᠘᠋᠉ᡃᠣᡆ᠘ᡃᢣ᠘᠋᠂᠘᠆᠋᠋ᢣᠵ᠒᠆᠆ᡆᡄ

we provide a variety of skills, life skills,

purposes of preparing them for further

employment skills, academic upgrading skills to income assistance recipients for the 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.

Δ⁶/«ÞC^{·6}: Δ[«]δ⁻⊃ L'α. Γ¹C [·]dd¹.

'ddh: 'db°αĖ, Δνγ
 ⊳₀₽⊂ך₀⇒٦ ᢏ₽٩⊲ טטציאראס₀ ᢗᢨᡆ᠋ᡃ᠋ᡣᡐᡃᡄᡅᡃ᠋ᠫᡰ᠋ᠴᡐ ᠙ᡝᡐᠥ ▷'b▷/፟[∿] d⊃ና c, d⊃'_dና c. Ć c c « c ႶႶҁჼჾჄႱჂႦႱႻ ۵٫۵۷ ۲۵۵٬ ۵٫۵۷ ۵٫۵۷ ۵٫۵۷ ۵٫۵۷ ۵٫۵۷ ۵ $\land e^{-2} \cap h^{+} \cup e^{-2} \cap h^{+} \cap h^$ <`௳ᲑᲘᲑ^Ს< `₽Ე`^ᲡናᲘ°ഛ< LºdʰጋᆟᲫᲘና∩°ഛ്ഛ ᠂ᡃᠣᠴ᠋᠉᠘ᡄᢉᢣᢂᡃ᠖᠆᠋᠋ᠴᢄ᠆ᡆ᠋᠘ᢞᢆᠣᡄ ഫപ്പപ്പും പ്രപ്പും പ

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.	ϹΔϹϹͺϹʹϞͿʹϧϢͺϷϧϲϯϭͺϤͼͻϽϲ ϤϒͼϙϤͶϹϿϤͼϧͺϲͿϲϫͺͼϷϷϧϒͼϧͶϲϿϹ ϷϥϥͺϷͼϷϲϳͼϧʹͻϹϲϫͼͺͼϷͻϿͼϷϧͼͼͺͳ Ͻ;ϫϿϿϗͼϲϲϭͼϥ;ϫϲϲ ͼϷ;ͺϒͽͼϲϫͼ ; ϲͼϥ Ͽ;ϫϿϷϧͼͻϿϚͼϭͼ Ͽ;ϫϿͼϫϫ
Chairman (interpretation): Thank you. Mr. McKenzie.	Δν/«ϷϹ^{ͼϧ}։ L' ዉ. Γ ^៶ Ϲ LΡ° ν.
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 dayand 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 <i>Education Act</i> . 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 <i>Education Act</i> and the amendments to the <i>Education Act</i> .	LP° γ (ϽʹϞϷΛͿϚ): ʹϭͿϷʹϿͺΓϷ, ΔϷϒϘϷϹ ^ͼ . Δ΄, ϹϷϭϤ ϷσϷʹϐϲϭϘϚ ϹΔĹϷ ϽΡϒϷϷʹϭϐʹϒϹϚϿϭϘϚ. ϭͰϤϛϹϷʹͼ ϿϿϿΔϚͶϭʹϿͿ ΔϲʹϞͿ. Ϲʹͽ ΔϲʹϷϭͼϷϒͰͺ;ʹͼϷ ϷʹϷϷϷϔϷϷʹͼ ΔϲʹϐϭͼʹͼϒϤϚͶϐϷϚ;ϲʹϽϭϷ ΔϲʹϞϐ;ϒͳ, Ϲʹͽ ʹϒΓϚϷϷϷʹϐ ϒϲʹϿϭͼʹϷϽϚͶϐϷϚ;ϲʹϽϭϷ ΔϲʹϞϐ; Ϛ ϚͼϭϭʹϷϽϲʹϼϭʹϷ ΔϲʹϞͿ ʹϐϷϷϲϷʹͼϒͿϲϧ Ϥ ϤϷϭʹ ϐ ϷʹϷϷʹϷ Δϲʹʹ ͼ
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 <i>Education Act</i> would be changing.	CLL [®] γLર [®] γÞ [®] Λ [®] Λ [®] Λ ⁻ ₂ C ΔγL ₂ Þ ^G ^C C 2013-Γ Þ ^S bPγΓσ [®] > ^S αγ ³ ≻ ^G ^k γL [°] ^N ^L LC γC. UαL ^b d ⁻ ₂ Þ ^S b [®] γL ⁻ ₂ Ω ^N 2013, 2019-Γ C [°] ₂ ΛΡΡΛ ⁵ D ^P σαττ ² Λ ¹ Δ ³ ² ^N ^k ¹ LC. 2039- Γ [*] U [®] Cd [®] α [*] U ⁻ Λ ¹ Δ ¹ ² ^N ^k ¹ LC. 2039- Γ [*] U [®] Cd [®] α [*] U ⁻ Δ ¹ ² ^N ^k ¹ LC. 2039- Γ [*] U [®] Cd [®] α [*] U ⁻ LC ¹ ^k L ² Δ ¹ ^k ² ^N ^k ¹ L ² 2013-Γ ⁵ b [®] ^k ¹ L ⁴ ² ^{S^N^k² Sb²L₂ ^{5^N^k² 2013-Γ ⁵b[®]^k¹L⁴²S² Sb²L₂ ^{5^N^k²} 2013-Γ ^{5^k¹}^{k³^{k³} ¹L² Δ^{2^N^{k³}} ¹C³^{k³} ¹C³^{k³} ¹C³ ¹C³^{k³}}}}
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	Δ/ĹͺͻͺϫͽϽͽϹͼϷϷ;;ͽϷϷ;;Ϸͼϲ϶ϒͼ ΔϲϲͶϥͽϒͿϲͰͺͽϳϹͺͺͺϭ;ϷϷͼϗϷϒ;Ϸϲϲϫͼ ϭ·ʹ϶ϲϹͼϫͺϿͼϧϲϹϗͼϥͺͼϷϷ;ϲϲϷͼϫϲϲͽͼ ΔϿΔͼͺΛϣϥϲϧͼͺͼϲͿͼͽϒͿͼͶϥϲϿϭͼϹͼϳϹ

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.	ርLၿdላ የbPትኣዾϷ፝ ^ᢘ ዮናበላኈርዎና. ኇ՟ኇ፞፟ልቦ፟፝፝፝፝፝፝፝፝ኇኯ፟ኇ፟፟ ጋና፟ኈ፞ሁ፟፟፟፟፟፟፝፝፝፝፞፝፝፝ጏ ጋና፟ኈ፞ሁ፟፟፟፟፟፟፟፟፟፟፟፟፟፝፝፝
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.	ΛϧͺϫϿϹϲ, ΛϧͺϫϧϹͻϽϲϲ ϷϲϞϭϥϫϧ ΛϧͺϲͶϥ;ϼϲϲͼϫϧϲϲ Ϫϲ;϶ϫϧϧϫ ϒ; Δϲ; ϒ; Δϲ; Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
If it's okay, Adrienne Scott here just wanted to add to that.	᠋᠄ᡃᠣ᠌᠌ᠣ᠘ᡃ᠋ᡃ᠋᠋᠋᠆᠋᠅᠋ᡗ᠉᠘ᠫ᠘ᢦᢩ᠂ᡃᡠ ᡆ᠋᠋ᠴᡆ᠘᠋᠋᠋ᢛᡝᡉᡨ᠋᠘ᡃ᠋᠋᠋᠘ᡄ᠈᠋ᢉᢦ᠋᠌᠌᠌᠘᠋ᡃ᠘᠋᠋᠄
Chairman (interpretation): Thank you. (interpretation ends) Ms. Scott, just wait for the red light. Ms. Scott.	Δ»/«ϷϹ· Ϸ: Ľʹϥ. (ϽϞϞႶͿና) ʹͼͿϞͼϥϹϷ. Γ· ϯϐϚ. ϤϷ<ͽϽϨʹϿͽ ΔβϞϥϥϲϲϷ·ͻͿ.
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.	γὑ ^c (ϽϞϷηυς): ናd۶° αΓ ^b , ΔΥΥΦΟς ^b . Δ⊆ΓϤϚ ⁱ ζθ ^a α ^{2b} d, Δ⊆ΓϤ ² ^a α ^{2b} d. Δ⊆ [*] U ^c CP ^{5b} Λ ^L LαΡζ ^{ib} Ϟ ^{ib} P ^j ^b ^b η ^c ^c α ₄ U ^c ^c CΔ ^b d ^a Δ ^a αΔ ^c Δσ ^c η ^c D ^c ^b ^b . Λ ^L α ² P ⁱ ^c , Δ ^b P ^j ^c , Δ ^b P ^{j^c} , Δ
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	Δ°ዺΔና Δ፫५୯ ΔϿናበጋና Δ፫ኣበርኦJ°ዺሊላ፦ና, Δᡄ᠌ঁ Δ፫°σላልኣኣσჼ ላጋΔ°ዹኄኴሊላ፦ና. Γዮጳርኦσኈሩ፟ኊዮ°σჼ ርናናኦኈሁ ናሪናቦዮσ፫፥ 12-Jና. ኄኦኦደፈህና ΔϿናበጋና Δርዮኦኦበርኦጚኈ Δ°ዹኁዾና Δ፫ኣኦኦቭ፩ና

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.	Ρ/Ϥσϲ ʹͼϤʹϺͼϭʹϧ ΔʹͽϷϿϪϞͺϷʹͽϞϭϤʹϿϭϲͼ ΔϲϞϺϚϺϭϷϽϪͼͺͼϷϚϹʹͽϽͽ ΔϿϚͶϽϽϪͼͺͼϺϤʹͽ ͼϪϞϷϟͺϲϭʹϿʹϐʹϿͺͼ ϷʹϐϷϟʹϧϧͶͿʹϿʹϐϧͺϞϷ;ϲͺϲϭ;ΓϚϿ. ϤϚͶϭʹͽϞϷ;ϷϚϾʹͽϽϭϚϪϲϞͶϚϺʹϐϚϹʹͽϽϚϪͺϳʹϐϪ ʹϐϲϺʹϭϲͼ 4-ΓͽʹϭϲͶʹϭϲͼ ϐ-ͿϚϪϲϞϧϷϟϳϲ ϤʹϷʹϷͺϪϲϞϺϚͶ;ϳϲ.ϪϲϞϪϽϪͼͺϲͺϹͼʹͽϧϷϹ.
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.	ϤʹͺͺϤϒϤͺϷʹϐϷϒͺͺͺͺͺͺͺϫͺϫͺϫͺϫͺϫͺϫ ;ϭͼϚϧϫͼϫͺϫͺϫ Ϫϲ·ϧϫϷʹϐϲϛͼϧͺϲ ϫϲϧϫϷʹͼϲ ϫͼ ϫ ϫ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
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.	ᡬ᠆ᢆᡆ ᢗᡆᡃᡃᡪᢣᢄ᠋ᢤ᠌᠉᠆ᢆᡁᡠ᠌ᢄ᠖᠘᠘ᢄ ᡏ᠋ᠫ᠘᠆ᡆᢄ᠆᠋᠉᠆ᠮ ᡆᠫ᠘᠆ᡆ᠌᠌᠌᠌ᢄ᠆᠅᠘᠘ᡄ᠘ᡩ᠘ᡔ᠋᠋ᠺ᠆ᢣ᠖ ᡆᢄ᠆ᡆᢄ᠆᠆᠘ ᡆᢄ᠆ᡁ᠘᠆᠘᠘᠆ᡩ ᡬ᠕᠆ᡩᡆᡬ᠘᠘᠘᠆ ᠘᠘᠆᠘᠘᠘᠘
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.	Δ⁶/«ϷϹ·ͽ : L'α. (ϽʹϞϷΛͿϚ). ϚϭͿϫͺϹͺϷ. Ĺ ^e α ϷϚϷϷϒϿϚ ;ϒϿϚϲʹͼʹʹϞυϼϚ Ϲ«ͼϭ ϷϭͼʹϷϞ L ⁶ Λυ ⁶ 4.Jና ΛΡϷΛ;ͰϲϚ ΛΛϚͼͱ/Lϭ ⁻ ϷϞϒΓϤʹϭϭϤϲϚΓυϚር. ϹϭͼʹϫϿϤϹ ^ͼ Ϸ >ʹϷϽϭʹͼϞϚϷ Δϲ ⁻ ϭϤ ^ͼ ϷΛϼϚ. (ϽʹϞϷΛϳ2 ⁻ ϭ· ⁶ Ͻ ⁶) Δσ ⁶ ϷϲϤ _Ϥ ϧϷ;ͰͰϞϭ ⁶ ϷϭϤ ΛϷʹϧϽ L ⁶ Λυ ⁶ -Γ ⁶ 15-J ^c . ϧΛL ² ς. Γ ⁴ C Ϛ ¹ ² ς.
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	ናͱʹ>ና (ϽϤͻϒϽͿϚ): ᠂ϭͿϧͼϫϹϳͼ, ϪͼϞϭϷϹͼͼ ϭͶͼͼϥϽϿϲʹϷͼϧϲϧͼϫͺϤϒͼϥϤͿͼϷϲ ͳϽͲͼϞ;ϫϢͼϧͼ

the Department of Education.	᠕ᡄᢩ᠂ᠳᡏᡑ᠋ᠫᡄ᠋᠋ᠬᢣᢧ᠋ᡏᡄ
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	Lి∧ిు 7, C°≪ి√్ 20రా Lጋ∆?౧ిర ⊳ౕరి≻ిర్5& దింౖుల్ దెంెరిస్, అంెంల్ 15రా రీరిన CదJోCెంల్ిరీలెన్ అంెం్ నెరె. ∧ిని౧్రిసింార్వ రిఅందిట్ అంెంట్ అంెంట్సేరి నెదిందెంిరింిగ్ం? రికింద్ం. రికింద్, దినిళెం్.
 you, Mr. Chairman. Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan. Ms. MacMillan: <i>Qujannamiik</i>, 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. 	Δ•/<ΡC[•] : L'α. ΔϹ ⁺ σϤ [•] ⁵)ϲ ₁ λ ⁵ d ⁵ , Γ ⁵ L ⁶ Γ ₂ [•] . L⁶Γ₂[•] : (Ͻ ⁵ ¹ λ ²): ⁵ d ⁵ ⁴ αΓ ⁶ , Δ ⁶ / ⁴ νPC [•] ⁶ . Č ⁶ d ⁵ ⁴ Δ ⁴ αΔ ⁴ Δ ⁴ ⁶ σ ⁴ 7 ⁴ ⁷ ⁴ ⁶ ⁵ ⁴
Chairman (interpretation): Thank you. Mr. Suvega.	Δ•거ペϷር ና•፦ L'ዉ. Γʹር <i>ጎ</i> ልሁኈ.
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.	/&υ ⁶ : ⁵ db ^a a ^f , Δ ^c ν «PC ⁶ . CL ^b d4 Δ ^{ab} a ^b a ^f , Δ ^c ν «PC ⁶ . CL ^b d4 Δ ^b a
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.	$\Delta \dot{c}^{\circ} \sigma^{\circ} d^{\circ} d^{\circ} D^{\circ} D U U a d^{\circ} D^{\circ} a c c \dot{L} \sigma$ $d \neq 2 \Omega^{\circ} b^{\circ} C^{\circ} C U^{\circ} a A c a^{\circ} d^{\circ} a^{\circ} A^{\circ} A^{\circ}$ $\Delta^{\circ} b a \Delta b^{\circ} d^{\circ} a C L^{\circ} d^{\circ} a^{\circ} d^{\circ} a^{\circ} b^{\circ} A^{\circ} A^{\circ}$ $P d \sigma C L^{\circ} d^{\circ} P^{\circ} p^{\circ} a^{\circ} d^{\circ} a^{\circ} D^{\circ} a^{\circ} a^{\circ} b^{\circ} a^{\circ} d^{\circ} A^{\circ} a^{$
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	ᡏ᠋ᠫ᠋ᠬ᠋᠄ᡃ᠋ᢧᠮᡄ᠋ᠺ᠆ᠴᠦ ᠙ᢣᡆᠦ᠊᠋ᠴᡆᡄ᠆ᠳ᠆᠋ᢆᢦ᠅᠋ᠮ᠉ᠫ᠋᠄ᡃ᠋ᢐ᠆᠅᠋ᡗ᠊ ᠘ᡊ᠋᠌ᠫ᠘᠆ᡆ᠌ᡔ᠋ᡄ᠆ᡦ᠆᠋᠅᠋᠋᠆ᡷ᠋ᡁ᠖᠋ᢩ᠆᠅᠋ ᠘᠆᠋᠈᠆ᡩ᠆ᠮ᠖᠘ᡩ᠋᠆᠖᠆ᡩ᠖᠆ᡩ᠖᠆ᡩ᠖᠆ᡩ ᡏ᠘ᡩ᠆ᡁ᠘᠘ᡩᠳ᠋᠘᠘ᡩᠳ᠋᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘

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.	Δርናዮኖም ጋናረ ኦግግሪጋር Ldd Γናናውና, የክጋΔ፡LS, የክጋΔJLልረ, ኦኖዲኃዮጵና ፈረትዮዮም የPናንዮኒንLልረ? CLbdd የPናንዮኖሩ ፈJLየኦር ወፈጭርዎና. LσጋΔዮዉዮዮጋር, የPናንንቲስና Γናናውና የክጋጭ ወፈናረጋΔዮዉዮዮ ጋር. σና ፈቲየኦዮዮናሩና ወዉሮዮ ምስኒጭጋሙ Δረዮምዕና ኦየክየር ቢፈናክና ወናናቲህና. የፈንዮዉቮኑ, Δናረ «ኦርኑ.
Chairman (interpretation): Thank you. Mr. Rumbolt.	Δ•/ペÞር^ና• : L'ዉ. ୮ ^៶ ር ና ^៲ .
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.	Ϛͱʹ>· (ϽʹϧϷͶͿ·;·ʹͼͿϒͽϫϹ ^ϳ ͽ, Δν/ϘϷϹʹͽ. ϤΛʹͼͼͿͶϷϐ·ϭϚ Ϫϲ·ʹͼϭϤʹͽϽϲͺͺϷϭϤ ΛϲͺͺϫϐͺϫͺϾ·ϭϲͺͺϷϧͺͶͼͽ ϒ ϲʹͼϭϥ Λʹϧ
Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.	Δ•거≪ϷϹ ና• (ጋኣትበJና): ናժታ°Ⴍ广ゥ. ୮ [、] Ľゥ୮୯°.
Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	L⁶Γ₋ [•] (Ͻ ^ϳ ₂ ¹): ¹ ⁴ ⁵ ⁴ ² , Δ ¹ ⁴ ⁴ ⁴ ⁴ (Δ ¹): ¹ ⁴ ⁴ ⁴ , Δ ¹ ⁴
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.	Δ•୵≪ϷϹ· Ϸ: Ľ፟ዺ (ϽϞϷႶͿϤ) ϹΔLΔϲʹϷ Ͻʹϲϭ ϭ۸ჼͼϭͶϹ϶ʹͼ ϪϲʹϞϪϷϷϞʹϭ΅ LϽͿʹ·Ⴑ Λϲሊዺሖʹ·ϭʹͿϚ Ϲͼϭͽ Λʹ;ϥͶϹ϶ʹϒʹϫ

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Ms. MacMillan: <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman. Chairman (interpretation): Thank you. Mr.	L⁶Γ₋ [•] (Ͻ ¹ ₂ ⁺) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻) ⁻) ⁻) ⁻) ⁻) ⁻ (¹ ₂ ⁺) ⁻
Rumbolt.	Δ•/ペÞርˤၑ : L'œ. ΓʹϹ Ϛ ^ϳ ʹ>·.
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.	Ϛ·ʹ> Ϛ (ϽʹϞϷͶͿϚ): ʹϭͿϧͼϫϹϷ, ΔϷϒϘϷϹͽ. ϤΛͽͼϤͶ ϹϤͺͼϒϹϗͼϫϷϿϿͼͽϲϿͼ 28Γ ϹϷϤϤ >ͽϿϭͽϲϿͼ ϤͼʹϲϳϲϷͽϽΓϷ ʹϭϤʹϿϭϲ ϭͼʹϲϳϲϷͽϽΓϷ ʹϭϤʹϿϭϲ ϭͼʹϲϳϲϷͽϽΓ ʹϐͼʹϹͼϲϲ Ϸϫϲϲ Ϸʹϲ Ϸϲ Δ·ϲ
Chairman (interpretation): Thank you. Mr. McKenzie.	Δ•거ペÞር ኈ: L'ฉ. Γ ^៶ Ϲ Lዖ°거.
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.	LP°γ (ϽʹϞϷႶͿϚ): ʹϭͿϧ [®] Ⴍϳ ^Ϸ , Δνγ≪ϷϹʹ ^ͽ . ʹϭͿϧ [®] Ⴍϳ ^Ϸ ͺͻ ͺϹϲͺϹϲϷ [®] Ϻ. ͺϹϽͺͿ [®] ͺͺϹͺ ϭ;ϷϲϹ;ϭ;ͺͿϲ ϪϲͿϲ Ϸ<ʹͽϹϲϭͼͺͿϲ ϪϲͿϲ ϤϹϧ ϭͺ ϒϲϷϲϲ Ϲϭͳ ϲ ϲ
There's also, I think, at least based on the	Ċ⊳q⊲⊃

⁵ ΡΓ ⁵ 74 _C ⁵ ⁶ C ⁶
ር፟፝፝፝፝፝፝፝ င፟፝ዹ ዹጏዺሏ ^ֈ ፟፟፟፟፟፟፟፟፟፟፟ፚዾኯ፟፟፝ ዾ፝፝፝፝፝፝፝፝፝፝፝ ዾ፝፟፝፝፝፝፝፝፝፝፝፝ ዾ፝ኇ፝፟፝፝፝ ፚኇኇ፟፝፝፝ ፚኯኯኯኯ ዾኯኯኯኯ ዾኯኯኯ ዾኯኯ ዾኯኯ ዾኯኯ ዾኯ ዾኯ ዾ
Δ^ϧϟ≪ϷϹ^{;ϧ}: L'ϱ. Γ ^៶ Ϲ Ϛ ^ϳ >ϲ.
ና፡>ና (ጋኣትበJና): ^ና dታ°ዺቮ ^ኈ , Δ ኦፖ የኦሮ ^ጭ . ላለ ^ጭ dበቦσላናር ^ጭ ርና ዖኦኄደቦና ኦበናልቦσላና ^ኑ ዖና Δሮ [°] σላ ^ጭ ጋሮሲት ^ነ ታ ⁶ . ^ና bኦትbኦበቦፈሥጋቦና Δ ኦለቦናቴናር ^ጭ ርዎና ኦペ [°] ህ ^ን የ ^ነ ደና ደሮሀሮኦ [®] በናቴበሀናርኦ [®] Δ ኦፖ የነበ [°] ቦና.
CAL C [®] & c L ^b AL ^{6b} 9-F Þor ^b b ^b Lor à hÞA ^b L 40-F Ac ^e ord ^{6b} Or ^b 16PAh ^s or ^{bb} . C ^b dd Ac ^e ord ^{6b} Or ^c and Nor ^b Arther Pole and Corb Lcu ^b ho ^b Ac ^b A ^b a ^c Abd ⁱ Dor ^b Ac ^e ord ^{6b} Or Abh ^{6b} C ^c ard a ^{son} P ^o or ^b A ^b aPt ^s F. A ^b ArU ^c AJ ^c . C ^e a > ^{6b} Or ^{6b} ha ^c FP ² or ^b 16 ^c A ^b C ^b C ^b A ^b B ^c A ^b A ^{cb} C ^b L ^c Ac ^e ord ^{6b} A ^{cb} C ^c Cad ^{cb} C ^{cb} C ^b C

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.

 $C^{Q} = P^{b} P^{A} + 5^{G} = 40 - \Gamma \Delta_{2} d\sigma, 5^{b} P^{A} - P^{G} = 0 - P^{b} P^{B} = 2 - P^{b} = 2$

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Department of Education, Ms. MacMillan.	Δ ⁶
Ms. MacMillan: <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	L ⁶ Γ ₋ ⁶ (Ͻ ¹ , λημο): ¹
Chairman (interpretation): Thank you. Mr. Rumbolt.	Δ^ϧィペϷϹ^{ናϧ}։ L' ዉ. ΓʹϹ Ϛ ^ϳ ʹ>ና.
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.	Ϛ·>・ (ϽʹϞϷͶͿϚ): ·ϭͿϒ·ͽͺϳϷ, ΔϷϒϘϷϹʹϷ. ϹΔϹ ϤϽϤႱ ^ͼ Ϸ ϷʹϷϲͺͺϳϧͻͺϼϹʹϷ, ϤϽʹϷϹϷϘ·ϲϥϲͺ·ϷϽ Δϲ· ^ͼ σϤል·Ͷ ^ͼ σ. ͶͶϚ ^ͼ ϷϟͺͰ;ʹϷϧʹϭϤ ^ͼ ϷϽσ ͿϚΔ 5 ϷϷϽͶΓͻͿ ͼͺͿ· ^ͼ ϞͿͻϳϧʹͼϭϤ ^ͼ Ϸϲ ͿϚΔ 5 ϷϷϽͶΓͻͿ ͼͺͿ· ^ͼ ϞͿϒϳ ϲ «Ϙσ ͶͶϚ ^ͼ ϒͺͰ; ⁶ ⁶ ⁶ ⁴ ⁴ ⁶ ⁴ ⁴ ⁶ ⁴
Chairman (interpretation): Thank you. Ms. MacMillan.	∆⊳៸ペ⊳ርኈ ։ L'ዉ. ୮ ^៶ L⊌୮ᡄ ^ݐ .
Ms. MacMillan : <i>Qujannamiik</i> , 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	Lº୮ᡄ ᅆ (ጋኣኦበJና): ^ና dታ ፟ዹ፫ ^ኈ , Δ ^ᢑ ሃ ペኦር ^ና ^ኤ . ለናክሪ አስዲኒዮ ላንኦ ^ሰ ՞ዮዮ ምንዮም ለኦሲ ላናክምር ዮር ልርዮ ምላጭበናር. ርሏ፲ናርኦጭ ናክኦኦና ምና ፲ና ርኮታ ለኦሲ ላናክምር ዮር ልርዮ ምላጭበኦና ለንያእና ሏጭ ክኦቢል የሰና ልቦና

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. <i>Qujannamiik</i> , Mr. Chairman.	^ና የ አንድ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ
Chairman (interpretation): Thank you. Mr. Rumbolt, do you have another question? Mr. Rumbolt.	∆▷/≪▷ርናኈ : 'dᢣ°Ⴍ广҆Ⴆ. ୮ነር ና⊦Ⴢና, ⊲ሰ_ን? ୮ነር ና⊦Ⴢና.
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.	Ϛͱʹ>Ϛ (ϽʹϞϷΛͿϚ): ͽʹϭͿϫϿͺϳϷ, ΔϷ;ϒϘϷϹʹͽ. Δ΄, ϹʹϿ Δ;ϒϿϼΔϿϿ. ϹϷϭϤ σʹϲϽϷΛΓͽϷϷϷʹϒϚϹ ΔϲͺʹϒϚ, ϷϤϚΛϤʹϷ ϷϷʹϿϭ ΔͽΔϚ ϷͽϷϷ;ʹ ϷͽϷ; ϷͽϷ; ΔαͼͼͼϷϽϚ 650-σϳͽ Ϸͽϲͺϳϲϭ Δͽͼ Δͽͼ Δͽ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
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.	[;] ϧϷ;ͳͺϿϹͺϷ;ϷϷϞ;ϷͶϳϧϧϧϧϲϿϘͼϭϷϒϲ ϒϿϐϿϤ;ͽͺϤ;ϷϦϧϧϧϧϧϧϧϧϲϿϚϷϭϿ Ϲ;ϲϧϧϿϫͺϤ;ϫϳϤϒϧϿϫͺϹϷϭϿ ϲ ϲ ϲ ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;
When it comes to these books, which dialect will you be using? Thank you, Mr. Chairman.	ᢗ᠘ᡃᠳᠣ᠋᠋᠅᠋ᡶ᠈᠋᠂᠔ᡄ᠋᠘᠊᠋ᠴ᠖᠘ᠴ᠋ᡗ᠋ᢕ᠋᠋ᠧ᠋᠋᠅ᢣ᠘᠊ᡶ᠋᠋᠘ᠴᢀ᠋ᠸᠥ ᡆ᠋᠆ᡧ᠈᠋᠖ᢣ᠋᠈ᡏᠦ᠂ᡆ᠋ᠫ᠋᠂ᠳᡐᡊ᠋᠅ᡘ᠋᠈᠂ᢅᡆᡰᢞ᠌ᡆ᠋᠋ᡤᡃ ᠘ᡃ᠈ᢞ᠙ᠵ᠋ᡬ᠅
Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.	∆•/ペÞርኈ : L'ዉ. ∆ሮ°σ⊲∿ጋሮჀ≯ካď, ୮ኑ LካΓር°.
Ms. MacMillan : <i>Qujannamiik</i> , 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	L⁶Γ_C⁶ (Ͻ ^ϳ , Ϸ ₁ Ο ¹): ¹

integrated in their teaching and learning as well. <i>Qujannamiik</i> , Mr. Chairman.	᠂ᡃᡃᠦ᠋ᠴᡣᡳ᠂᠋᠊᠋ᡧᢞᢩ᠅ᡗᠺᡊ᠘ᡃ᠋ᢆᠧ᠁
Chairman (interpretation): Thank you. Mr. Rumbolt.	Δ•/ペÞር ጭ: L'α. Γ [、] ር ና ^ϳ >ና.
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.	ና፡>፡ (ጋኣኦበJና): ናdኦ°ዺ广ካ, Δካፖペኦርናካ. ሷ, ጋዮፖ-ጋJጋ. ወዲናበ°σሮ ኦናዕኦፖጭ>ና ላፖኦናđ° ^ኢ ቦ°ዲናበካሪና ኦናbሮĹႱሮ⊲ሊኦኦペናሮላታወdላ ዲሮላካበጋና ኦናbናር<ና? ናdኦ°ዲ广ካ, Δካፖペኦርናካ.
Chairman (interpretation): Thank you. Ms. MacMillan.	Δ^ϧረペϷϹ^{ϛϧ}։ ʿ dᡃᢞᢩᡅᡏᡃᢆᢪ. ᠮᡃ ᠘ᡃ᠋ᠮᡄᢩ ^ᡄ .
Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	L^ьΓ_ε^α (Ͻ ^ϳ , Ϸ _Π): ¹
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.	Δ•/ «ϷϹ [•] [•] · [•] · ¹

Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	L^bΓ_c [•] (Ͻ ^ϳ ^λ ^A): ⁱ d ^β ^a ^τ ^b , Δ ^β ^γ ^Q ^b ^{cⁱ} . Δ΄ _Δ α ^j ⁱ ^b . CΔ ^b dd Δ ^c ¹ ⁱ ^b ³ ⁱ ^d ⁱ ^c C ^δ ^Q ^{b²^aⁱ^{b²^aⁱ^{b²^aⁱ^{b²^a^{i²²ⁱ²^{i²²^{i²²^{i²²^{i²²^{i²²²^{i²²²²²²²²²²²²²}}}}}}}}}}}
Chairman (interpretation): Thank you. (interpretation ends) Thank you for clarifying that. Ms. Angnakak.	Δ•거ペϷርናゅ : Ľ፞ዺ. (ጋኣ፞ኦበJና) ናਰታବבד፞ כ፞ବ ጋየተዹኈታb°σናደና. ୮ኁ ସናዹፇ፟ጜ.
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.	Ϥʹ℄Ϸϧʹͽ (ϽϞϷႶͿϚ): ʹϭͿϒ·ͼϹϳ·, ΔϷϒϘϷϹʹͽ. ϷʹϐϷϒʹϐͿϲϲͺͿϹͿϹ Δϲ·ϞΔϷϚ ϭϷʹϲͺʹͼϞϚΔͼϫʹϹϭʹͼϞϷϭ·ͼ Δϲ·ϞΔϷϧʹͼϒϷʹϭ·ͻ. Ϫ, ʹϐϷϷϹ;ϭϲϭϿϗϲͳͺϹϲϹͼϭϭʹͽϭϫ.
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?"	ద్రాస్ంరేదింకా రాంజంఎంస్రండ్ ద్ చదంగ్రం దాంజం వి. సినిగి రాంజం వి. సినిగి రాంజం పి. సిని
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.	దిదారి రాగు సింగా లో నిందా ఉంది. సింగా లో లాలు లో లాలు లో లాలు లో లాలు సింగా లాలు లో లాలు లో లాలు సింగా లాలు లో లాలు లో లాలు సింగా లాలు లో లాలు లాలు లాలు రాగింటింటింటింటింటింటింటి సింగా లాలు లో లాలు లాలు లాలు సింగా లాలు లాలు లాలు లాలు సింగా లాలు లాలు సింగా లాలు లాలు లాలు సింగా లాలు లాలు సింగా లాలు సిరాలు సిరాలు సిరాలు సిరాలు సిరాలు సిరాలు సిరాలు సిరాలు సిర
Chairman (interpretation): Thank you.	Δ•거ペÞርˤ• : L'ם.

Department of Education, Ms. MacMillan.	∆⊂⁴σ⊲∿⊃⊂∿≻₀ڟ, ۲٬ ۲۹۲۵.
Ms. MacMillan : <i>Qujannamiik</i> , 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.	L⁶Γ <i>c</i> [•] (Ͻ [΄] ¹ , Δ ¹ ² ² ⁴ ² , Δ ¹ ² ² , Δ ¹ ² ² , Δ ¹
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.	ద౯ిరాళశిశిరా గ్లిటిస్తుర్హించింది ద్లారింజింది రాల్లు రాల్లు రాల్లు ద్లారింజింది ద్లాంలు రాజింది ద్రాల్లు రాజింది ద్రాల్లు రాజింది ద్రాల్లు రాజింది ద్రాల్లు సాజింది ద్రాల్లు సాజింది ద్రాలు సాజింది దారి సాలు సాలు సాలు సారి సాలు సాలు సాలు సాలు సాలు సాలు సాలు సాలు
I couldn't comment on just one factor, as there are a number of factors that affect the retention of our positions. <i>Qujannamiik</i> , Mr. Chairman.	ዻር⊳ረጋ⊲ናℾ৽ ⊳ናь⊳ረኄዖ°ዺ°°ቦናጋ∿ሁ ⊳ഛ⁵ጏ፞፞፞፞፞፞፞፞፞፞፞LC ለኦ√በኁ፟፟፟፟፝∆ና ⊲ኮጋሏσናҌናϷናርኈጋJና ፚኈ፟፟፟፟፟፟፟፟፟፟፟ዄዾ፟ፚኯ፟፟፟ዀዀዀዀዀዀዀዀዀዀዀዀ ፚኈ፟፟፟፟፟፟፟፟፟፟፟፟ዄ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
Chairman (interpretation): Thank you. Ms. Angnakak.	Δ⊳៸≪⊳ር ⁰፦ L'௳. ℾ ^៶ ⊲⁵௳₅Ҍ₅.
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.	ϤʹᢏϷϧʹ· Ϸ (ϽͺϤͻͰϽϤ;; ;ͼͿϧͼͺϹͺϷ. Δϲ-Ϳͼϧͺ ϭͺϧͺϙͼϧͼϧϿͼϒϷ; Δϲϧϫϧ Δο Δο Δο Δο Δο Δο Δο Δο Δο Δο

Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.	Δ▷/≪ϷϹናͽ : L'ዉ. Δሮ°σ⊲∿ጋሮჀሥďና, Γ LჼΓፎ°.
Ms. MacMillan : <i>Qujannamiik</i> , 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 <i>Inuit</i> <i>Qaujimajatuqangit</i> 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. <i>Qujannamiik</i> , Mr. Chairman.	L⁶Γ₋ ⁶ (Ͻ ¹ , λημς): ¹ ⁴ ⁴ ⁶ , Δ ⁶ ⁴ ⁴ ⁶ ⁶ , C ¹ , λ ⁴ ⁴ ⁴ ⁴ PPΓ ₄ ⁵ ³ ⁶ ⁶ ⁶ ⁴ ⁶
Chairman (interpretation): Thank you. Ms. Angnakak.	∆⊳៸⋞⊳⊂ ኈ: L'ฉ. ୮ ^៶ Ϲ ⊲⁵Ⴍ╘╘⁵.
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.	ϤʹϤͺϷϧ·Ϸ (ϽͺͻϷͶͺϤϲ): ʹͼͿϷͼͺϹϷ. ʹϧϿͼϧ ϹϘΓ ϘϤϗϫͺϹͺͶϲ ͼϝϫϫ ;ϷϷϧϒϲϫ ϭϫ ϲϧ ϲϧ
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	Δͺͺͺͺͺͺͺͺͺͺ Δͺͺͺͺͺͺͺͺͺ Δͺͺͺͺͺͺ Δͺͺͺͺ ϭϧϧͺͺ ϤϷϧͺͺ Δ, Δ, Δ, Δ, Δ, Δ, Δ, Δ, Δ, Δ, Δ, Δ, Δ,

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; Λﻮᢣᡆ᠌ᠻᢣ᠌ᠴ᠋᠆ᡱ᠅ᡠᡕ᠋᠘᠋᠋ᡋᢣ᠋᠅ᡘ᠋ᠬ᠋ᡰᡪ᠋ᢥᡥᠥᡡ᠕ᢗᡃ᠋᠖ᡃᡰ᠅? ᡥᠣᢪᡡ᠘᠋᠉ᡃ᠋ᠣ᠋ᡆ᠘ᢣ᠋ᡃᡠ᠋ᠺ᠋᠖ᡃ᠖ᠧ᠅᠕ᠺ᠋ᢗ᠘ ᠘ᠵ᠋᠋᠋᠋᠉᠊᠋᠋ ᠘ᠵ᠋᠋᠋᠋᠋᠉᠊᠋᠋ ᠘ᡔ᠋᠋᠋ ᠘᠋ ᠺᢄᡣᡆᢩ᠋ᢥᡥᡄᢩ᠋᠂ᠳ᠕ᢑᡄ᠋ᢩ᠘ ᡆ ᡆ᠋᠍᠍᠖᠘᠋ ᠘᠋ ᡬ

Δ•/≪Þር⁰፦ L'ϱ. Ճ⊂°σ⊲∿ϽϲჀ୬ቴና, ℾ^៶ L৬Γϲ≏.

Δ^ϧ/«ϷϹ^{ͼϧ}: L'α. Γ^៶ Ϥ^ͼα^ϧδ^{ͼϧ}.

Δ°/<>C'°: L'α. (Ͻ^ϳλΑΟͿ^ς) Δ.Δ°Γ°

ΔΟ

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avoid mentioning individual cases as much	ዾኄዾዾጘዸ፞፞፟፝፝፝ኇዀዸቑዼ ዾዾዹኯኯኯ
as possible where this is a systematic kind of	᠔᠋ᡱᡃ᠋ᢩᡆᢨ᠈ᡥ᠋ᢩᠣ᠈ᡩᢛ᠋᠋᠙ᢞ᠘᠋᠘᠘ᡄ᠋
audit. Ms. MacMillan.	ᢗᡃ᠋᠘ᢞᢦ᠘ᢣ᠋᠋ᢛᢣᢄ᠂ᠳ᠖᠃ᠮ᠅ᢗ᠘ᡃ᠋ᠮᡄᢩ᠂
Ms. MacMillan : <i>Qujannamiik</i> , 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	LºΓᡄ (Ͻ ^ϳ ͺႶϟͿϚ): ΔϹ [°] ϭϭʹჼንϽϲͺϟͽϭ ϹΔL [°] ϞႱϲͺϳͺͼϧͽͼϷϷϞϫϲϟͼϷϚϹ [°] ϷϚϽϚ ΔϲϞͼ·ϳϚ ϷႶჇ [°] ϫͼϭϭʹ;ϹϹ. ΔͼϷϫϪϟͼϷϹʹͼϽϽϚ Δϲʹ [°] Ϲ [°] ΠΓ [°] ϞϳͼͶϹϷϟϹϭͼ ϭϳ [°] ϭϭʹϐͼ [°] ϹϽϲϲϟͽϭͼ Δͻϲϲϟͽϭͼ Δ Lʹͼϧͻ Δϲ [°] ϷϚΔϷϟͼϹϷϟϲϭͼϷͼϚ
Health and Family Services to ensure the students and perhaps the family gets the support they required for that student to get back to school. <i>Qujannamiik</i> , Mr. Chairman.	ΔΕ ΟΟ ΔΕ Τ΄ ΔΟΥ ΕΡΥΤΕΊΟΟ ΚΕ ΔΕΚΊΕΥΡΠΊΕΓΟΝΕΟΝΕ ΡΠΡ°ΦΊσσαΊΕς ΟΔ°Φ Δςημη. ίσται το, Διγαρότο.
Chairman (interpretation): Thank you. Ms. Angnakak.	∆⊳୵≪⊳⊂ ⊶: L'௳. ℾ ^ᡪ ⊲₅௳⊳₽₅.
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.	్ చ్ చింద్ కా (ఎష్ సిదిల్): కరికి ఉద్ సి. CL కా సిద్ద సిని సింగ్ సింగ్ సింగ్ సింగ్ సింగ్ సింగ్ సింగ్ స్ సింగ
Chairman (interpretation): Thank you. Office of the Auditor General, Mr. McKenzie.	Δ•/ペÞር ጭ: L'ฉ. ር ^ւ LኈℍΔL⊀ኈℍΔ⊳ኈ∩ьժና, ୮ ^៶ Ϲ LP°イ.
Mr. McKenzie : Thank you, Mr. Chairman. Paragraph 30, in terms of attendance, we did not look specific policies <i>per se</i> , 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.	LP°7 (ጋኣትበJና): ፣dታ°உቮካ, Δካረዳኦርጐ. ዺኣኦበሮካ 30, ኦ<ኘኦርናσናሷጐኒላጭ. ላጋላሁሮሲናሲሲሮሥጭዮርጋጋሀጋላጭ የረላσ ΔLΔሮኆዬንንኄ, ናዕኦትLታናዕኦጭጋር ላዛሬጋ ኦላናበላጭ ኦናዕጭኦኦጎሌ ኦናዕኦዮኖንጋህጋ.
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	Ϲ ^ͼ Ⴍ Ϲϭϧϧͺͽ 1, ϹϧͺͽϽϹͽ 14-ϹϲϽͽ, ϭͼϷͼϒϲϹϭͺ ϫͼϷ;ϲϹϷϲ ϲϫϲϲ ϲϫϲ ϲ ϲ ϲ ϲ ϲ

was very positive in terms of bringing students and having them attend that week because it was interesting to them. The pretrades program in Kugluktuk as well in the Kugluktuk High School is another example, I would say, of a program that was successful in engaging students and motivating them to stay in school. Based on information that we received from the school, many of these students went on to graduate from high school and pursued post-secondary education or became employed in the trades. Those are maybe two examples of activities.

I would point out and I guess it would be a policy is that in one high school that they offered and the curriculum is the career and technology courses, so some of the hands-on learning courses were offered in a two-week period towards the end of the year, but in order to participate in those, you had to attend class throughout the year. There was an incentive for students in order to be able to participate in those courses which were ultimately of interest to them, but you couldn't take it if you didn't go to school, if you were a chronic non-attender, for 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

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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?

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Does that mean that you're? What does that mean in terms of timelines, in terms of	᠂᠋ᡃᡋ᠊᠋ᠴ᠋ᢛ ᠕ᢣ᠋᠋᠋ᡬᢋᢣᡃᢛ᠋᠋᠙ᢣ᠌᠉᠂᠋ᡗᢐ᠅᠋ ᠋᠊᠋᠕ᡔᡃ᠋ᡷᡄ᠋ᠺᢣᢛ᠙ᢣ᠋ᠴ᠘᠆᠋᠋ᠺ᠕ᡃ᠋᠋᠋ᡏ
decisions or changes that would be made to the school system or to curriculum? Ms. MacMillan.	∆൳℉⊄Ո℉⅃⅃ℂϷ≪℺σ? ℾ՝ Լᆘℾ௨℉
Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	L⁶Γϲ ^Φ (ϽϞϷΛͿϚ): ⁵ d۶ [°] ^Δ μ ⁻ ⁶ , Δ ⁶ ν ² ^Δ ν ² Φ ² ⁶ ⁶ . ^L ^α Cd [°] ^Δ α ⁶ ⁵ ^Δ Δ ⁶ ⁶ ⁶ ⁶ Λ ⁵ ⁴ ⁴ ⁵ ⁶ ⁶ ² ¹ ⁶ ⁶ ⁴ ⁶ ⁴ ¹ ⁶ ² ¹ ⁶ ² ¹ ⁶ ²
Chairman (interpretation): Thank you for that explanation. Mr. Lightstone.	Δ•/«Þር ••: L'ዉ ዉጋዉΔヶናልኦቴ. Γ [、] ር ሬሬናንት.
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.	ϲΔ ^ϵ <i>i</i> [•] λ [•] (Ͻ ⁱ ¹ ληJ ⁶): ⁱ d ³ ⁶ α ⁱ ⁶ , Δ ^k ¹ α ^k ² ^k ² ^k
Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan. Ms. MacMillan: <i>Qujannamiik</i> , 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)	Δ⁶/«Þር ⁶ : L'۵. Ճሮ [°] ჾላ ⁵ ሪሮռኦ ⁶ ሪ, ℾ ^ኑ L ⁶ Γሬ [°] . L⁶Γሬ[°] (ጋ ⁱ ኣኦበJ ^c): ⁵ dኦ [°] ձር ⁱ ኦ, Δ ⁶ /«ϷϹ ⁱ ⁶ . L [°] ۵ 2019-2020 Ճሮ [°] ჾላ ⁵ ۵ϷՈ [°] کJ Ճሮ [°] ჾላ ⁵ σሮռኦ ⁶ ሪ ለቦላ ⁵ በናበፖLϞ ^c ⁵ PΓ ⁵ ዖσ ⁵ Γ ^b Δሮኣል ¹ Γ ላϷሬ ^c በσϷϞσ ⁶ . ⁵ PΓ ⁵ ዖኦ ⁹ Ċ ⁶ d ላፖ ³ ት ₂ ሲ ⁵ ⁶
Thank you.	

Chairman (interpretation): Thank you. Mr. Lightstone.	Δ•/《Þር [•] ν: L'α. Γ [·] C ϲΔϚ ^ϳ Ͻ [°] .
Mr. Lightstone : Thank you, Mr. Chairman. I'm glad to see that after six years the department is beginning to meet that recommendation.	ᡄ᠘᠄ᡝᠫ ᡨ (Ͻᢆᡃᡪ᠋ᡣᡝᢣ᠋᠋ᠨ᠋ᡃ᠄᠂᠋ᠯᢣᠲ᠋ᢩᡄᡏᡃ᠋ᢛ, ᠘ᡃᡟ᠙᠋ᢁᢄ᠅ ᡧ᠋᠋᠖ᢐᠦᡄ᠋ᡗ᠂ᡩ᠋ᡝ᠘ᡗ᠂᠂᠋ᠯᠳ᠋᠋᠋᠖᠆ᠴ᠋᠋ᡗ᠂ᡬᢣ᠋᠋᠋ᡗ᠅ ᡏ᠋᠘᠆ᡩᡆᡰᡔ᠋᠋᠆᠆ᠮ᠂᠕ᡄᡅ᠊ᡏᡃ᠋᠖ᡃᢛ᠆ᡩᡄ᠋᠘ᢨᡅ᠋᠉ᠫᡗ
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.	ϤʹL ϧϽͼϞϧϷͽϿͼ 26-Γ ϫʹϞϷϽ; ϤΛͽͼϤϽͼϧͼϿΔͼ 26-Γ ϫʹϞϷϽͼ ϧϽͼϞϧϿΔͼ 26-Γ ϫʹϞϷϽͼ ϷσͼϧϲϤΓσͼϔͼ ϷσͼϧϲϤΓσͼͼ ϷσͼͽϽ Αματικ Ανά Ανά Ανά Ανά Ανά Ανα Ανα Ανα Ανα Ανα Ανα Ανα Ανα Ανα Ανα
Chairman (interpretation): Thank you. Office of the Auditor General, Mr. McKenzie.	Δ•/ペÞርጭ : Ľœ. ርၬᡗᢛᡰ᠘᠘ᢣᢛᡰ᠘Ϸᢛᠬ᠌ᢦď, ℾʹϹ ᠘ᢨᠡ.
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.	LP° ץ (ጋኣኦበJና): 'dታ°ዺቮኑ, Δኑሃ «ኦርጐ. ጋዖJdዖበኣአΓናሮ 'bኦኦLኦ'bኈን∿b ርL°ዺ ላኦናሮበናበህሥσኈ Δሮኣልዣና ፖርናጋኈኣናልጥ ΔኈbฉΔɨ፟፟፝፝፝ጏ፟ጜኇ ለኦኪፈንሥር. baርΓ ላልናጋኈፖLσሁሬ፝ጏ፝፝፝፝፝፝ጏኇ ለኦሁዉሲኦኦናቴናርኈንኈ ላ፟ Δሮ°σ፟፝፝፝፝፝፝፝፝፝፝ፚ፝፞፝ ሪሮ°σ፟፝፝፝፝፝፝፝፝፝፝፝ ሪሞንሮሲኑሪ ሲያን ይኖኑሀልኦኪፈናቴሪኈበርኦታሮ ፈኑር ለኦታሮ ላኦርበσኦታሮ በJኦኦኛ ዲዮጋσኑ.
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	ርÞ ୧ଟ baርÞና ba°a [™] <ፖ∿Ⴑσ ላልናጋ ^Ⴊ /Lởና ኣ ^Ⴊ ዮ/L ^ֈ Γጚሏና ጋዖJላዖՈናϲሲϷ° ^Ⴊ ቦናኃႱጋላΓ የፖላσϲ ሷዊ ፖάኣΓ ርΔ ^b dላ bበLኦናċሷና ነዖΓናዖኦኦበርኦሬኦ ^Ⴊ ፖL ^ֈ Lና ሀዲኮሪዮሷና ላጋሮናሪታሮኮንΓσϷናጏጦ ላዛL ርኆσ ba°a [™] <ፖ [©] ሀσ Γσ ^ኣ ርኦኄበሰ ^Ⴊ ህጚሷና ኣ ^Ⴊ ዮናሪኦናጋጦ ልሮኖσላ ^Ⴊ በሷና ለኦነኣም

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.	⁵ ర్వెస్ స్రిస్టీలి ఎగ్ స్లింగ్ ఎదారాలె సింగ్ సింగ్ సింగ్ వింది ఎర్ సింగ్ సింద్రాల్ విదిందిందిందిందిందిందిందింది విదిందిందిందిందిందిందిందిందిందింది విదిందిందిందిందిందిందిందిందిందిందింది సంగలింగిందిందిందిందిందిందిందిందిందిందిందిందింది
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 toI 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.	Ϥ Ϻ Ϥ Δ Ϸ Ϥ Δ Ϸ Ͽ Λ Ϟ Ϸ Ϸ Ξ Λ Ϟ Ϸ Ψ Κ Ε Α Δ Α Δ
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.	> λ. Λ' b L' Λ 4 Γ (C Þ [%] 'b Þ λ L ^L Γ [*] U Λ Γ λ υ λ' ε Δ τ' σ 4 [%] Π σ ^b Δ [%] P σ [*] σ 4 [%] Π σ ^b Λ γ λ ί (Π 4 σ [%] Υ δ 6 C ³ d ⁵) Γ Δ σ Υ Γ 4 σ [*] Γ ° σ ^b . C Δ ^b d 4 σ Λ 4 ^c σ 4 J λ' 6 ³ Γ ^L L C ^c D ⁵ σ 4 ^c σ Δ σ ^b δ λ 4 ^c Γ 4 J λ' 6 ³ Γ ^L L C ^c D ⁵ σ 4 ^c σ Δ σ ^b δ λ 4 ^c Γ 4 J λ' 6 ³ Γ ^L L 4 ^m λ' D D ⁵ J C Δ σ ^b σ 4 ^m D σ ⁵ σ 4 ^c L 4 ^m λ' D D ⁵ J C Δ σ ^b σ 4 ^m D σ ⁵ σ 4 ^c L 4 ^m λ' b D λ' 6 ^m J D J ^c . J P J 4 P D ¹ Y ¹ G 4 ⁴ J ^b C ⁶ α 4 ^L ¹ b D λ Γ 4 ^m C D ^c D 4 ^m D C 4 ^m L 4 ^m D C 4 ^m C D ^c D 4 ^m D C 4 ^m L 4 ^m D C 4 ^m L 4 ^m
I think, depending on how you define a strategy or actions that have been taken, there are examples across the country where this	ᠮᡃᠦ᠌ᠴ᠋᠌᠘ ^ᡄ ᡆ᠄ᡃ᠉᠋᠄᠌᠌᠌᠌ᡗᠻ᠖ᡃ᠋᠖ᡣᢦ᠖ᠴ᠌᠕᠋ᠴ᠘᠑᠘ᡩᡆ᠅ ᢐᡄᢗ᠋᠋᠋ᡗᢄ᠉ᢩᠫᢕ᠋᠋᠋ᢣ᠅ᢗ᠋᠄᠋᠖ᡷ᠋ᠴᢣ᠅᠋᠌᠌᠌ ᡷᡃ᠋᠑ᡪ᠅ᢗᢂ᠋ᢉᡏ᠊᠋ᠳᠳ᠂ᡏ᠋᠑᠅ᢗᠮᠳᡝᠳ

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.	Λ·ႱႭჼႦჂჼჄϷჇႶϷʹϷϚϽʹϿͺͺϘ;ϟͺͰͺ·ͺϳϹͺͺϷϥϹϹ ϤϪϚϽჼͱϟϹϭϨͺϿ;ϧϧϾϭͺͺϹϥϒ;ϒϷ;ϚͺͼϷϿͼ ϤʹͼϷϹϤϲͺϚϲϤϲ;ͱͳͺϟϾͺϤϷϚϲͺͼϷϘͼϽϭϧ ϪϹϒϪ·ϹͺϪͼϷϭϪϟϽͼͺͺϒϲϲϽͼϧϛͽϽϲͺϿͼͺϲ ;ϥϒͼϼϹϝͺ
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.	Δ°7≪ΡϹ°° : L'α. (ϽϞϟΛͿϚ) Ϸ≪σ ἀͺͺϚϽϞϧ ϹͽͿϥ ϽϞϷͽϚ ΛϞͺϥϽ;ϥͻͱΓͽ Δͼϧϼϥϟ;ϐͼϹͺϷͺϲϒ, ϲϧϼϲͺͻϥͼϧϲͼͺͻ ͼϼϲϿͼͺͶϽͼͺϷͼϷϲϥͼϧϲϲϿϥͼϧϲͻ ;
Mr. Lightstone : Thank you, Mr. Chairman. I appreciate the information provided by the Office of the Auditor General.	ሬሬና/ኃ ॰ (ጋኣትበJና): 'd৮°உ广ঁ ^ቱ , Δ ዮላኞኦር ^ና ቅ. ር፡Lጭ/Lኆኈ/ኦጮበኦና ር፟ ^ቴ dላ ኦኄኦሥኖ ለ ^ւ Lռላጏበር ^ւ Եናርኦኈ.
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.	ΔϚ [°] σϤ ⁶ ⁵ Ͻϲͺλ ⁵ d ⁶ ₂ ⁶ ϤΛͺͺͿͰ ⁴ ΓυͰ. Ϲ [°] ϽΡͺͿϤϨΠ ⁵ ⁵ ⁶ ⁴ ⁶ ⁶ ⁶ ⁵ ⁶ ⁵ ⁶ ⁵ ⁶ ⁶ ⁶ ⁵ ⁶
Chairman (interpretation): Thank you. Department of Education, Ms. MacMillan.	Δﻪ/≪ϷϹ· Ϸ: L'ዉ. ΔϹ [°] ϭ⊲ [·] ϷϽϲჀኦ ^ϧ ϭϤ, Γ ^៶ L ^ℴ Γϲ [°] .
Ms. MacMillan : <i>Qujannamiik</i> , 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. <i>Qujannamiik</i> , Mr. Chairman.	LϷϝϲϫ (ϽϞϡͶͿϚ): ·ϭͿϧͼͺϮϷ, ΔϷϒϘϷϹʹϷ. ϹΔϹ ϹϷϭϤ ϤϷ·ϲʹ·ͽͶͺϲϳϚͺ·ϧϷϡϞʹϭ·ϭʹϷϽΔϚ ϭϿϤʹϷϹϷϟϹϐϨ·ϳϒϜ ϷϥϹϜͺ·ϷϣʹϚͺͺΛϲ^ϳ·ϢͰϹͽͺϳϹ. Ϫ, ϹϷϭϭʹϧͺϹΔϹϪϚϽϭϷͺ·ϧϷϡϒϤʹϭϭϤʹϷϽϚ. ·ϭͿϧͼϥϮϷ, ϪϷϟϘϷϹʹϷ.
Chairman (interpretation): Thank you. Mr. Lightstone.	Δ^ϧϟ≪ϷϹ^{;ϧ}։ L'α. Γ'Ϲ ϲΔϤϽʹ.
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	ረΔና/ጋ፞ ° (ጋኣኦበJና): 'd৮°ዺቮ፟፟, Δኦፖ≪ኦር፟ ^ና የህናርጭሩ፟ ^ና ላለጭdበሁ bበጭሁኦጭጋሙ 26 ለናጋሀ. bበጭሁኦንና 4-ኊሁσ Δሮዮσላጭጋሮሊኦቴሁ ^{jጭ} ርժኖዹ፝ ህላሁና፟፟፟ት አር ለታሲጭጋናሰበናቴናር ሮላናጋቦ ላ ^ነ ኦኊቦዮም bሏርΓኦርኦናbበናር ላዛ የህናሮጭሩጐሁም

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.

Δ•/ペÞርና•: ናሪታ°Ⴍ广ჼ. Γ՝ LჼΓ⊂°.

Δν/«>C[·]: [·]d⁵°₀, Γ[·]C C⁴/2[°].

ϲΔ·ϟʹϽ· (ϽϞϷႶͿϚ): ·ϭͿϷ·ឩϹϷ, ΔϷϟϘϷϹʹϷ. ·ϭͿϧ·ឩϹϚϹϷ·Ϸ ΡϷႱል^ͼ·ϧ. Δ΄, Ϲʹ·ឩ σͺͺϷͶϭϥϲʹ·ϷϧϚͺϽϞϷϐ·ϭϲͺͺϭʹ·ϧͺͺͶϧͺϲͻϞϒϷϷ ϽΡͺͿϥϨͶ·ϞʹϷ.

Δ৬/«>Cʻʻ: ʿdᢣᠲᡆᡤᢆᡃ. ᠮᡃᢗ

McKenzie. ר⊶ס ן **LP°1** (ϽϞϟ∩ͿϚ): [;]ϭͿϧͼϼϹϳͽ, Δͽϟ≪ϷϹϳͽ. Ϲͼϼ Mr. McKenzie: Thank you, Mr. Chairman. ᠂ᡃ᠋ᡃᠣ᠌ᠵ᠈ᡃᠣ᠌ᢄᢣ᠋ᢆ᠂ᠣ᠘᠘᠆᠋᠋ᢐᢑ The process that we followed was that we ᠘ᠸ᠋᠋ᠳᠣᡐ᠋᠉᠋ᢕᡄ᠘ᢣᡆᡗ᠕ᠸ᠋᠋᠘᠂ᠳ᠘᠉᠆ 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 ⊲∩⊂⊳₀₀∽₀∿<<< ⊲₅∖וֹבֹי₀)ר. following year. We looked at essentially ᢐ᠋᠔᠆᠘᠆᠙᠖᠆ᡁ᠖᠆᠉᠖ᡆ᠉ᠳᠣᠴᡧ᠘᠃ students.... That was really based on changes to enrolment. We looked at those that enrolled in following years and then we ᢗ᠘ᡃ᠔ᡏ᠋ᠴᢂ᠂ᢂᡃᢐ᠆ᢐᡃᡉᢗᠣ᠋ᢩ᠆᠈᠘ᢗ looked at the students that did not come back ᠴ᠋᠉ᡃ᠋ᡖ᠉ᠫᡏᠣᢂ᠋ᡩᡄᡄᢂ᠋᠉᠆᠖᠉᠖᠖᠘᠘᠘᠘ into the system to identify those that left. Δϲ··σϤϐͱΓ ΔϲʹϞϐͱΓ. ϹΔͺϷ ϹΔʹϷʹϹϲϷʹͽϹϿʹ. Early leavers, essentially, is how we ⊂∆⊌ط⊲ ف∠⊳∩٦ ∧؞⊂∿طاد ישי∩י characterized them to determine the number of students that were not coming back into ᠘ᡃᠠ᠘᠙ᢂᡬ᠄ᢆᡃ the system. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Mr. **Δ•/«>C[•]**: [•]d۶[•]αΓ[•]. Γ[•]C ααγ⁻)[•]. Lightstone. Mr. Lightstone: Thank you, Mr. Chairman. **_Δ⁴/Ͻ⁶** (Ͻ^ϳ, Δ⁶/ «Δ⁶/ Δ⁶/ «Δ⁶/ Δ⁶/ «Δ⁶/ Δ⁶/ α⁶/ My next question is for the Department of ᢨ᠍ᢧᡃᡄ᠋᠊ᢛ᠂ᡏ᠕᠋᠋᠋᠉ᠳᢕᡁ᠘ᡄᡥᠣ᠋᠊ᡆᡐ᠋ᢕᢛ. Education. We all know that we do have high ٬ργταφαρις αμασιρις τοιτα rates of dropouts in our education system, yet CLD°aDΔ°a[®] Δσհልናበ°σ. Űa Cd৮αDGL I think this is the first time I have actually seen a solid number. Given the significance ᠴ᠋᠋᠋᠉ᡃᠣ᠋᠋ᡃᡠᡄ᠋᠋᠋᠁᠘ᡄᢩ᠂ᠴ᠘᠋᠁᠘ of dropout rates to the success of our education system, I would like to ask why the Department of Education does not report Ċŀdo∿L ՙᲮ₽ᢣ᠘ᢣ₽Րᡏ᠋᠋٬Ŀᡄᠬᠺ᠑ᡏ᠘᠅ᢆᢣ᠉Ͻᠥ᠈ that crucial information in our annual reports. ᠂ᡃᠯᢣᢩᢁ᠋ᡬ᠊᠂᠂᠘ᢧᡪᢁ᠘ᡬ᠉ Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Ms. **Δ•/ペレር**[•]: L'α. Γ[\] L^bΓ_C[•]. MacMillan. **Lº୮୯°** (ጋኣኦበJና): የሪታ°ዉ广, Δνረ«ኦርና». Ms. MacMillan: Qujannamiik, Mr. ᠈ᢞ᠋ᡔ᠋ᠳ᠋ᡄ᠆᠕᠆ᡁ᠖᠆᠘᠆ᡁ Chairman. In future reports this will be ᠘᠘᠋ᢉᢣᢂ᠋᠋ᠮᡄᡄᢅ᠆᠋᠋᠋ᢑ᠋᠘᠘᠘᠘᠘᠘ considered. (interpretation) Thank you. Chairman (interpretation): Thank you. Mr. **Δ•/<></** Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I	ዾፚናታጏኈ (ጋኣኦበJና): ፣ሪታ°፞፞፞፞፞፞ፚቮ፞፟ ^ኈ , ፚ ኯ፟፟፟፟፟፟ ለዾኯ፟
really appreciate that. Thank you very much.	᠈ᡃ᠋ᠯᢣᡄᡅᢩ᠆ᠵᢋ᠋ᠫᢣᡅ᠋᠊ᢙ᠋ᡃᡉ ᡬᢛᡆ. ᠻᡃ᠋᠋ᢞᠧ᠋᠉
My next question is sort of following up on	⊲∧∿₀⊣∩ר. כ∆∟ ୮५ ⊲₅₾₽⊳<
Ms. Angnakak's question about different	ᡏ᠋᠕᠄ᡃᢦ᠋ᡆ᠋ᢕ᠋᠋᠂᠋ᢑᡄᢄ᠋᠉᠆᠆᠆᠆᠆
pathways to graduation. In paragraph 29 it	᠘ᡄ᠋ᡗ᠊᠋ᡏ᠋᠋᠋ᢞᢧᡆᡐ᠋᠋᠘ᡩ᠋ᡆ᠉ᠫ᠋᠉᠂᠋ᡘ᠉᠋᠘᠆ᡆ᠉ᠫᠣᡃ
states that currently there's only one primary	⊲⁺≻ሶ°∿ቦናጋው ለኦሲናሥውና」ና. bበ°∿レ⊳ኈጋኈ 29
graduation pathway, but the school officials	
C 1 1	ለታሲናσና⅃ና ⊲™d∩▷ᢞᡅᢑ᠑᠉.
are looking into alternative pathways to	᠙᠘ᡄ᠈᠊ᡆ᠂ᠳ᠙ᠵᠧ᠘᠈᠂᠂᠂
graduation. I would like to ask if the	⁶ ρσ ⁶ ⁵ ¹ ²
Department of Education will be able to	
provide us with some examples for	
alternative diploma options. Thank you, Mr.	ᢄ᠂᠋ᠫ᠆ᠳ᠘᠉᠆᠙᠆᠕᠅ᢣ᠒᠆᠅
Chairman.	᠕ᢣ᠋ᡅ᠌᠌᠌ᡔ᠋ᠬᠫᢂ᠋ᢓᡣ᠋᠅ᡣᡄ᠘᠋ᡄᡃ᠋ᠺᢂᡃ᠋ᡏ᠌᠌᠉᠂ᠺᡰᡷᢐ᠋᠋᠘᠆ᡁ
	∆ʰᠠ᠙ÞĊ́ˤʰ.
Chairman (interpretation): Thank you. Ms.	
MacMillan.	Δ•/ペÞርኈ : L'ዉ. ℾ ^៶ Lၑℾℂீ.
Ms. MacMillan: Thank you, Mr. Chairman.	
•	᠘৽୮ᡄ ᠊ (Ͻᡃᡪᡝ᠈᠋ᠺ᠋᠋ᢣ᠋ᡗ᠋᠋᠋᠋᠆᠋᠄᠂ᡁᢣᢩᢁᡄᡏᡃ᠋᠉, ᠘ᡃ᠇᠋᠋᠆᠙ᠵᡬ᠅
For example, the transitions team in our	ᠵᡆ᠆ᢧ᠘ᡩᢂ᠕᠅ᠳᡐᠺᢂ᠅᠘ᡬ᠕᠆᠕᠆᠘
curriculum division is looking at increasing	᠘᠆᠆᠋ᠳᡏ᠋᠖᠘᠆᠆ᠴ᠋᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
the hands-on learning opportunities for our	کدے الک مربخہ ۲۲ کے CLa کر کے کا ک
students. For example, this year several	
alternative scheduling scenarios such as	
offering more support to students and	50227 11 2 2 02270 2 10 3 502456C56C5でで 2019 2P4560の
employers embarking on work experience	
will be tested throughout the fall of 2019	
using two of Nunavut's high schools as field	᠘᠆ᡨᠣᡏᡃ᠋ᠳᢛ᠂᠋ᡃ᠋ᡋᢂ᠋ᢣ᠋ᡩ᠖ᢂ᠆ᠳᡏᠴᠥ᠋ᠴ᠂ᡝᡆᡰᢞ᠌ᢩᡆᡤᡃᡃ,
testing. <i>Qujannamiik</i> , Mr. Chairman.	∆ºZ≪ÞĊ ^{ና⊎} .
esting. <i>Qujumumuk</i> , Mr. Chanman.	
Chairman (interpretation): Thank you	
Chairman (interpretation): Thank you.	∆•ץ<⊳כי י: L'ם. (כ <i>וֹ</i> גארוטי) דיכ ב∆ירכי,
(interpretation ends) Mr. Lightstone, we're	ᠴ᠋᠋᠋ᢛ᠋᠘᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘
just about to wrap for the day; you might	⊲∧ኈd∩ኁьኈኈኇኈፚ፞ኈጋ∩ና. Γኄር ∟⊿ና៸ጏ፞፞፞
have time for one more, quick question. Mr.	
Lightstone.	
Mr. Lightstone: Thank you, Mr. Chairman. I	ዾፚናታጛ ፞፞ (ጋ፟፟፟ነትበJና): ^ና ሪታ [®] ዉ፫ [፟] , Δ ዮረ ወርና».
appreciate the additional information	᠋᠄᠔ᡃ᠆ᡔ᠋ᡐ᠋᠈᠊ᡁ᠋᠋᠋ᡔᢄ᠘᠘᠘᠘
provided by the Department of Education. I	∆ <u>፫</u> °σ⊲ኈጋ፫ <u>ኪ</u> ሥď. bጚ/ቦ⊲ዖLጚኄ ⊲∧ኪ_∿Ⴑ
would like to follow up and ask what two	Ċ ¹ d4 L ⁱ ² ¹ ΔC ² σ4 ⁱ δ ¹ Γ ϷϓϚ ⁱ δϷσ4 ⁱ ²
schools will be piloting this work experience	
program. Thank you, Mr. Chairman.	$\Delta 0 \Delta = $
program. Thank you, wit. Challman.	
Chairman (intermetation), Thenly you Ma	Δ৬/«ϷϹ· Ϸ: L'ϥ. Γ ^៶ LၑΓϹ ^ͺ .
Chairman (interpretation): Thank you. Ms.	
MacMillan.	
	ዾ『୮ᡄ 욕 (ጋኣኦበJ ^ሬ): ^ና ժታ°ዹ广 ^ኈ ,
Ms. MacMillan: Qujannamiik, Mr.	

Chairman. They would be the high schools in Baker Lake and Igloolik. <i>Qujannamiik</i> , Mr. Chairman.	Δኮ/ペϷĊჼჼ. ჼďናበσჼჼካσჼ Δሮ ^ኈ σ┩ჼልϷႱႸჼჼጋና ჼႦLσናጋ┩ჼΓ Δჼഛሮ ^ֈ ΓϿ. ჼdႸჼႭ广ჼ, Δኮ/ペϷĊჼჼ.
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.	Δ•/«ϷϹ· Ϸ· ͺͺϫͺͺͺͺͺϫͺϫͺϫͺϫͺϫ Γ·ϽͺͺͺΔϚ៸Ͻ·,ͺϤΛ·ͽϤͶͽϧ·ͽϷϐ·ͼϭ·ϭͻͽͼͺϤ·ϧͿ Λል·ϧͻϳ·ͽϽϹͼͺͼϧϷ;Ϳϭϥͽ϶ϽϹ;
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.	CΔL ⁶ bP ² \P ⁶ P ² \L.J ΔCCLJΔC ⁶ CΔL bNL ⁶ σL ⁵ S ⁶ Δ ⁶ b ⁵ UCPb ⁵ σ4 ⁵ L ⁶ 4 ⁶ J P ² C ⁶ U ⁶ ΛΓ4PL ⁶ J ⁶ J ⁶ 9:00-J4 ⁶ C ⁶ bNL ⁶ σL ⁵ S ⁶ b ² J ⁶ J ⁶ CL ⁶ ⁶ bP ² \ ⁵ σL ⁵ S ⁶ b ² J ⁶ C ⁶ P ² J ⁶ L ² C ⁵ ⁶ b ² L ⁷ 4 ⁶ J ² C ⁵ D ⁵ J ⁵ C ⁶ P ² J ² L ² L ² C ⁵ J ⁶ C ⁴ L 4 ⁶ b ³ CP ⁵ Cd ² L ² S ⁷ C ⁵ C ⁵ D ² C ⁶ C ⁴ L 4 ⁶ b ³ CP ⁵ Cd ² L ² S ⁷ C ⁵